Leading Learning

The research-engaged teacher: empowerment from the ground up

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Teachers’ behaviours and actions in the class

- Informal professional landscape (blogs, twitter)
- Government policy
  School leadership
  Colleagues/peers
- Formal professional landscape (journals, books, conferences)
- Initial teacher education and continuing professional development
A Model of Teacher Change

- Professional Development
- Change in Teachers' Classroom Practices
- Change in Student Learning Outcomes
- Change in Teachers' Beliefs and Attitudes
Research Informed Advice
汀步路，小心滑倒！
Mistakes help me learn

Effort makes my brain grow
Teachers, Parents Often Misuse Growth Mindset Research, Carol Dweck Says

Praise strategies and results, not effort alone, she says.

By The Hechinger Report | Contributor  Nov. 23, 2015, at 9:10 a.m.

Carol Dweck says mindset is not ‘a tool to make children feel good’

John Dickens | 21:00, Jun 18, 2015
A full academic review of the literature

A short pamphlet that was accessible to teachers and leadership

All marking is to be carried out in green pen.

All marking is to be done in a clear legible hand aligned to the school handwriting script.

The marking code is to be followed in all cases. (see Appendix 1)

In developmental marking:

When identifying specific success, the respective work in the pupils’ book (literacy or maths) will be identified in green highlighter. The corresponding comment will also be highlighted green.

When identifying an area for specific improvement the respective work in the pupils’ book (literacy or maths) will be identified in pink highlighter. The corresponding comment will also be highlighted pink.
Verbal feedback given.
‘knowledge how’

- pedagogical
- facilitate learning
- classroom management
- useable and useful
'knowledge that'

- propositional knowledge
- theoretical
- abstract
- generalised
Should every teacher know the answers to these questions?

- What is educational research?
- Is it worth reading?
- How do I read it?
- Where can I get it
- What can I do with it?
- When I have done something with it, how can I tell if it was a good idea?
Where to start?

• Book Clubs/Reading groups
• Introductory courses
• Lesson Study
• Research Schools/Journals
Sandringham School
Education Book Group

Book 1
The Ethic of Excellence
Ron Berger
Meeting: 20th December 2015

Book 2
Making Every Lesson Count
Shaun Allison and Andy Tharby
Meeting: 11th March 2015

Book 3
The Hidden Lives of Learners
Graham Nuthall
Meeting: 1st July 2015

Pizza lunch served
Meetings in H1 at 1.15pm

See KAR or CCR to sign up
An introduction to educational research

• To develop an understanding of educational research - its purpose and methodology
• To be informed of a range of educational research in an area of specific interest
• To use educational research to inform practice and decision making in teaching and learning
• To critically reflect upon and evaluate the use of educational research in classroom practice
• “A great (and rare) opportunity to have time to actually read and think.”

• “… more importantly it came with guidance on how to think critically about what we were reading. As a result, I found myself contrasting the research findings with my own experiences in the classroom and actively thinking about what aspects of the research I could use, or not, to effect with my students.”
Lesson Study: When Teachers Team Up to Improve Teaching

By Katrina Schwartz
MAY 25, 2016
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Define ‘success’

Develop tools and processes to collect and evaluate evidence

Changes in beliefs and attitudes
Changes in behaviours and actions

Formal Professional landscape (journals, books, conferences)
Informal professional landscape (blogs, twitter)
Government policy
School leadership
Colleagues/peers
Initial teacher education and continuing professional development
Thank you

Questions in panel
or later (jad26@cam.ac.uk)