

NPEP 22-23

Session 2



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd



EAS

University of
South Wales
Prifysgol
De Cymru



Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service

Purposes of the sessions

- To establish the value of NPEP
- Explore the skills that enable enquiry
- Create space to explore your enquiry
- Be cognisant of last weeks' session *Relationships and others needed to support / engage in enquiry.*

Timetable for the day



10:15 – Welcome and scene setting (A15)



10:45 – Developing and enquiry stance (A15)



11.45 – Research Methods (A15)



13:00 – Lunch



13:45 – Seminars in breakout rooms (A20,A22, A24)



14:45 – Round up and close

29.11 and 06.12



29.11 - ENQUIRY
PROCESSES AND METHODS



06.12 - DEVELOPING AND
REFINING PLANS

Task for 6.12.22

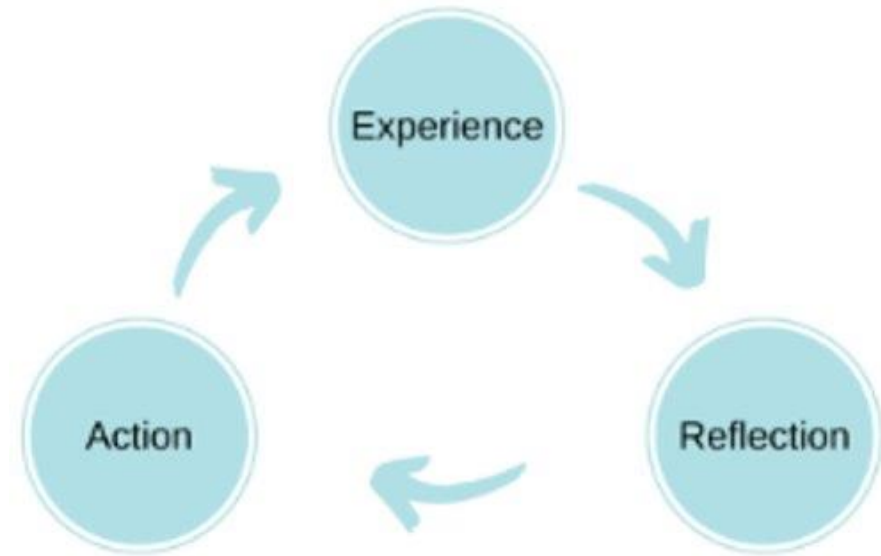
- Identify a research article / credible source linked to your developing enquiry question and bring it to next weeks' session.



Last week



Our four guiding principles





Relationships and collaboration during enquiry

A task from last week that you will draw on this afternoon.

Relationships to others and how to involve wider team in research

The next phase Y cam nesaf.

Overarching purpose:

- **Move into a refinement and extension phase to**
 - Build on the 'consolidation and Evaluation' phase during 21/22 and refresh the existing NPEP programme in light of an external evaluation during 21/22.
 - encourage new schools to join NPEP through a new 'Pathways to NPEP' approach and support the future progression of more established NPEP schools.
 - continue to support the transition to a sustainable approach, aligned to the [National Strategy for Educational Research and Enquiry](#).

Key features of the next phase

All NPEP 22/23 enquiries will focus on the realisation of the Curriculum for Wales

An audit of existing NPEP schools to encourage new schools to join and support progression of more established schools, with some developing as system leads.

Strengthened enquiry continuum, with NPEP schools developing a whole school and collaborative approaches to enquiry to disseminate NPEP outputs.

Streamlined reporting requirements to provide increased flexibility during the enquiry lifecycle, with reduced reporting requirements for new schools.

Transition to 3 tiers of NPEP schools – **emerging** (new schools), **developing** (formerly partner enquiry schools) and **established** (formerly lead enquiry schools)

National enquiry menu 22/23

- All 22/23 NPEP enquiries will need to demonstrate an overall focus on the realisation of the Curriculum for Wales.
- Curriculum for Wales (**NEW** enquiry domain for 22/23)
- Pedagogy and learning
- Assessment
- Equity (**NEW** enquiry domain for 22/23)
- Leadership (**NEW** school improvement and self-evaluation sub domains)

The *National Enquiry Menu* will equip schools to select a focused enquiry question in collaboration with their HEI partner.

Enquirers:



Emerging



Developing



Established



Expectation

Limited or **no**
experience of research
and enquiry.

Some experience of
research & enquiry at an
individual level have
experience of sharing
with **some department /**
colleagues.
Development needed.

Have been involved in research
& enquiry for **many years.** Much
experience that has been shared
with colleagues within the
school.
Capacity and experience to
support others and engage in PL.

Attend launch event.
Attend all PL events
delivered by HEIs
Engage with '**Buddy**'
school for support.
Attend drop in sessions
when appropriate.
Meet **deadlines** for
submission of reports.

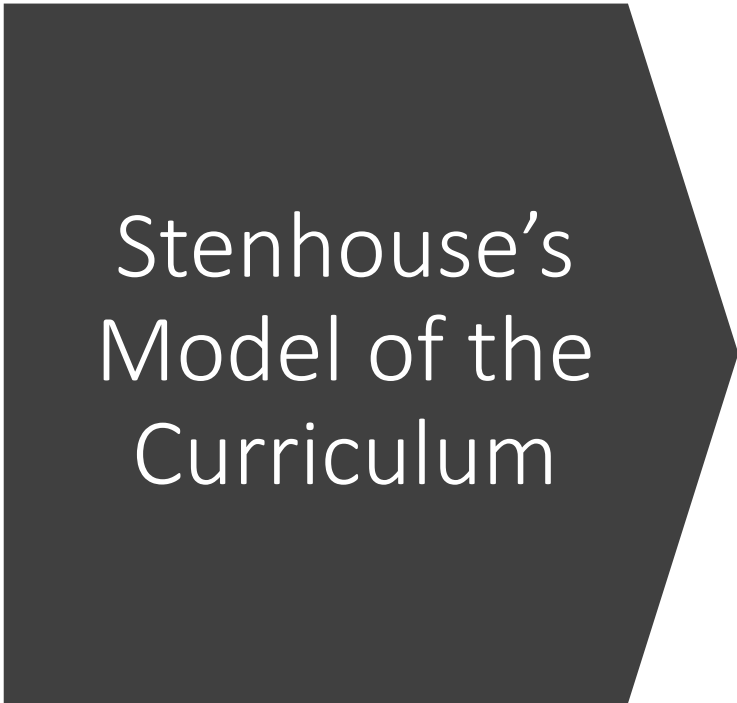
Attend launch event.
Attend PL events delivered
by HEIs as required by the
school.
Attend drop in sessions
when appropriate.
Meet **deadlines** for
submission of reports.
Disseminate with your
networks and cluster.

Attend launch event.
Attend and engage in **PL events**
delivered by HEIs as required.
Provide support to others within a
network. Provide **individual support**
to Emerging enquirers – support to
include meeting **with network schools**
at least once a term to discuss
progress and share expertise.
Meet **deadlines** for submission of
reports.

What is the purpose of professional enquiry?

- **Think-Pair-Share**





Stenhouse's Model of the Curriculum

Educators should **research and reflect on their own actions**, and in agreement with the **needs of their students**.

increase the understanding of their own practice in order to **change, modify and perfect them**.

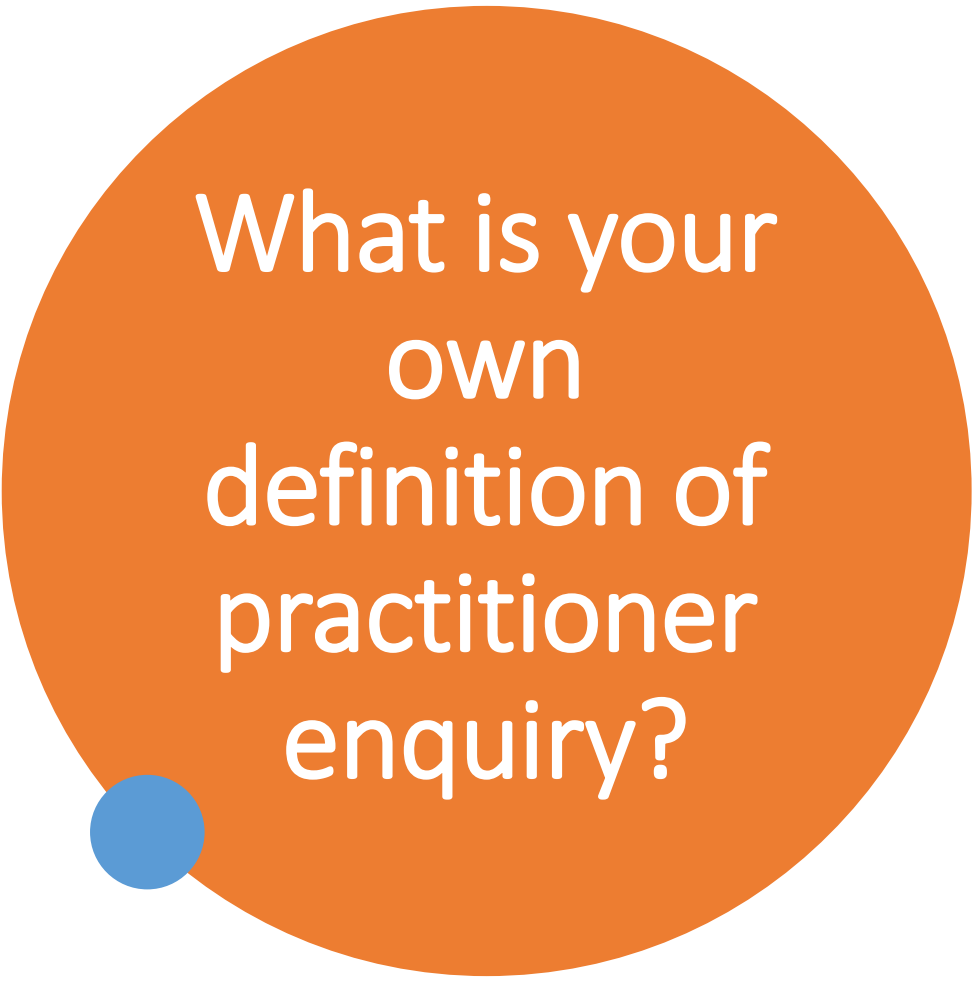
This process allows educators to be **critical of any taken for granted assumptions, practices, perspectives**.

Laurence Stenhouse - 1975

Over arching
questions to
consider:

How will your enquiry
benefit learners?

How will you know
you have succeeded?



What is your
own
definition of
practitioner
enquiry?

- **A moment of reflection:**





Practitioner Enquiry: a definition

“A ‘finding out’ or an investigation with a rationale and approach that can be explained or defended. The findings can then be shared so it becomes more than reflection or personal enquiry”

Menter et al. (2011)



Descriptions of enquiry

In small groups discuss two descriptors of enquiry, and consider their meaning:

systematic

Driven from a moral
purpose

Asks difficult
questions

Uncovering
uncomfortable truths

Disruptive

Avoids deficit
thinking about
students and
teachers

Avoids quick fixes of problems of
practice

emancipatory

Supports Inclusion for
all students

bring about fundamental changes in pedagogy through systematic enquiry

develop deeper understanding and questioning of theory, policy and practice

question, develop and evidence for their practice in more meaningful ways

develop a deeper knowledge, understanding and skills of research

understand their own and their students' learning more deeply

accurately and creatively assess & evidence impact on learners and learning

become critically informed practitioners

engage in deep, sustained and transformative professional learning

critically question and challenge educational assumptions, beliefs and values

become adaptive experts



Approaches to enquiry

How does enquiry begin?

As a collaboration (between educators, and between educators and their students)

A focus often develops from a “professional itch” or “hunch” or from a series of noticings in practice (focussed around learner needs)

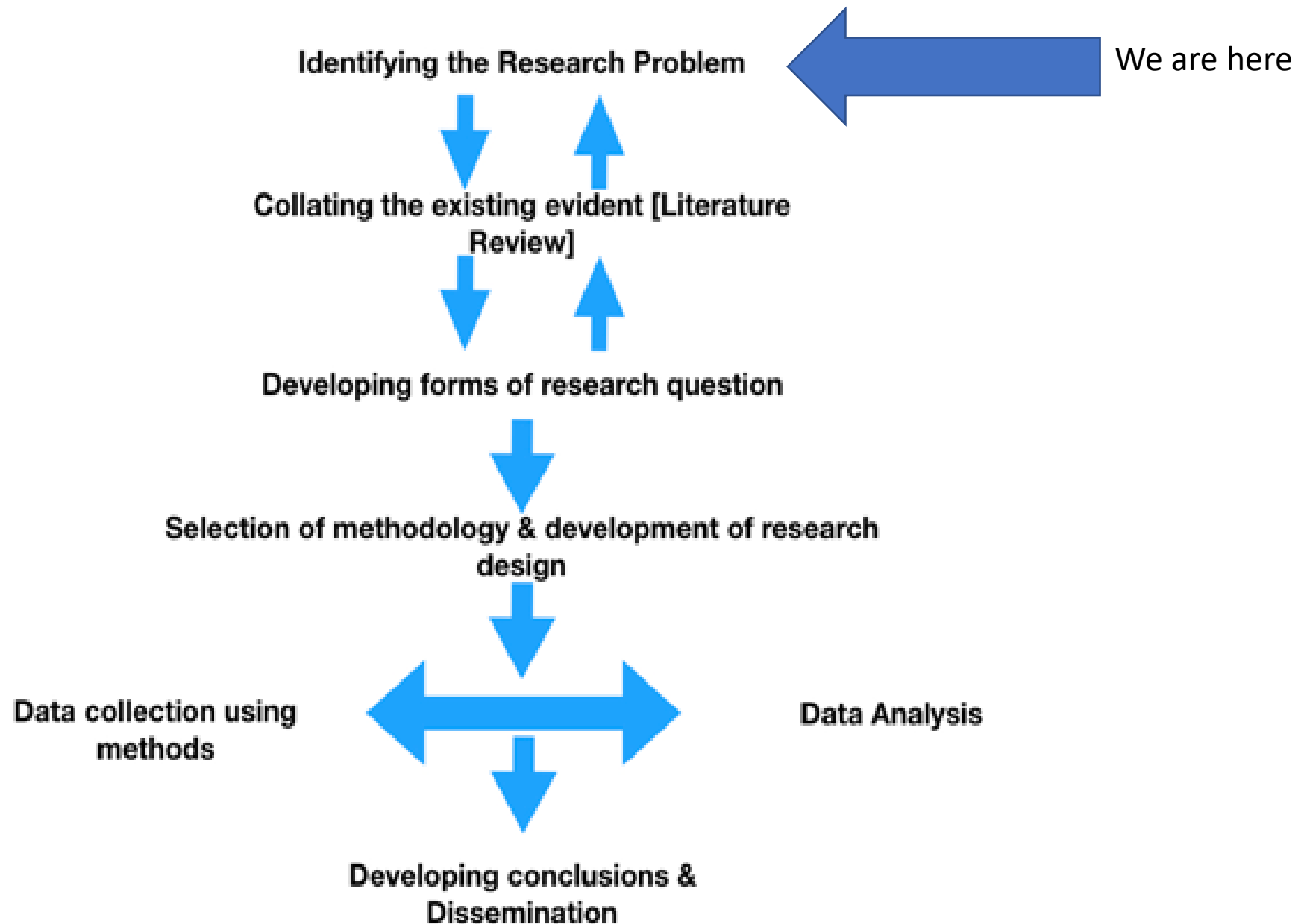
Consider the contexts that a focus is occurring in, with who in what situations and why?

This leads to refining your focus in terms of your context: described as the: **The 5 Ws**

- What? Why? Who? Where? and when?

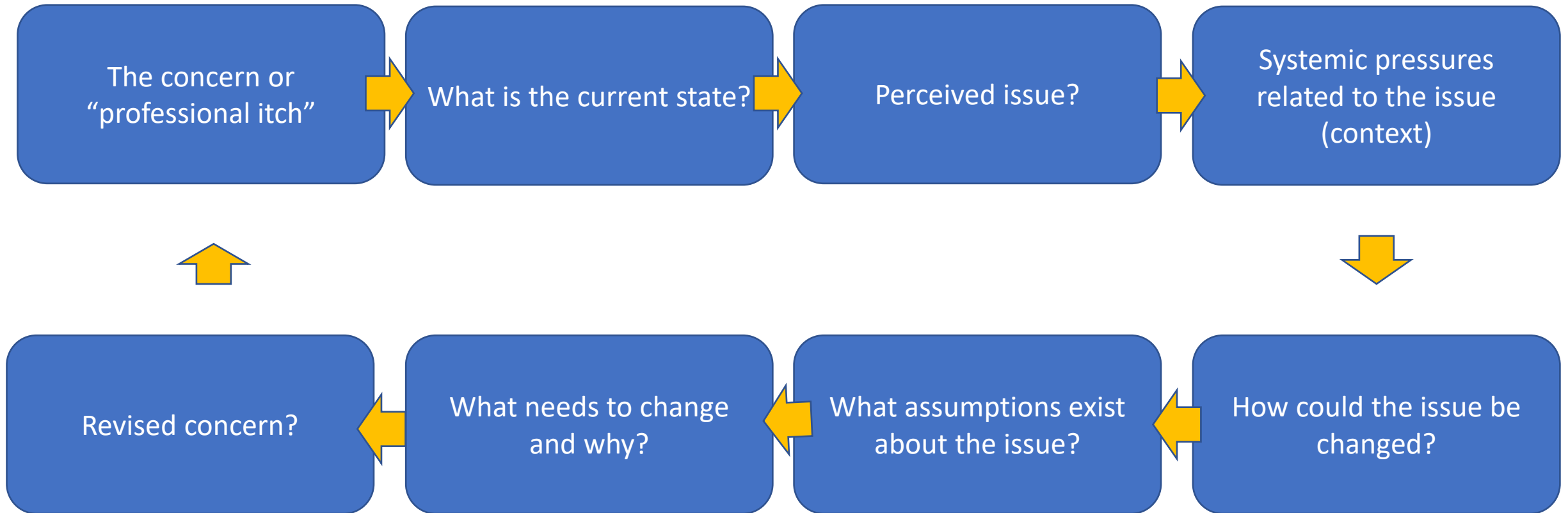
The Five 'W's - Framing your research aims

- 1. **WHAT** *is your professional enquiry / research general focus?*
- 2. **WHY**, *for what purpose .. Gap in the literature, obtain funding, interested, to aid **decision making** (informed decision), develop learning and teaching?*
- 3. **WHO** *needs to be involved ... clusters.. participants?*
- 4. **WHERE** *will you conduct the research?*
- 5. **WHEN** *will the research be conducted ... is the plan viable?*



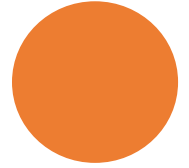
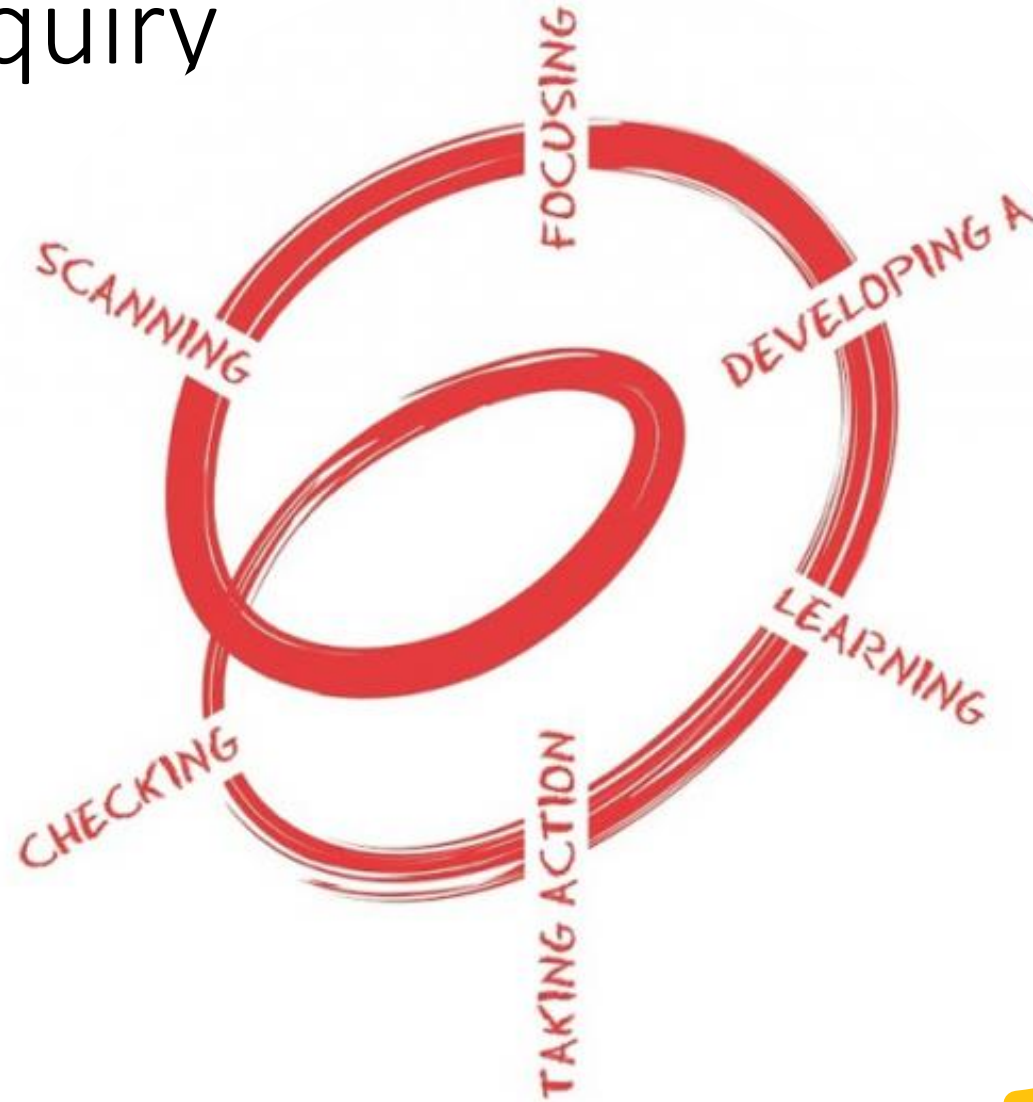
Adapted from
Dawson, 2019

Daly et al (2020) dialogic framework of enquiry concerns?



The spiral of enquiry

- Kaser and Halberg (2013)



Purpose informs approaches to enquiry

Generative vs evaluative approaches

Generative research (exploratory)

Seeks to understand the lived experiences of participants (to understand their behaviours and perceptions), so that solutions to fulfil unmet needs can be understood and developed

Evaluative research

Evaluation research is defined as a form of disciplined and systematic inquiry that is carried out to arrive at an assessment or appraisal of an object, program, practice, activity, or system with the purpose of providing information that will be of use in decision making.

Kellaghan, 2010

Purpose informs approaches to enquiry

Generative vs evaluative approaches

Generative research (exploratory)

Often collects forms of qualitative data from focus groups, interviews, surveys, questionnaires and is open ended

Uses an interpretivist and constructivist framework to analyse the data and develop meaning

Evaluative research

Can use a range of approaches from quantitative (numerical) and qualitative data, but often gathers data to establish facts (through forms of empirical observations and measurement).
Taking a more positivist approach

Discuss the advantages and disadvantages of each of these approaches?

Generative research

Advantages:

- Provides understanding of the needs and lived experiences of the participants
- Rich detailed data often from “verbatim quotes”
- Often focusses on development and what could be changed to enhance
- The stakeholders are telling you about their experiences

Disadvantages

- As data can be interpreted, by the researcher, there may be bias
- Not always generalisable
- Develops local, contextual and time bound perspectives

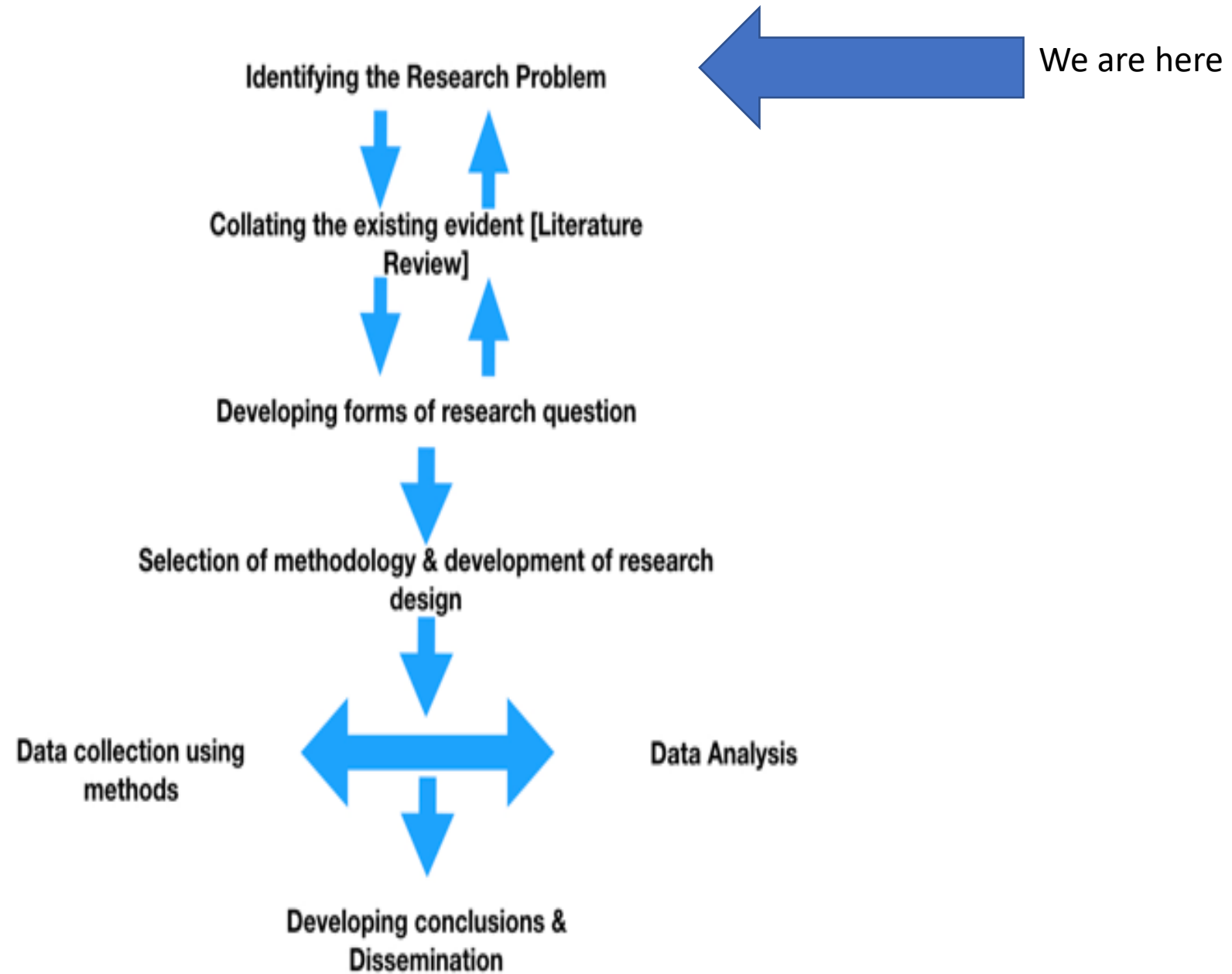
Evaluative research

Advantages:

- Allows the effects of different process and practice to be assessed
- Can take on the perspectives of many stakeholders in large data sets for example the use of surveys, questionnaires

Disadvantages

- You need to understand any problems ahead of using evaluative formats
- This won't help develop or change the approach taken in that research cycle.



- There isn't one approach that is a better research perspective, but the approach must allow you to achieve what you set out with your research question, so must be aligned.




Starting Your Enquiry

National enquiry menu 22/23

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Professional
Enquiry is
not always
easy

- ❑ It can be hard work
- ❑ You can get setbacks
- ❑ It is not a linear process

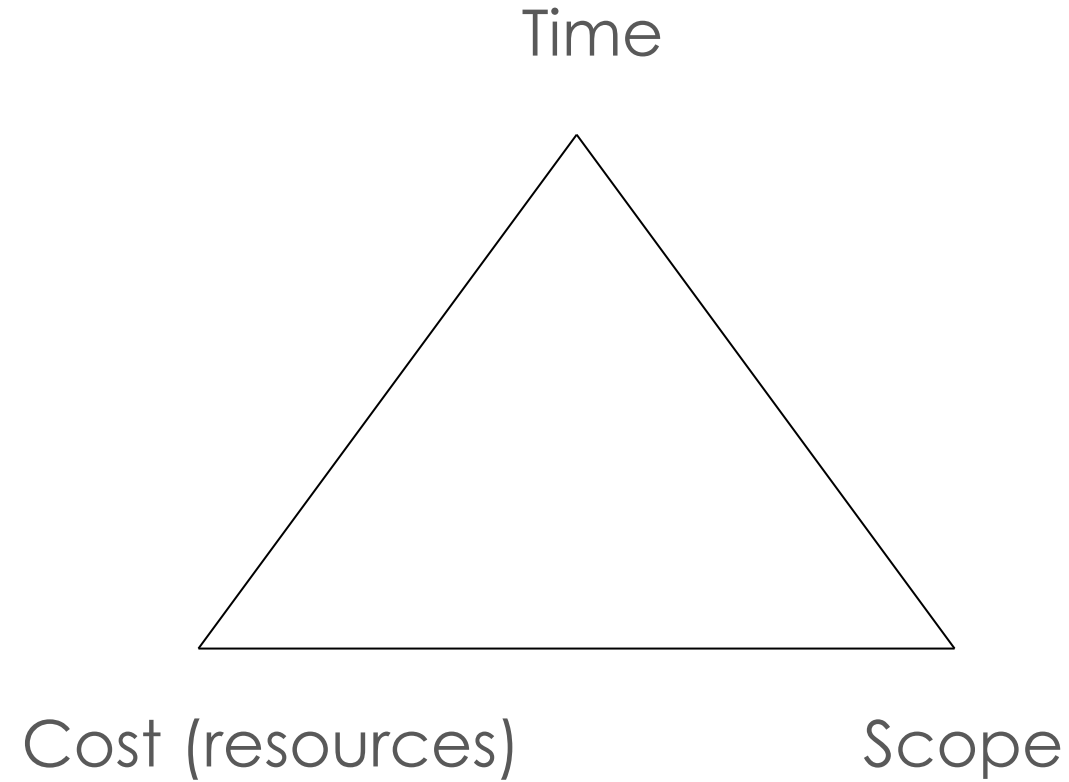


What is your “professional itch?”

- ☐ How does it relate to the implementation of the new curriculum and fall under the menu.
- ☐ Spend 2 minutes reflecting, then share with someone near you
- ☐ Be prepared to share an initial idea
 - ☐ There will be more time later to develop this further.



Narrow the Focus of the Enquiry



Enquiry Domains	Sub Domains	Possible Enquiry Questions
Curriculum for Wales	<ul style="list-style-type: none"> • The 4 Purposes • Areas of Learning and Experience • What Matters Statements • Principles of Progression • Descriptions of Learning • Cluster- based curriculum design 	<ul style="list-style-type: none"> • How have the 4 purposes been embedded in whole school planning? • How have the 4 purposes been embedded into the planning, implementation and evaluation of learning and teaching? • How has the curriculum framework been implemented in individual Areas of Learning and Experience? • How are the 'what matters statements' being embedded in planning, implementation and evaluation? • How are the principles for progression being embedded at whole-school/<u>AoLE</u> level? • How are the descriptions of learning being used at whole-school/<u>AoLE</u> level? • How is curriculum being designed at primary/secondary cluster level?

Pedagogy and Learning	<ul style="list-style-type: none"> • Teacher professional learning and the curriculum. • Digital learning in the curriculum. • Language development and the curriculum. • Metacognition and the curriculum. • Self-regulation and the curriculum. • The role of support staff in curriculum implementation. • Learner voice in the new curriculum 	<ul style="list-style-type: none"> • What school-level PL is being undertaken to support the new curriculum? • What cluster wide PL is being undertaken to support the new curriculum? • How has whole-school/cluster PL been developed in relation to language development, metacognition, self-regulation and digital learning? • How are support staff being deployed to support the realisation of the curriculum? • How is learner voice influencing the realisation of the curriculum?
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Assessment	<ul style="list-style-type: none">• Embedding assessment in learning and teaching.• Providing high-quality feedback.• Communication with parents.• Understanding and planning for progression.	<ul style="list-style-type: none">• How is assessment being embedded into curriculum design?• How is assessment being embedded into learning and teaching pedagogy?• How is high-quality learner feedback being developed within the curriculum?• How is progression being communicated to parents?
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Equity	<ul style="list-style-type: none">• Learners from low-income households and the new curriculum.• ALN learners and the new curriculum.• BAME learners and the new curriculum.• The new curriculum and other vulnerable learners.	<ul style="list-style-type: none">• How is curriculum realisation being aligned to the needs of learners from low-income households?• How is curriculum realisation being aligned to the needs of ALN learners?• How is curriculum realisation being aligned to the needs of BAME learners?• How is curriculum realisation being aligned to the needs of other groups of vulnerable learners?
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Leadership	<ul style="list-style-type: none"> • Leading curriculum design. • Leading learning for the new curriculum. • School self-evaluation and the curriculum. • School improvement and the curriculum. • Community Focused Schools and the new curriculum. 	<ul style="list-style-type: none"> • How are school leaders undertaking <u>whole-school</u>/cluster curriculum design? • How are school leaders developing <u>whole-school</u>/cluster PL for the new curriculum? • How are school leaders collecting evidence to inform school self-evaluation? • How are school leaders aligning curriculum realisation to school improvement? • How are schools working with parents to support their children's learning in the new curriculum? • How are schools involving their community in the process of curriculum realisation?
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Over the break, discuss with each other and consider a broad focus related to realisation of the curriculum for Wales, and the menu for your developing enquiry

15 minute coffee break, please return for 11.45



Group Exercise

Review the three different enquiry questions

Enquiry Question 1

- The research aims to find out what people think about professional learning requirements for the new curriculum

Enquiry Question 2

- How can suitable pedagogies for learning and teaching be identified within the Science and Technology AoLE?

Enquiry Question 3

- What were Year 8 pupil's perceptions of the benefits of authentic learning in addressing WM statement 1 in the Humanities AoLE?

WM1: Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves.




Enquiry Question 1

- The research aims to find out what people think about professional learning requirements for the new curriculum



Enquiry Question 2


- How can suitable pedagogies for learning and teaching be identified within the Science and Technology AoLE?
- 

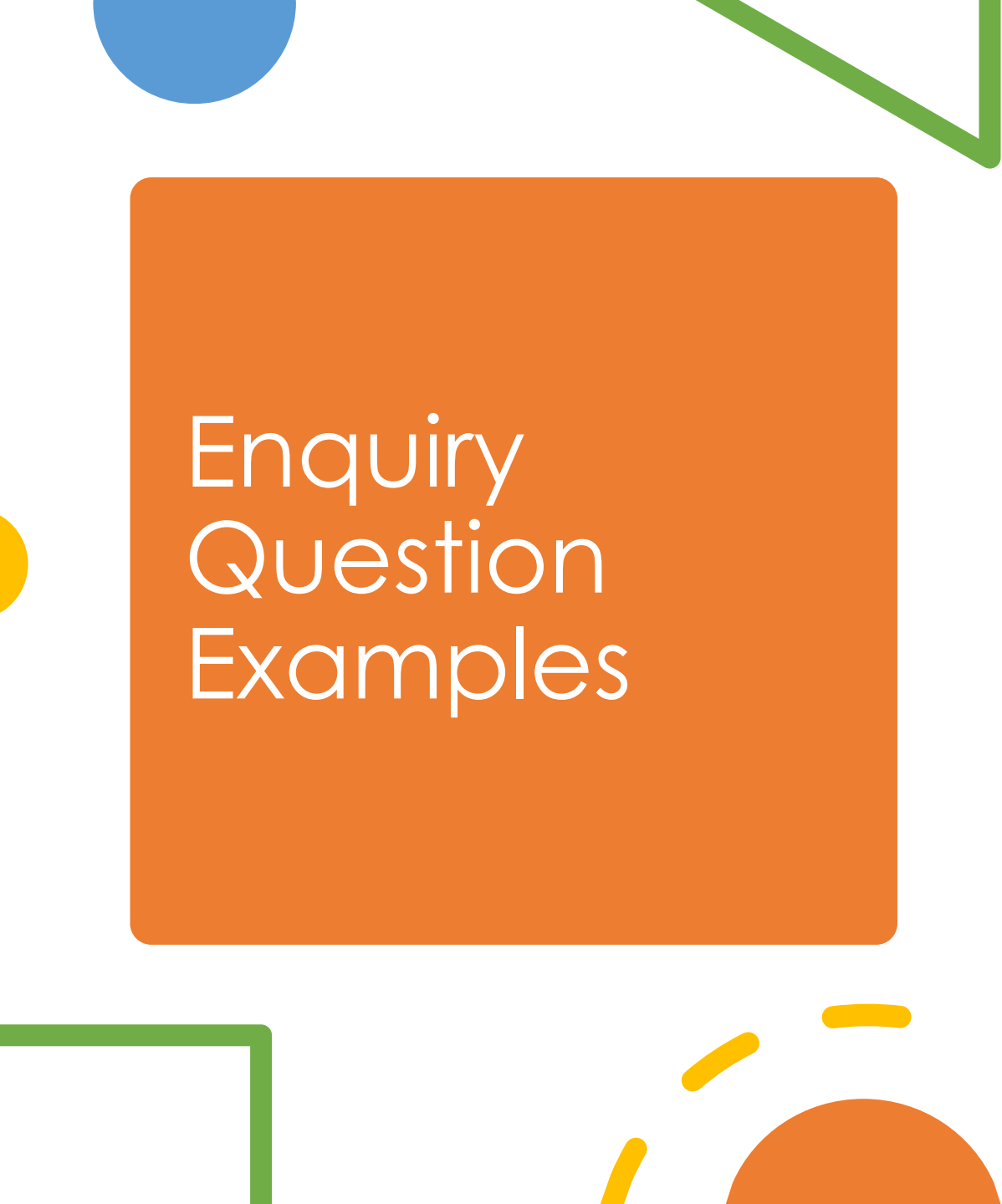


Enquiry Question 3

□ What were Year 8 pupil's perceptions of the benefits of authentic learning in addressing WM statement 1 in the Humanities AoLE?

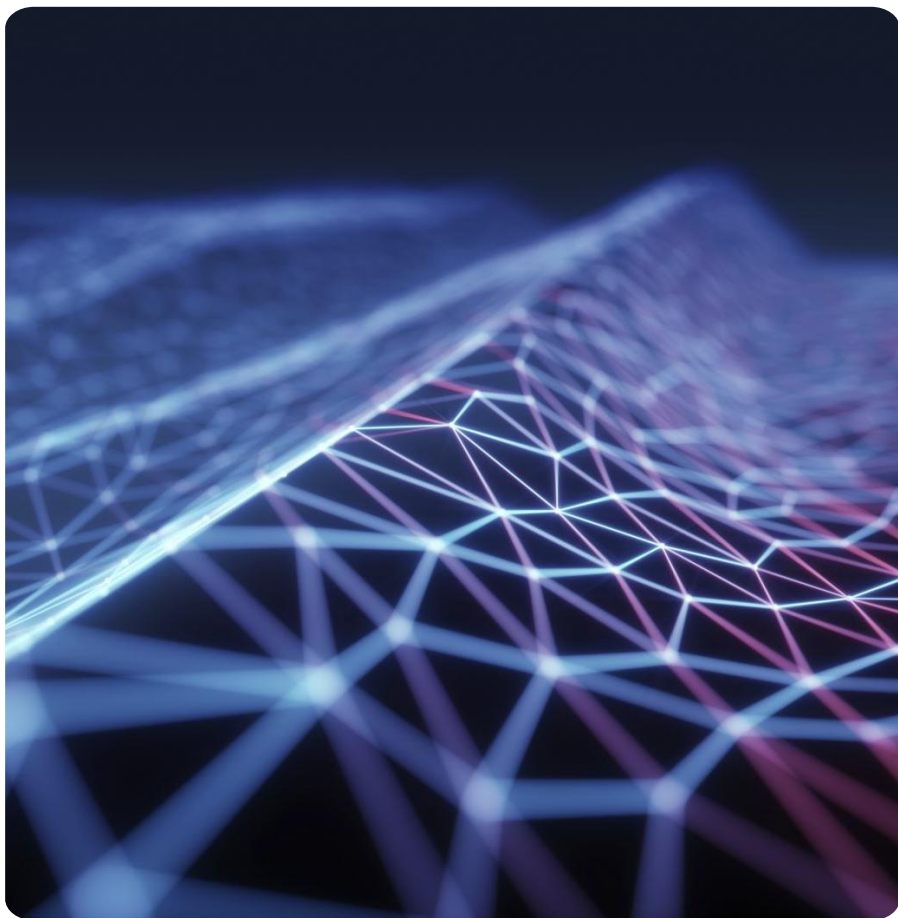
WM1: Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves.





Enquiry Question Examples

- **What** questions that address the effectiveness of a specific approach to pedagogy. An example might be:
- ‘What were Year 8 pupils’ perceptions of the benefits of authentic learning in addressing WM statement 1 in the Humanities AoLE’?




Enquiry Question Examples

How questions that examine the use of specific pedagogies and the impact they have on learning.

An example might be:


‘How did the use of authentic learning influence Year 3 pupils understanding of WM statement 1 in the Humanities AoLE?’



Enquiry Question Examples


□ **Why** questions that explore the causes or reasons for specific pedagogical outcomes.

An example might be: ‘
Why did authentic learning when used to explore WM statement 1 in the Humanities AoLE lead to progression for some but not all Year 6 pupils’ learnings?’





Individual Exercise – Five 'W's

- Try and come up with answers to the Five 'W's for your own area of enquiry during the break
 - What, Why, Who, Where, When
- 



Any
Questions?



References

- Dawson, C., 2019. *Introduction to research methods 5th edition: A practical guide for anyone undertaking a research project*. Robinson.
- Halbert, J. & Kaser, L. (2013) *Spirals of Inquiry for Equity and Quality*, Vancouver: BCPVPA Press
- Daly, C., Davidge-Smith, L., Williams, C. & Jones, C. (2020) Is there hope for action research in a 'directed profession'? *London Review of Education*, 18(3), 339-355.
- Menter, I., Elliot, D., Hulme, M., Lewin, J. and Lowden, K. (2011) *A Guide to Practitioner Research in Education (1st edition)*. London, UK: Sage Publications.





NPEP Research methods

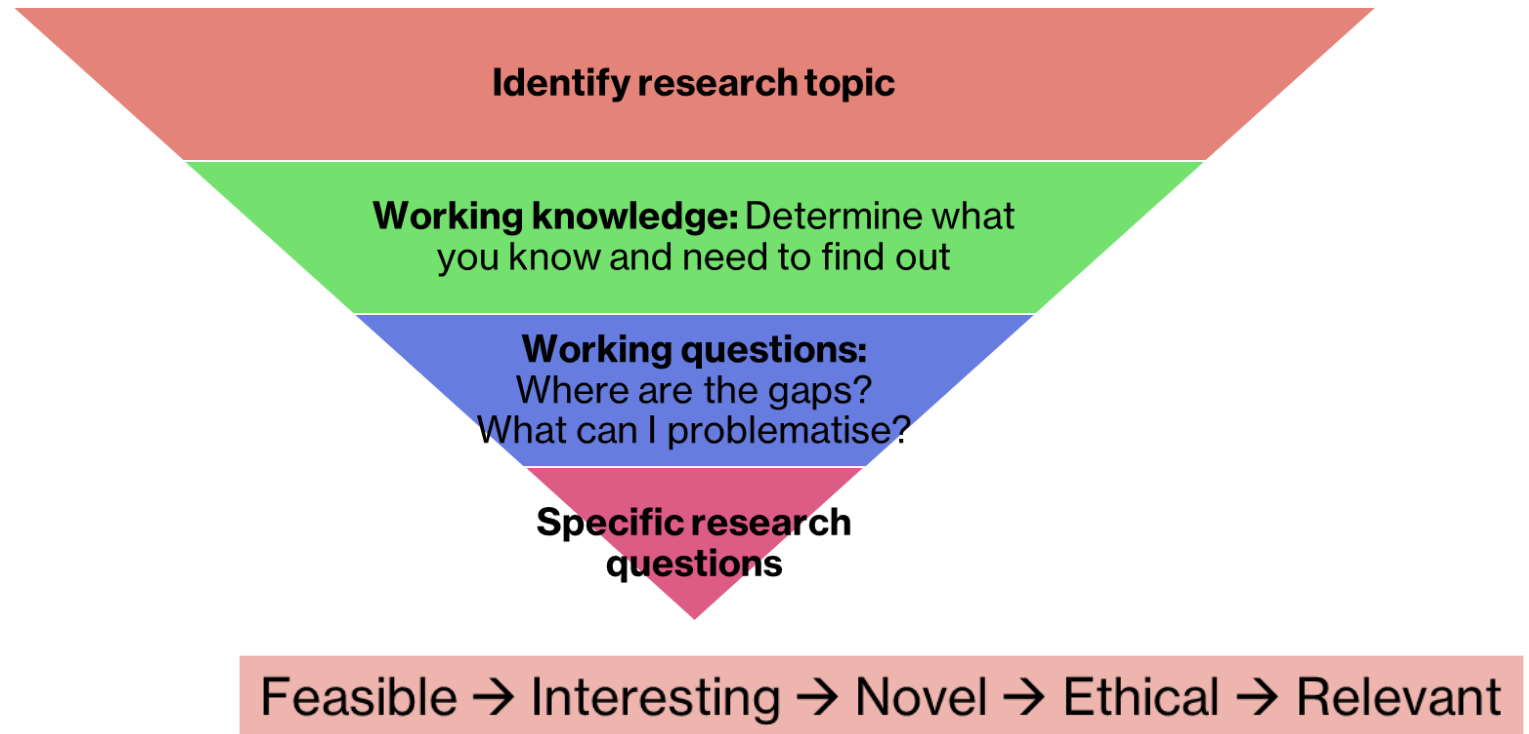
29th November 2022



Evaluative vs Explorative

- Evaluating a programme / intervention. Often positivist approaches are used.
- Exploring, especially relationships in an open-ended way. Interpretivist / constructivist paradigms – we are looking for meaning.

Developing a research question





Literature search and review

- Scoping the project: the literature should be relevant to your project
- Key sources of literature in the field: suggested readings and advice from HEIs
 - National Masters
 - Talk Pedagogy
- Defining key terms: beyond dictionary definitions – highlighting tensions, debates and different perspectives
- Where to find resources
 - EBSCO
 - Hwb



View my professional standards workbook

Teaching (school) Leadership (school)
FE & WBL Assisting Teaching (school)
Youth Work



Professional Learning Templates

Looking to get started? Find professional learning templates from the Welsh Government and other sources.

[View my professional learning templates](#)

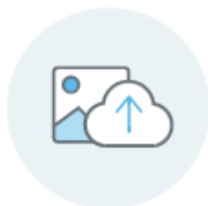


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disadvantaged learners engagement

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1. A vocational stream for social care workers: A case study.



Academic
Journal

By: Thompson, Sally. *Australian Journal of Adult Learning* , Apr2020, Vol. 60 Issue 1, p22-43, 22p, Database: Education Source

This article is a case study of an attempt by a team of VET teachers, researchers and users of social services to develop a more effective, knowledge rich, vocational stream qualification in the ...

Subjects: Social workers; School dropouts; Case studies; Job qualifications; Vocational guidance; Outcome-based education; Australia; Vocational Rehabilitation Services

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CAMBRIDGE JOURNAL OF EDUCATION, 2017
VOL. 47, NO. 2, 277–295
<http://dx.doi.org/10.1080/0305764X.2016.1158784>



Accounting for discrepancies in teachers' attitudes towards evidence use and actual instances of evidence use in schools

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ABSTRACT

While beneficial, the consistent and regular use of evidence to improve teaching and learning is proving difficult to achieve in practice. This paper attempts to shed new light on this issue by examining the question: 'If using evidence to inform teaching practice is rational behaviour, why aren't all teachers engaged in it?' It first explores whether the evidence-informed practice (EIP) beliefs and perspectives of teachers align with their evidence-use behaviours; second it assesses what factors prevent teachers/schools that wish to engage in EIP from doing so. Using a Gradient Boosted Tree predictive model to analyse data from a survey of 696 practitioners in 79 schools, the findings suggest that, to increase EIP, school leaders need to: (1) promote the vision for evidence use; (2) illustrate how research enhances aspects of teaching and learning; and (3) establish effective learning environments. School leaders' broader commitment to EIP, and the interplay between EIP and accountability are also explored.

ARTICLE HISTORY

Received 5 May 2015
Accepted 18 February 2016

KEYWORDS

Evidence-informed practice; research use; knowledge mobilisation; rational behaviour; Gradient Boosted Tree predictive model

Search 'Underline'



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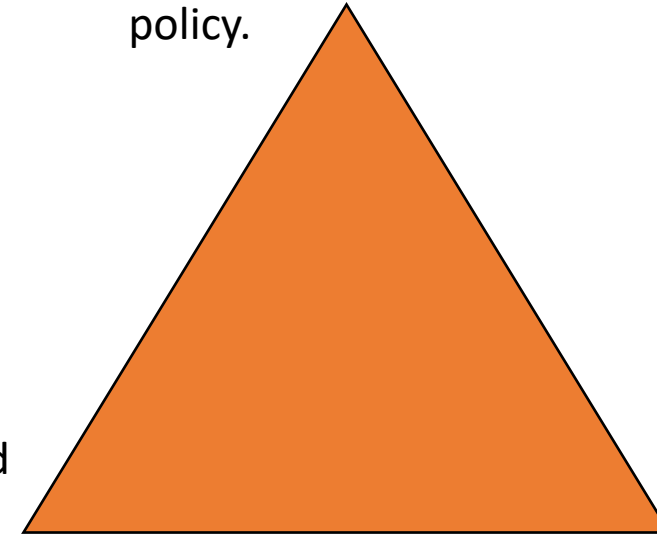
Rain...



14:01
01/03/2022

What do I need to read?

Theory: theory relating to topics (eg distributed leadership, experiential learning, Vygotsky etc); theory relating to research methods (ontology, epistemology, methodology); books and published theory pieces.



Policy: relevant policy context; background and history to the topic; 'grey' literature, government reports, published national policy.

Practice: published studies, reviews, published information; journal articles, professional body websites (eg BERA)

Ethics

- [Ethics and guidance | BERA](#)
- Institutional process and affiliation
- Gatekeepers and guardians
- Risks: data collection and findings
- Details of the whole process (how many interviews? How will they be recruited? Transcription process? Risk management?)

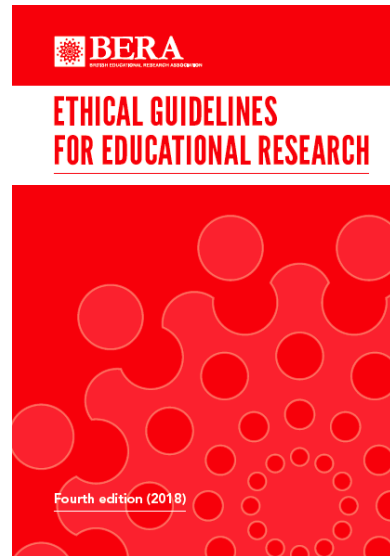
Things to take away



Ethics

Ethics pervades the
entire research process

Things to take away Further reading: British Educational Research Association (BERA)




<https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018>

- All educational research should be conducted within *an ethic of respect* for: the person; knowledge; democratic values; the quality of educational research; and academic freedom.
- *Trust* is a further essential element within the relationship between researcher and researched

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Data collection methods

- Survey / questionnaire
 - Interview
 - Focus group
 - Creative (e.g. photo voice, modelling, vignette)
 - Testing
 - Interventions
 - ...
-
- Think about: participation and collaboration
- 
- A series of four yellow brushstrokes in the bottom right corner, arranged in a curved, upward-pointing sequence.

A large orange circle occupies the left side of the slide, partially cut off by the edge.

NPEP experience

- Owen Stokes
- Sian Shand



Task

- In seminar groups: A20, A22, A24
- Looking back on Day 1: relationships to others and how to involve wider team in research
- Use this to now develop research ideas together and refine a topic, use the 5 Ws to reflect further.
- What research methodologies allow you to explore your developing focus?