



Building Research Capacity

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What is your capacity to support
small scale research in schools?

Identify three key factors that impact on your capacity?

The self improving system...
“at its heart is capacity building –
leadership capacity, pedagogical capacity
and the capacity for creativity and action.”

ASCL Blueprint for a Self Improving System,
February 2015



RESEARCH AND THE TEACHING PROFESSION

Building the capacity for a
self-improving education system

Final report of the BERA-RSA Inquiry into
the role of research in teacher education

***“In self-improving education systems
... all teachers become research
literate ... this requires that schools
and colleges become research-rich
environments in which to work”***

- Teacher education to be **informed by research-based knowledge and scholarship**
- Research can be used to inform the **design and structure** of teacher education programmes.
- Teachers and teacher educators can be equipped to engage *with* and be discerning consumers *of* research.
- Teachers to be equipped to **conduct their own research, individually and collectively, to investigate the impact of particular interventions or to explore the effects of educational practice.**

**Leading
Collaborative
Research**

**Research
Lesson Study**

Examples

**Subject
focused
intervention**

**Developing
pupil peer
learning**

Case study: developing peer learning

- Working within the specific context of an individual school
- Link leader for research in school
- Full engagement with the development of a research methodology

Key Learning...

Develop research opportunities for more than one school to engage teachers in joint initiatives

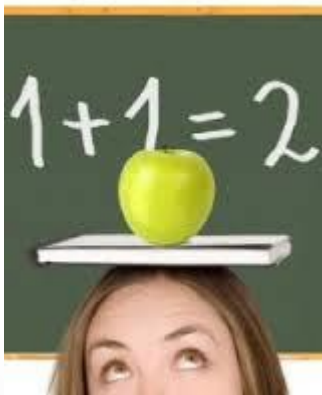


Case study: developing maths to improve science

- Discretionary Award model embedded in college to engage teachers in research
- Link leader to be 'research sounding board'
- Advice and guidance on research approach and methodology
- Supported monitoring and facilitating sharing research outcomes

Key Learning...

Identify Research Champions to support teachers across a school and Alliance



Case study: embedding RLS for key stage 5

- Coordinated by cross-college leader
- Role specification to include research experience
- Buy-in from senior leadership
- Opportunity for teacher collaboration across curriculum area
- Focus of pupil learning, not teaching

Key Learning...

Use interventions that promote reflection between teachers of different subject areas



Case study: leading research across phase

- Central capacity to support lead teachers in different schools
- Understanding of research capacity in different schools
- Common theme for research
- Opportunity to share findings and learning about research

Key Learning...

Don't underestimate the time taken to support lead research champions across an alliance



How do we build research capacity?

- Is there a need to develop a Research Champion role within schools to work with local clusters of teachers to support development of research ideas, methodologies and link to expertise for quality assurance e.g. university researcher or CfBT research advisor?
- What is our understanding of the contexts for different school clusters e.g. size of school, key theme for research, geographic opportunities

What is your experience?

Reflect on the factors that impact on your capacity...