

Practitioner inquiry: improving outcomes through teacher R&D



An approach professional development that empowers school-based practitioners to investigate, innovate and evaluate the impact of their own practice

- Are you interested in alternatives to top-down approaches to professional development?
- Why do so few schools systematically evaluate the impact of their professional development activities on pupil outcomes?
- Are you interested in learning about an approach to professional development that harnesses the energy of stakeholders throughout your organisation, leading to innovation, improved outcomes and the sharing of best practice?



RETHINKING EDUCATION
Education's Critical Friend

PROGRAMME AIMS

- To develop the knowledge and understanding of school-based practitioners around how to develop a research-informed approach to professional development.
- To apply these principles to real-world problems, adapting the learning to each individual school context.
- To build a culture of research-informed practice within your organisation.

WHAT'S PRACTITIONER INQUIRY?

Practitioner inquiry is a simple, systematic approach to professional development, where participants engage *both with and in research*.

It's an alternative to top-down approaches to professional development that places the practitioner in the driving seat.

Over the course of an academic year, each participant investigates, innovates and evaluates an aspect of their own practice.

WHO SHOULD APPLY?

School leaders and teams who want to learn about a powerful approach to professional development that can be applied to any area of school improvement.

In this programme, we work with a group of teachers – usually between around 8 and 12. Groups can either focus on a shared research theme, or they can each pursue their own avenue of inquiry.

LEARNING MODEL

Following an initial meeting with school leaders, the programme involves six half-day workshops, each led by an experienced Rethinking Education facilitator, spread across the school year.

Sessions 1, 2, 5 and 6 are group sessions; sessions 3 and 4 are comprised of individual 20-minute clinics with each participant.

Session 1: Introduction to practitioner research

- Exploring tools, frameworks and strategies for investigating and evaluating your own practice.
- Writing an *exploratory* research question.
- Designing data collection tools for collecting baseline data.

Session 2: Developing a research theme

- Reviewing findings from baseline data collection.
- Writing an *evaluative* research question.
- Exploring practical strategies for monitoring and evaluation.

Session 3: Individual clinics

Session 4: Individual clinics

Session 5: Group session

- Reviewing progress.
- Identifying next steps.

Session 6: Sharing and celebration

- Sharing findings. Usually, colleagues from the wider community are invited to attend the final session.
- There are also opportunities to publish inquiries in a peer-reviewed online teacher research journal, and to present at conferences.

WHAT DO PARTICIPANTS SAY?

“An excellent way to make me think critically about my practice and how I could improve.”

(Marcus, Head of Geography)

“It was simple to implement; my colleagues were positive about using the strategy and the impact on children’s learning was significant.”

(Rina, Year 4 teacher)

PROGRAMME INFORMATION

Fees for 2022-23

Fees vary depending on the number of participants, and whether the delivery is online or face-to-face. The online programme costs £500 per participant (minimum group size 8).

Registration

To make a booking or for more information, contact hello@rethinking-ed.org

To read more about the research that underpins our work, visit rethinking-ed.org/research.



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