

NPEP 23-24

24.10.23



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



Aims of the session

- Welcome/Re-welcome
- Introductions
- Brief reminder of NPEP structure and dates
- Categories of enquirers
- Menu of enquiries
- Close to Practice Research and Enquiry – refresh
- Generating enquiries for 23-24

Core brief 23-24 – likely staging posts



Early Dec – Section 1



Easter – Section 2



Early July – Section 3

Key dates – NPEP local

- 24th Oct
- 1st Dec
- 9th Feb
- 14th March
- 3rd May
- 1st July - conference



Categories of enquirers



EMERGENT



DEVELOPING



ESTABLISHED



Core brief 23 -24 - domains

- 5 enquiry domains:
 - Curriculum for Wales
 - Pedagogy and Learning
 - Assessment
 - Equity
 - Leadership

How do we launch NPEP 23 - 24

We have a research and enquiry community which is:

- A) dynamic, and
- B) drawing colleagues from a range of background, experiences and sectors



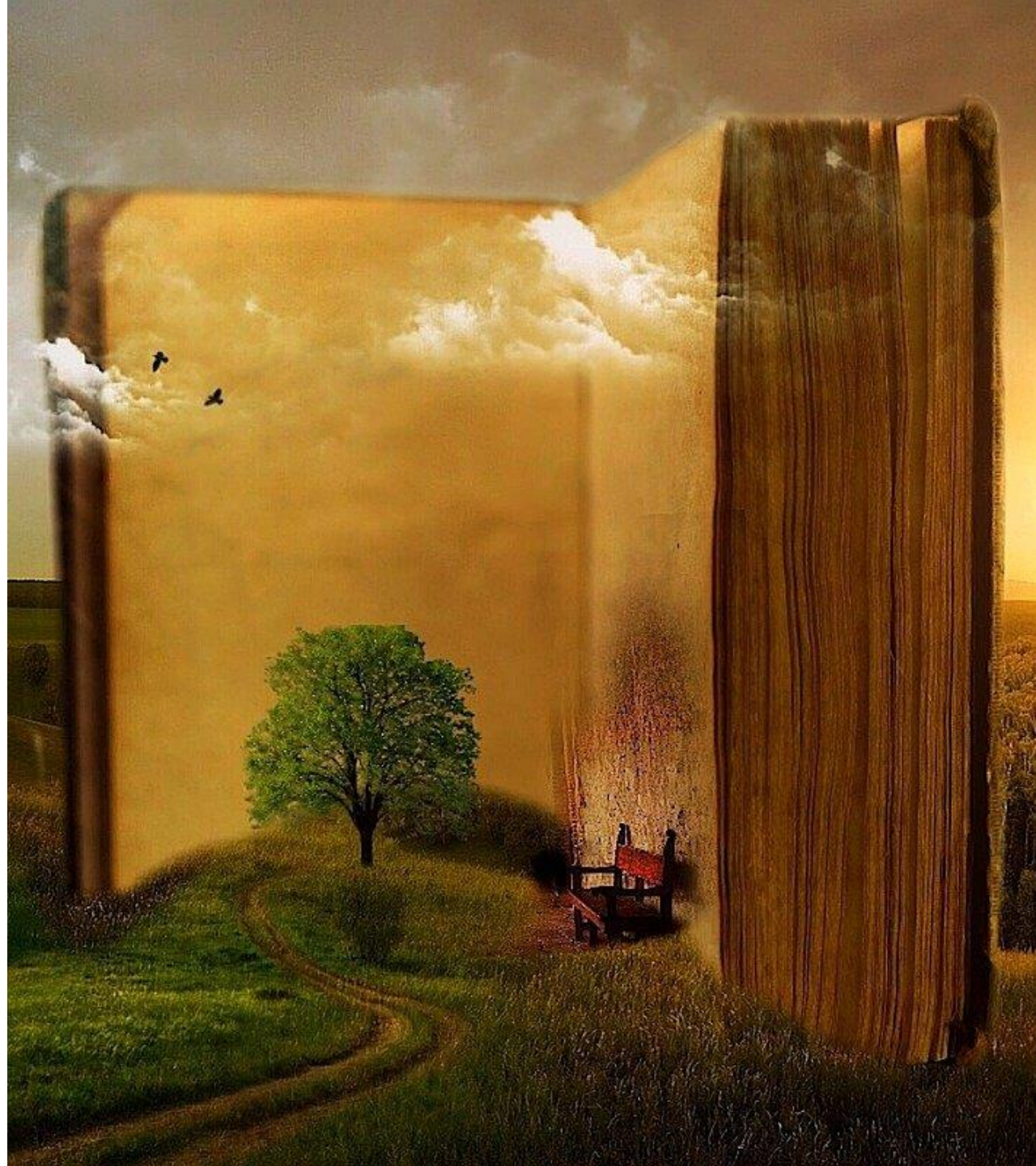
Looking
forwards and
backwards...



The story so far . . .

What influence / impact
have your enquiries had
to date?

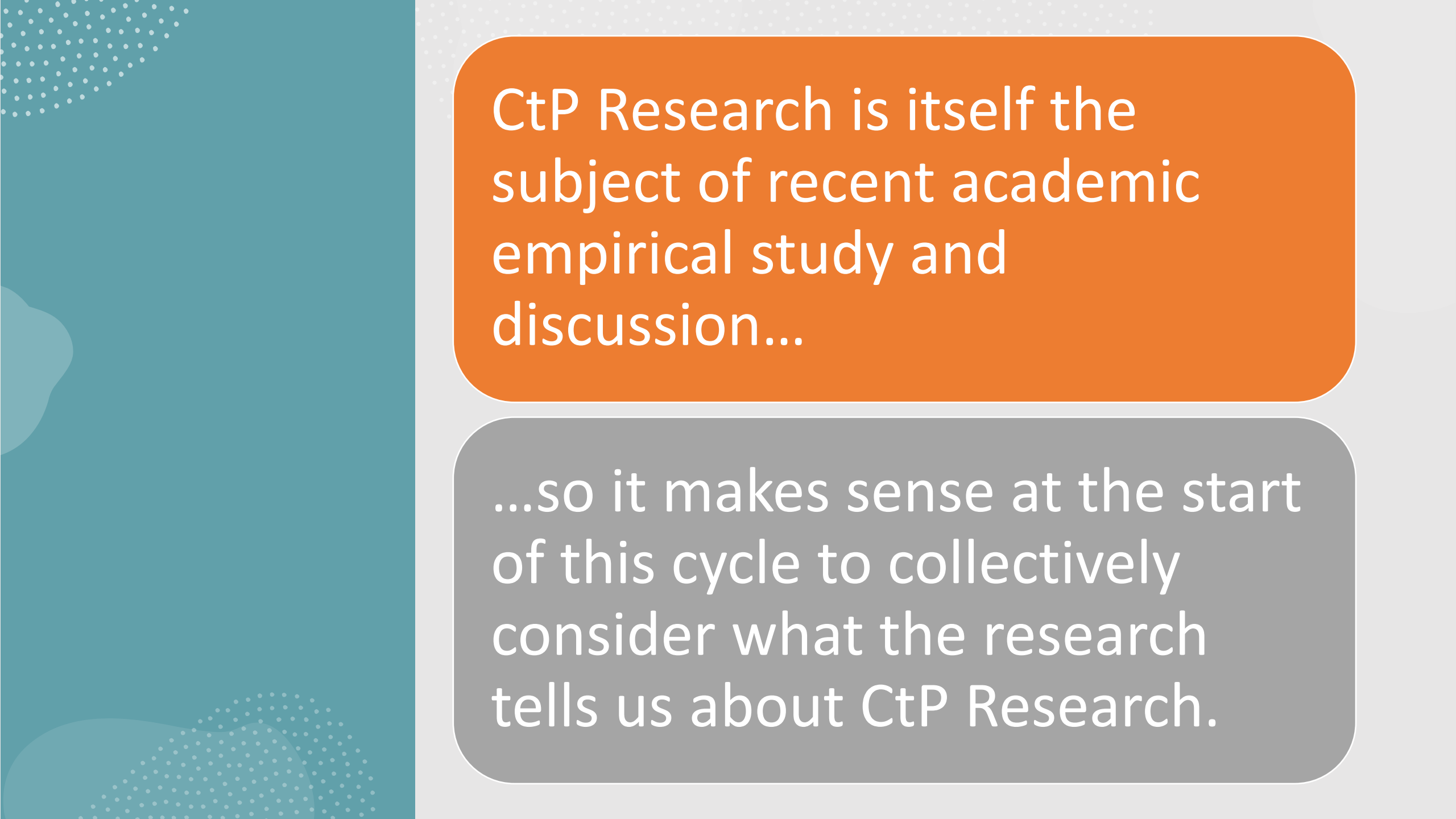
Has classroom / whole
school practice changed
in light of your enquiry
work?





Moving on...
What are we
engaged in?

- National Professional Enquiry Project...
- ...which is itself an example of a process that supports Close to Practice (CtP) research.



CtP Research is itself the
subject of recent academic
empirical study and
discussion...

...so it makes sense at the start
of this cycle to collectively
consider what the research
tells us about CtP Research.



Recent
research into
CtP Research
reminds us
that...

- ‘The ultimate consideration for research is its significance and impact’ (Wyse et. al., 2021, p.1486)



That..

- ‘CtP research [is] more focused on seeking to provide a response to a practical problem’ (Wyse et. al., 2021, p.1484)



And that..

- ‘Practitioners have a rich knowledge of the contextual issues and cultural aspects of research sites*’ (Wyse et. al., 2021, p.1484)

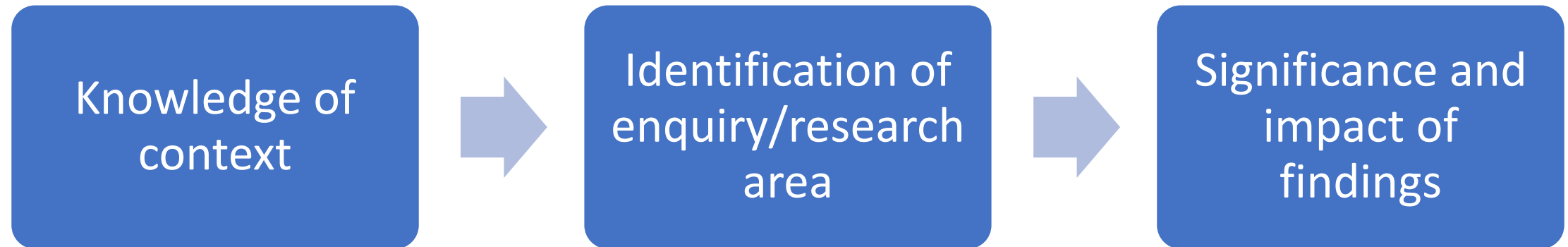
- *i.e schools, colleges and universities





- The ultimate consideration for research is its significance and impact
- ‘CtP research [is] more focused on seeking to provide a response to a practical problem’
- ‘Practitioners have a rich knowledge of the contextual issues and cultural aspects of research sites’

CtP Research is well placed to trace the following route..





Research into
CtP Research
suggests the
following
challenges:

- Selecting the most appropriate research tools to align with the purpose of the research
- Transparency over methods
- ‘identifying the problem in research terms, and therefore the purpose and questions that would guide the research’ (Wyse et. al., 2021, p.1484)

Q = What’s the nature of the challenge, and how do we overcome it?

Identifying the problem in research terms (1)

- 1) What do I/we need to find out more about?
- 2) Can the answer to (1) be broken down further? If it can, which element is of most interest or significance to me/us?
- 3) Who is most likely to be able to make use of what I/we find out, and what might that person/those people be able to do with those findings?

Identifying
the problem
in research
terms (2)

The Five 'W's

- **What** is my enquiry?
- **Why** do I want to do the enquiry?
- **Who** are my participants?
- **Where** am I going to do the research?
- **When** am I going to do the research?

(Dawson 2009)



How have the 4 purposes been embedded in whole school planning?

Has your school got a shared understanding of pedagogy that helps support the design and planning of learning experiences?

How is information on learners' progression being shared with parents?

How is curriculum realisation being aligned to the needs of learners from low-income households?

How are school leaders developing whole-school/cluster PL for the new curriculum?

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- 2) Can the answer to (1) be broken down further? If it can, which element is of most interest or significance to me/us?
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What is my enquiry?

Why do I want to do the enquiry?

Who are my participants?

Where am I going to do the research?

When am I going to do the research?



References

Dawson, C. (2009) Introduction to Research Methods, Oxford: How to Books Ltd.

Wyse, D. et al. (2021) Education research and educational practice: The qualities of a close relationship. *British Educational Research Journal*. [Online] 47 (6), 1466–1489.