

# From Reflective Practice to Systematic Enquiry: Turning pre-service teachers into practitioner researchers

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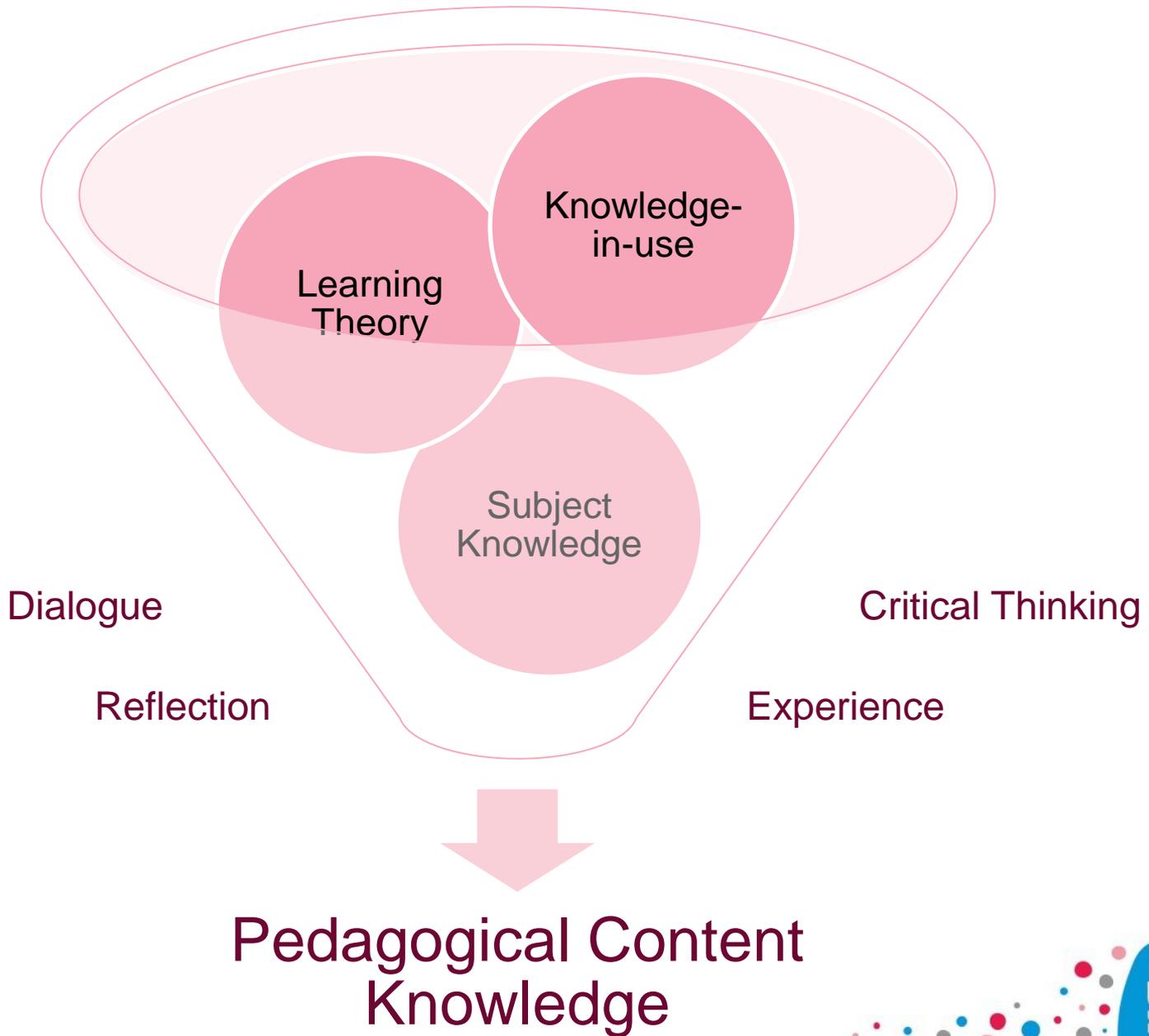
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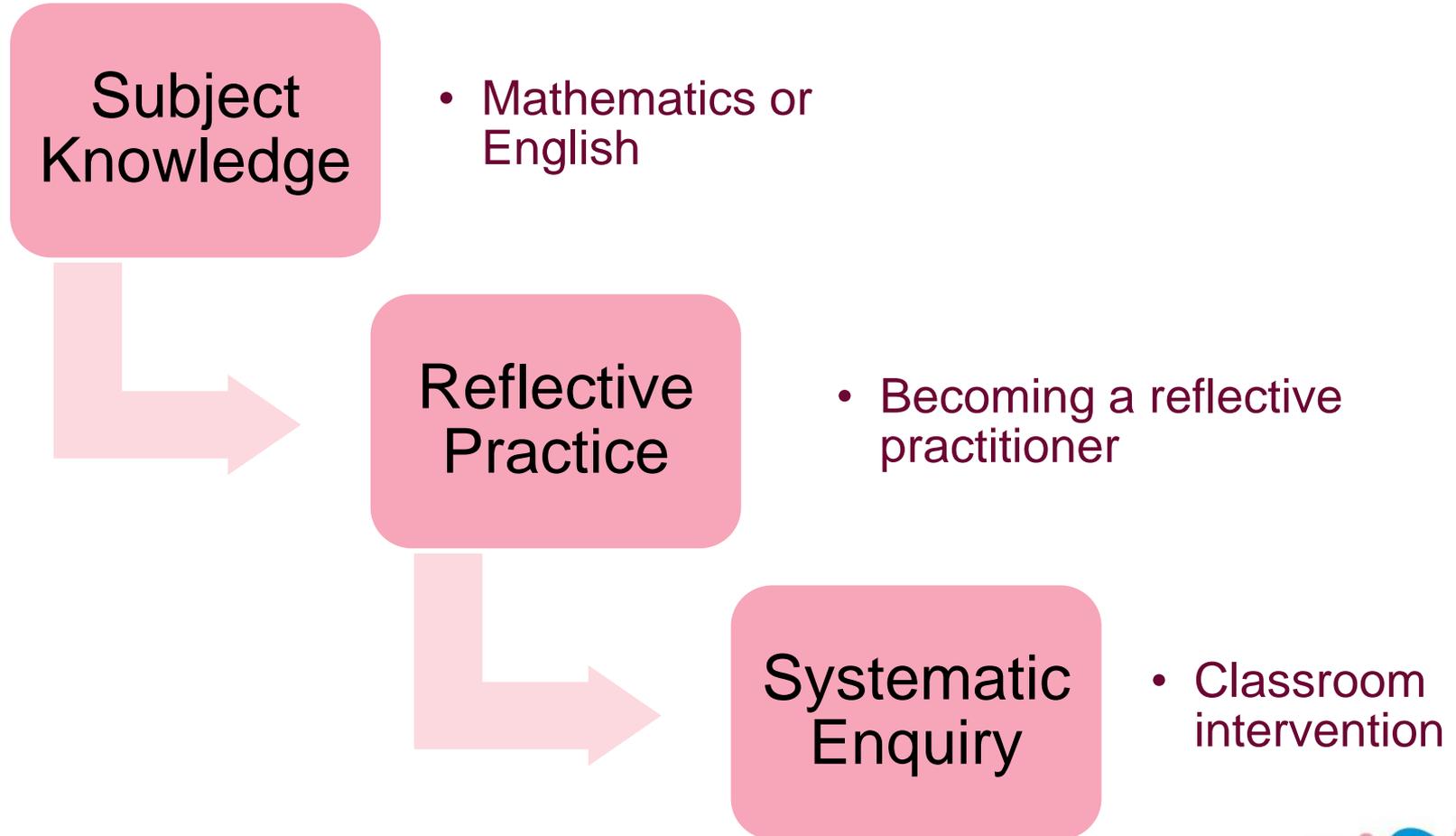
Understanding teaching as sets of expert procedures to be imitated has distinct limitations. Firstly, there is the likelihood that pre-service teachers may be turned unquestioningly toward a particular 'overlearned' rule, or course of action (Shulman 1986; Schön 1987). They can become prisoners of their programmes (Argyris & Schön 1974), perpetuating their habits and unchallenged assumptions. They may rely more on intuitive action than deep understanding, which can become unhelpful, if not harmful (Shulman 2005a).

Ayres, D (2014) The role of practical experience: toward an ITE signature pedagogy. *RiTE* 4(1) Available at: [www.uel.ac.uk/rite/](http://www.uel.ac.uk/rite/)





# M-level Evolution...



School Based Learning  
& Every Child Matters

Learning and Teaching  
Across the Curriculum  
& Effective Pedagogy

Developing  
Understanding and  
Skills in Mathematics  
and English

Developing & extending  
understanding of a  
specific area/subject

Critical Incidents in  
Teaching

Managing Professional  
Change &  
Development:  
Active inquiry leading to  
classroom intervention

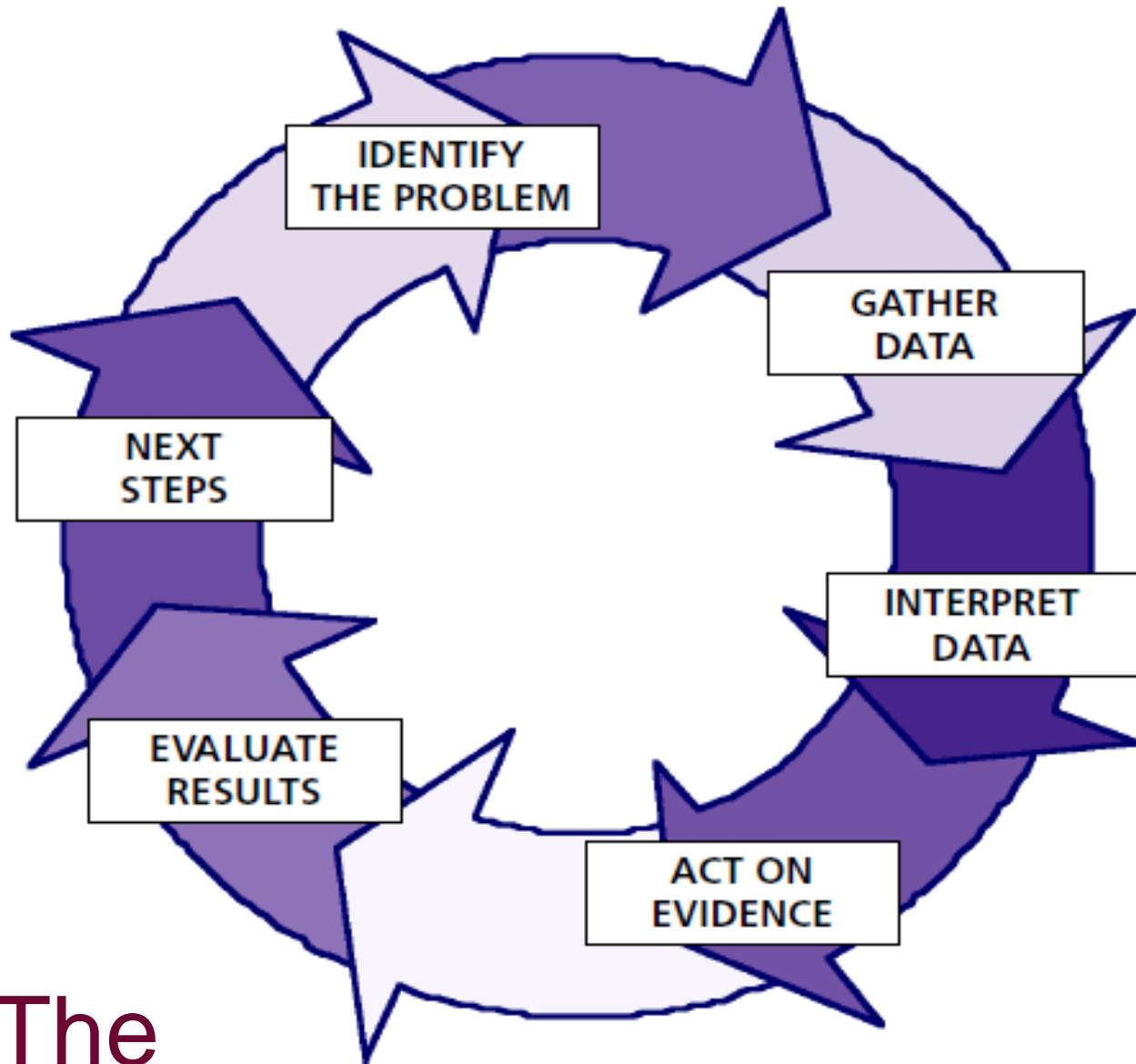
Technology-enhanced  
learning



# Managing Professional Change & Development

- *Knowledge*
  - Demonstrate a systematic understanding and a critical awareness of issues relating to effective and reflective practice, educational research, and the management of professional development;
- *Thinking skills*
  - Critically reflect on their professional values, concerns, priorities and actions, and understand them in broader social, political and economic contexts;
  - Critically evaluate current educational research;
- *Subject-based practical skills/Skills for life and work*
  - Use educational research to inform the development of pedagogy and practice;
  - Demonstrate a capacity to direct and sustain their continuing professional development.



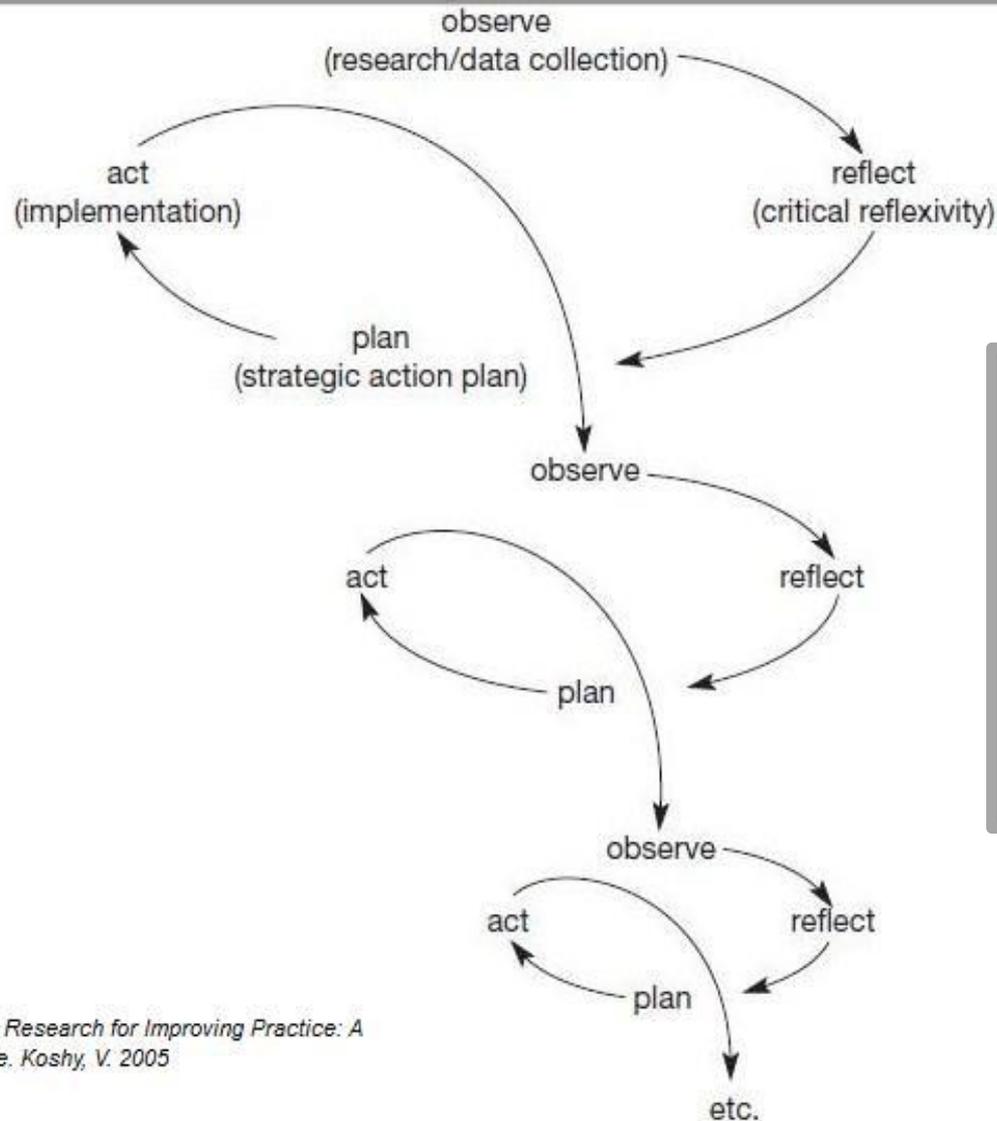


The

# 'Ferrance Wheel'

Ferrance, E (2000) *Action Research*. Providence: Brown University

## O'Leary's cycles of research.



# O'Leary's 'Cycles' of Research

Source: *Action Research for Improving Practice: A Practical Guide*. Koshy, V. 2005

# VfL (Video for Learning)...

https://www.youtube.com/watch?v=LP8i-2IARJs

**YouTube** GB

Upload ⚙️ DanielJAYres

### ML Research Project Feedback - 1 February 2014 15:03

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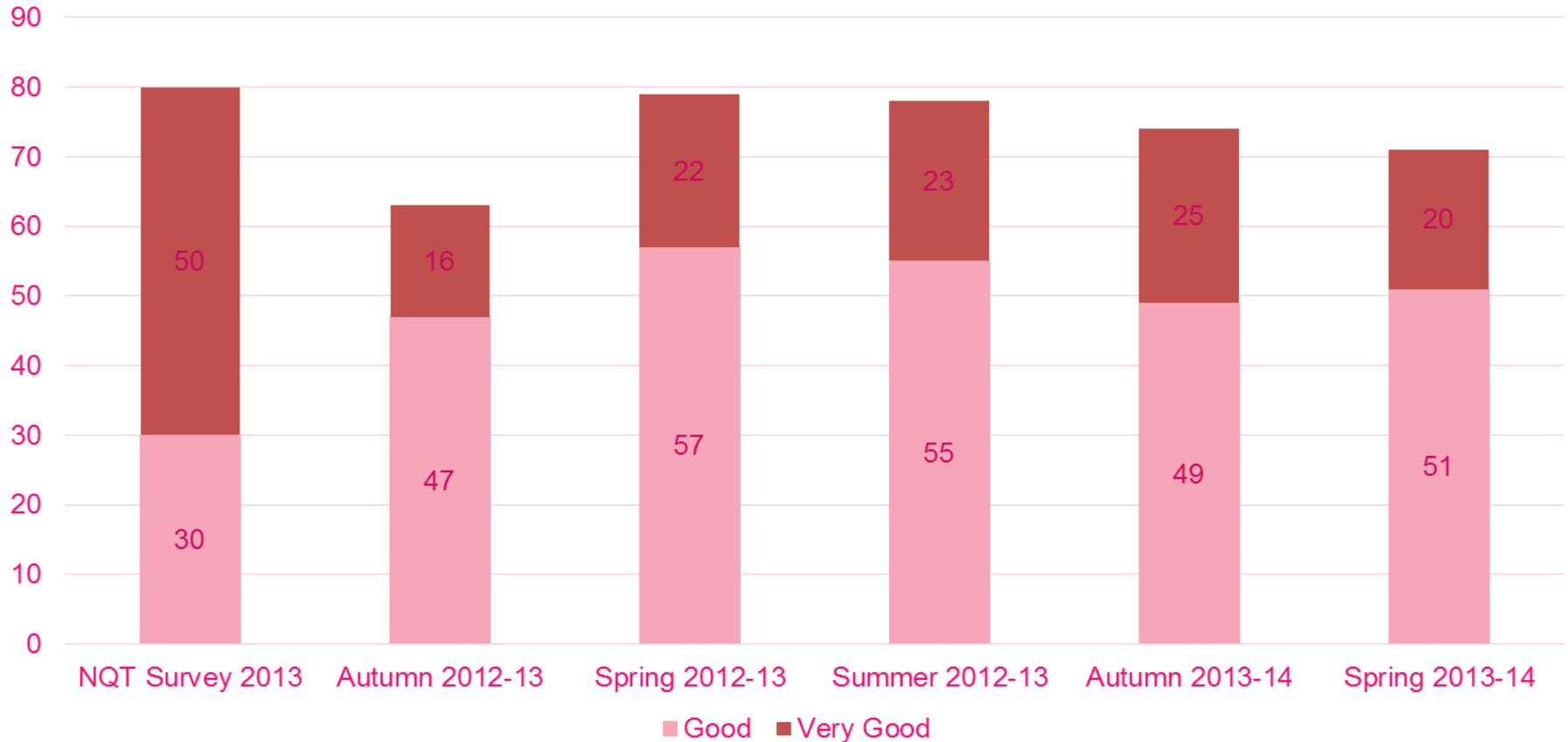
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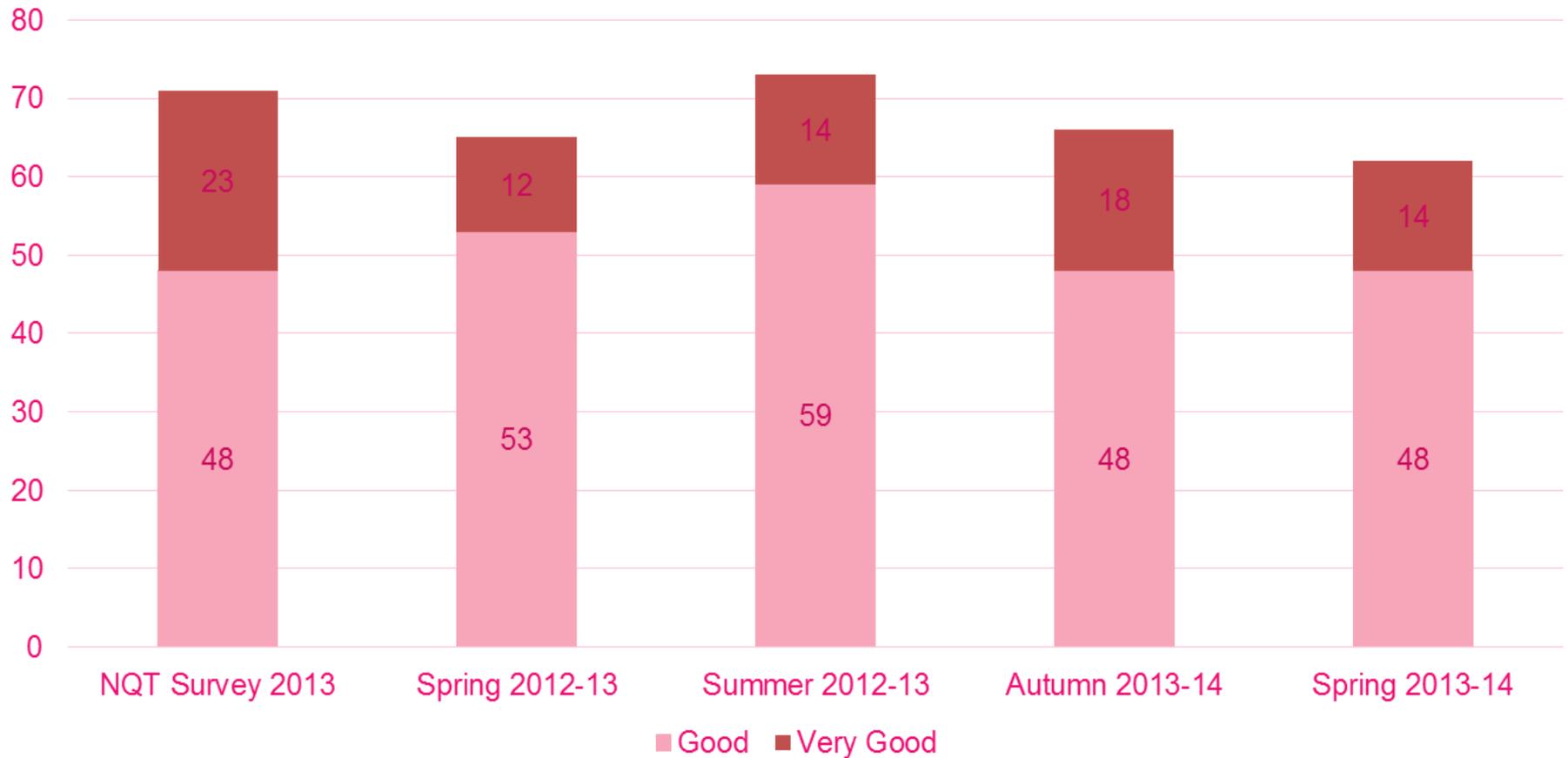
## M-level Pass Rates – 1<sup>st</sup> Submissions



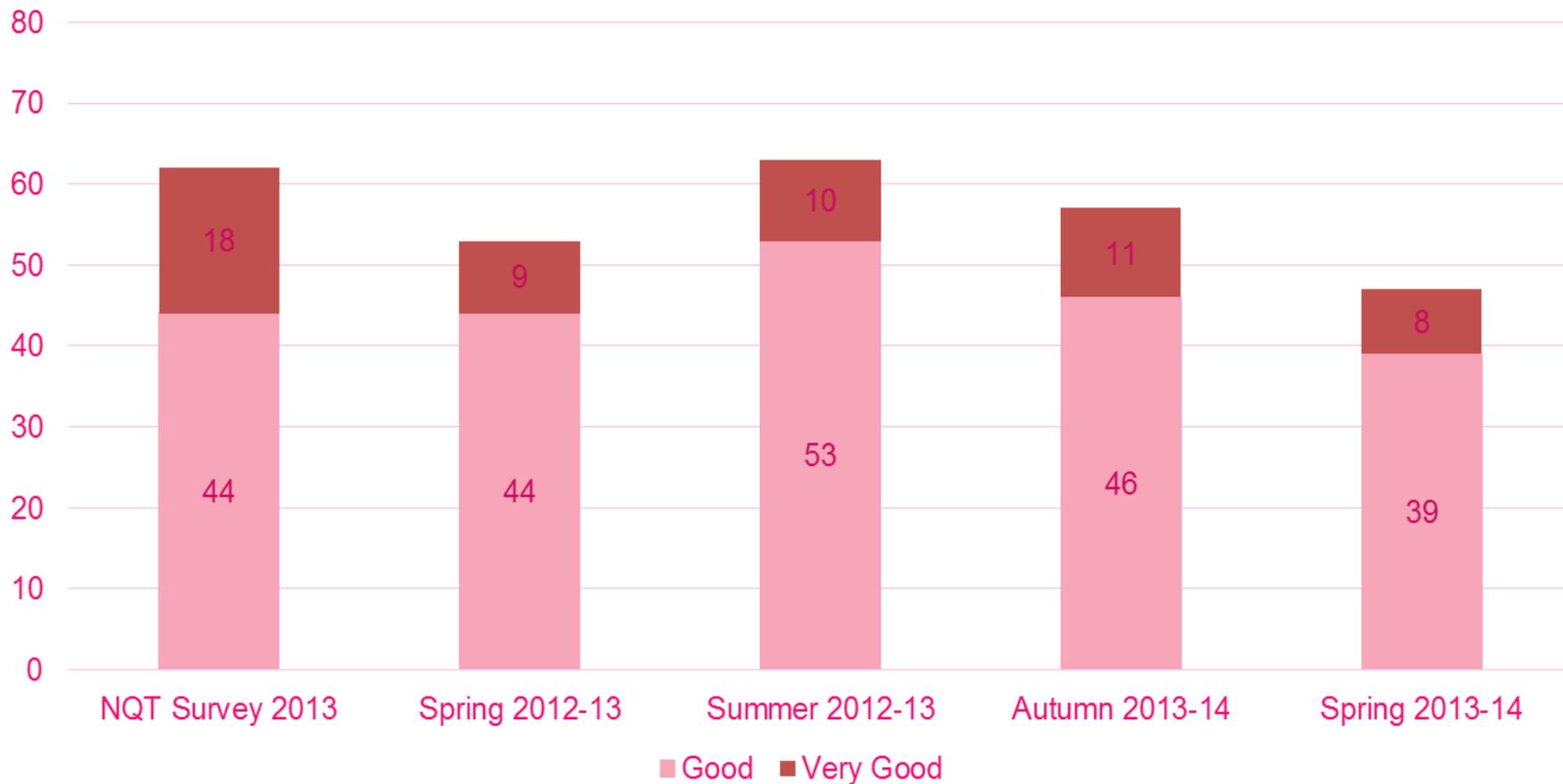
# % good & very good: 'preparing you to identify and address your own professional development needs on an on-going basis (CPD)'?



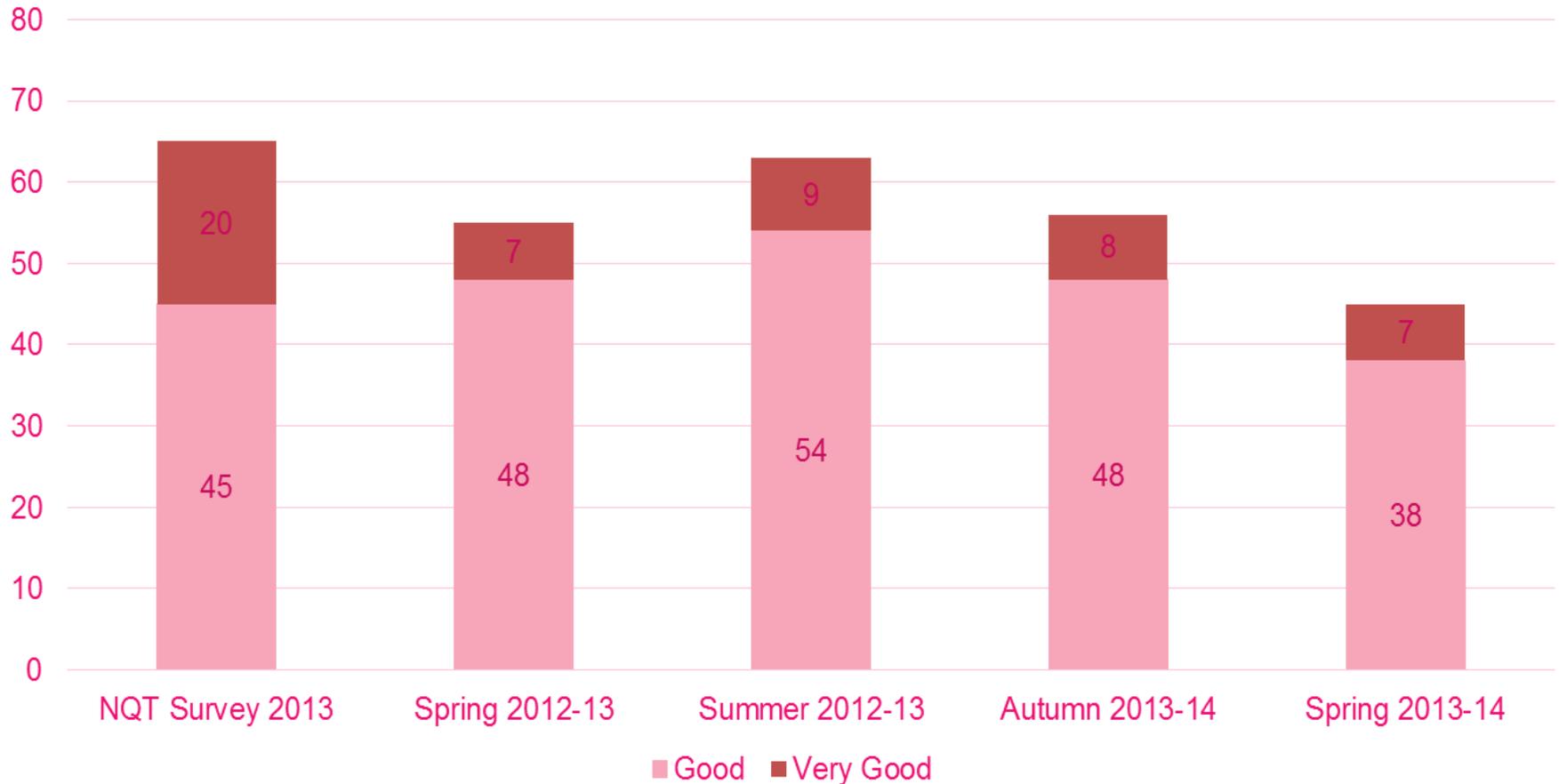
## % good & very good: 'preparing you to access educational research in your teaching practice'



## % good & very good: 'preparing you to assess the robustness of your educational research'



## % good & very good: 'preparing you to understand and apply the findings from your educational research'



# Knowledge development...

## Trainees' Perspectives

- ethical considerations...
- observation of children as a research method...
- expecting to find data in school...
- knowledge of different methods, interviews...

## Tutors' Perspectives

- methodology / method distinction
- weak use of literature to reference methods
- ethics given token acknowledgement, but
- gathering appropriate / necessary consent
- 'gone away and brushed up on validity and reliability' [promoted independence]
- reflection on learning

# Thinking...

## Trainees' Perspectives

- enjoyed researching the literature...
- using [research] papers...
- considering how useful X is in school
- so much research linked to my area...
- no literature about my subject...

## Tutors' Perspectives

- drawing from wider range of sources [than previous assignment]...
- creative approach to the assignment
- moving practice along ...in the context of the literature
- theoretical frameworks



# Skills...

## Trainees' Perspectives

- devised own consent forms...
- able to conduct more valuable observation of pupils
- intervention action planning
- data analysis
- **data analysis**

## Tutors' Perspectives

- ability to understand & employ research methods
- research clearly being used to inform practice in better assignments...
- brushed up / researched to understand what they're doing
- intervention plan helped link ideas together

# Academic Practicalities...

## Trainees' Perspectives

- really enjoyed finding out about X
- reinforcing understanding of role of specialist subject...
- placement was hard - impact on time / energy to conduct research & complete study
- word count was limiting
- word count was okay
- Core [free] text:  
“underestimating ability... perhaps wasted ...” / alright, as an introduction...

## Tutors' Perspectives

- enjoying the range of subjects covered
- appropriately developed expectations of undergrad...
- used what they found out to report and inform their practice.
- give a grade, mark or comment about originality of what they're doing
- ...make sure they sign up to completing their masters
- take a long time to mark

# Next Steps...

- Gathering end of programme perception data
  - What questions do I need to ask our trainees?
- Evaluating trainee outcomes
  - (But) How to demonstrate impact on their pupils?
- Disseminating trainees' work
  - Online? Conference? Publication?
- Determining tweaks for 2014-15
  - What changes need to be made?
- Preparing for NQT survey results
  - How do you manage NQT survey data?



Maintaining the integrity of the research is itself an ethical issue.

Stutchbury and Fox, 2009, p.489

