

# What Use Is Research?

## Developing a teacher-researcher competency framework.

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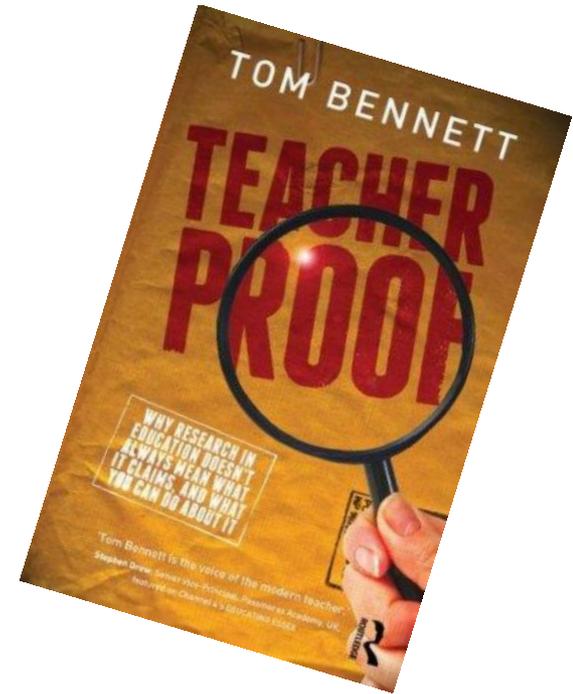
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# The Context

- The White Paper
- Teachers' Standards
- DfE Research Priorities
- ResearchEd Conferences
- Teaching School KPI
- NCTL Test and Learn
- BERA-RSA Inquiry
- NQT Survey Questions
- Initial Teacher Education & Training



# Research Approach

- Formulate predictions from own standpoint
- Construct interview schedule
- Gather multiple perspectives
- Identify emergent themes
- Contrast predictions with gathered perspectives
- Draw on further views, to establish way forward for a researcher competency framework...



# Competency Framework - Predictions

<b>Trainee teacher perspective</b>	<b>NQT perspective</b>	<b>Teacher researcher perspective</b>	<b>Lead teacher researcher perspective</b>	<b>Head teacher researcher perspective</b>
“Research helps me improve my practice and gives me opportunities to explore different approaches”	“Little time to research...now in the real world of the classroom...set expectations/approaches from school”	“Saw opportunities to research as part of my day-to-day practice...reflection led to manageable changes in routine within context of school procedures...”	“We looked at whole school issues to do with pupil progress and evaluated strategies...led to significant change in practice in lower KS2...”	“I became aware of a gap between the school vision and what was happening in staff meetings...lack of awareness of child development...”
<b>Trainee teacher competencies</b>	<b>NQT competencies</b>	<b>Teacher researcher competencies</b>	<b>Lead teacher researcher competencies</b>	<b>Head teacher researcher competencies</b>
Acknowledgement of impact of research on practice, possibly driven by external factors (e.g. requirement to pass M level modules)	Recognition of competing demands, “real-world” perspective	Pragmatic, practicable approach Change identified within fixed structures	Whole school picture Driven by pupil outcomes Devising manageable research practices	Research driven by vision Analytical approach beyond ‘levels’ Blue sky thinking

# Competency Framework

## Your Views... #1

- Load an internet browser
- Head to:  
[surveymonkey.com/s/ResearchFramework](https://surveymonkey.com/s/ResearchFramework)
- Select the label/s that best describe your professional role.
- Answer the 5 questions about your views about research...



# Competency Framework

## Predictions v Findings



# Predictions v Findings

## Trainee teacher perspective

“Research helps me improve my practice and gives me opportunities to explore different approaches”

“I want to find something out... probably have an idea of what the answer's going to be [but]... not trying to get a specific answer...“; "to gain/gather more information..." "deeper knowledge about truth" "just finding out“; "identifying new ways“; “[when you assess pupils], you are researching what they can do... you are then looking at their next steps, which is research“; "Especially at our stage of development, [we need] new strategies/ideas coming out that have been researched by higher powers that be”

## Trainee teacher competencies

Acknowledgement of impact of research on practice, possibly driven by external factors (e.g. requirement to pass M level modules)

Idealism; openness; recognition of set ideas; capacity to recognise application in practice; inconsistency; caution around criticality; awareness of research hierarchy.



# Predictions v Findings

## Teacher Educator perspective

“Expectation of professional role...  
Conflicting demands, lack of designated time for research...  
Personal interest fuels progress...”

“Can take different forms – reading critically;  
“looking for inconsistencies/areas for further investigation; or action research”;  
“ethical concerns...methodologies”;  
“how to improve my own practice...”

## Teacher Educator competencies

“Balancing competing demands...  
highlighting value & impact on teaching...  
Dissemination”

Openness, breadth, uncertainty;  
a range of approaches;  
informed, moral drive about improvement;  
critical, purposeful, professional.



# Predictions v Findings

## NQT / Teacher perspective

“Little time to research...now in the real world of the classroom...set expectations/approaches from school”

## NQT / Teacher competencies

Recognition of competing demands, “real-world” perspective



# Competency Framework

## Your Views... #2

- What categories are emerging?
- How useful do you see the framework?
- What is the way forward?

