

Encouraging trainees and early career teachers as educational researchers and reflective teachers

Cambridge Primary Review Trust Conference

November 2016

Faculty of Education

The research assignment

- Masters level
- 6000 words
- Focus on pupil voice
- Research methods course
- Data collection over 8 weeks (three sessions recommended)
- In Reception to Year 6 settings
- Opportunity to publish in JoTTER, the Journal of Trainee Teacher Educational Research

McIntyre's Knowledge Continuum (2005)

Craft knowledge for classroom teaching

Articulation of craft knowledge

Deliberative or reflective thinking for classroom teaching

Classroom action research

Knowledge generated by research schools and networks

Practical suggestions for teaching based on research

Reviews of research on particular themes

Research findings and conclusions

Research Topics



Research Topics

Generic Skills	<ul style="list-style-type: none">☒ Re-visiting the ‘reluctant’ writer: Exploring perceptions of writing and the writing behaviours of boys and girls in a Year Two class.☒ Singing in School: What’s the Point? A study of the perspectives of primary school pupils on the value of singing in school.
Learning Environment	<ul style="list-style-type: none">☒ “Please be seated”: A study of pupils’ perspectives on the nature and purpose of seated learning activities within a year 2 class.☒ A critical investigation of Year 5’s perspectives on how their classroom seating arrangement impacts upon their learning☒ “Never judge a book by its cover”: a study of Year 2 and Year 4 pupils’ perspectives on whether an aesthetically pleasing learning environment has an effect on engagement with learning.☒ ‘Princesses, builders and gamers: children’s perspective on successful learning spaces in the school. A study of reception children views into how that space promotes learning.’☒ “Can we choose our partner?” The perspectives of a Year 2 class on how their class is organised in terms of groupings and working collaboratively.
Inclusion	<ul style="list-style-type: none">☒ Amplifying Learning: Pupil’s perspectives on the integration of deaf and hard of hearing pupils into the classroom☒ ‘I’m always stuck with the TA!’ ; Year 2 pupils’ perspectives on working with the teaching assistant in lessons.

Research Topics

Pedagogy	<ul style="list-style-type: none">Using puppets to encourage dialogue in the primary classroom: a study of pupils' perspectives on the use of puppets in their lessons'It is playing plus working!' : Exploring Reception children's perceptions of learning activities as play or work.Learning through play: pupil perspectives on how play-based activities enhance learning in Key Stage 2.Children's perspectives on AFL techniques: do the 'no hands up' and self-assessment techniques increase stress levels for children in the classroom?
New school initiatives	<ul style="list-style-type: none">The incorporation of a daily one-mile walk into the curriculum.
Motivation and self-esteem	<ul style="list-style-type: none">A study into Year 5 pupils' perspectives and evaluations of their academic abilities (their academic self-concept) and how this relates to their motivational style.Fanfares and Whispers: Pupils' perspectives on public and private praiseMy hand is up, therefore I am a good learner: A study into Year 4 pupils' perspectives on voluntary classroom participation
School Structures	<ul style="list-style-type: none">Pupil perspectives on play: a study of Year One children's views about the EYFS to KS1 transitionResearching Pupils' Perspectives on a Mixed Age Class and its Effect on Teaching and LearningExploring Year Six Pupils' Perspectives Relating to the Primary-Secondary Transition: Does Gender Matter?An insight into pupils' perspectives on school assemblies and collective worship

Perspectives from a former trainee: Laura Shaw Matthews

‘Marks. Set. Go?’ : Pupils’ perspectives on ability groupings in relation to academic self-concept and self-efficacy.

- Final placement in a three-form entry, state primary school with high levels of EAL children.
- All pupils sat by English attainment levels within all subjects.
- RPP as the catalyst for enquiry, for questioning day-to-day practice in a structured and reflective way.
- Element of choice incites ownership and passion.

Process of the Researching Pupils' Perspectives assignment

- Small-scale research assignment.
- Idea based upon practice and/or experiences.
- Literature Review: interaction with wider educational research.
- Empirical Research – in my case mixed-methods – focussing on interactions with pupils.
- Analysis and conclusions.
- Reflection and implications for future practice – vital.

JoTTER and Master of Education

JoTTER:

- Opportunity to publicly share small-scale research.
- Encourages involvement within the educational research community; greater sense of purpose and responsibility.

MEd

- Opportunity to pursue aspects of previous research, or current teaching practice, within a research framework.
- Reflection in a proactive and reactive way.

Impact on practice: short- and long-term implications

- Importance of pupil voice.
- Questioning – both self and practices.
- Greater involvement in, and interaction with, current educational research – continues to feed into everyday practice.
- Application of research to practice.
- Possibility to incite change, even on a local level.
- **In-depth and continuous reflection.**