
Being teachers and researchers

Why are we even thinking about this?

What do we know so far?



Compliance-based schooling

SLTs really want to know?

Teachers ask 1000 research questions every day?

Redefining what we might mean by research?

Is research the right way to what we want to find out? (Biesta, 2020)

Is the kind of research done in education is of use? (Allen et al., 2021; Wiliam, 2023)

Active enquiry?

Reflective practitioners

Why would we want to do research anyway, if we are **reflective practitioners** in a **compliance-based system**?

Making things better
Understanding learning
Understanding ourselves
Understanding education
Improving practice



The big gorilla in the room

The 'what-works' movement

- RCTs
- Generalisation?
- Standardisation?
- Causal assumptions?
 - 'Everything works somewhere but nothing works everywhere'
 -CCF

(Torrance 2018)

The big gorilla in the room

CCF....into the ECF

- Same restricted research base
- Same concern for standardisation
- Same affirmation of ‘what works’ over ‘what kind of children and young people are we trying to educate’
- Interest not in children and young people’s personhood, but in what they can learn in our school system

The big gorilla...

...creates opportunity



Simplification
(CCF)



Approximative
practice (ITaP)



Standardising,
individual
(EEF, DfE)



Generalisability



Complexifying
teaching



Classroom
realities



Person
centred,
communal



Localism

- Wiliam, 2023
- Hattie, 2007
- Allen et al., 2020
- Biesta, 2015, 2023
- Schutz et al, 2018
- Christians, 2018

- Educational improvement is not 'an increase in the effectiveness of the educational operation', but must 'engage with...**question of what education should be effective for**'
- Multidimensional nature of educational purpose means that '**what might be effective...for one purpose may not be effective in relation to another.**'
- Improvement theories often rely 'on a black box account that looks for **correlations between inputs and outcomes.**'

(Biesta, 2015)

**What happens to
research once you
get to a school?**

‘Yes, you can research but it needs to focus on....’

Context is everything...

Educational research therefore becomes not 'what works?' but rather 'what works where, and under what conditions?'



An aerial photograph of a dense urban area, likely a city like London, showing a river winding through the center and a bridge crossing it. The buildings are packed closely together, and the overall scene is a mix of greenery and urban development.

**Context is
everything...**

**And therefore, what
knowledge counts
as worth having,
worth pursuing,
worth using in
research?**



Research under the radar?

- Action research on children's learning
- Exploring your own practice and different pedagogies
- Questioning the 'why' of your curriculum
- Developing intellectual pathways through learning
- Using evidence from children's learning
- Case studies from your own practice

What might be possible?



Curriculum, pedagogy and learning

Approaches to building a coherent curriculum for all learners

CHARTERED COLLEGE OF TEACHING

Developing evidence-informed teaching techniques to support effective learning

Effective pedagogy and applying research in practice

Using evidence to move practice forward

Impact

Assessment and feedback

Progressing learning through effective teacher practice

CHARTERED COLLEGE OF TEACHING



Perspective Article



Lightening the load: Integrating cognitive load, schema theory and progression mapping in the primary classroom

Perspective Article



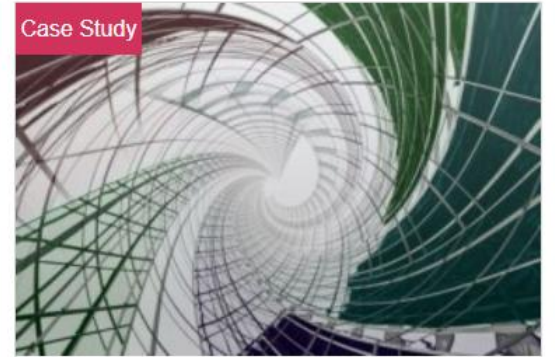
Professional knowledge and research-informed practice: Time for a rethink?

Perspective Article



The case for direct instruction

Case Study



Developing metacognition and higher-order thinking in A-level studies

Perspective Article



Developing approaches to writing in the secondary English classroom

Original Research



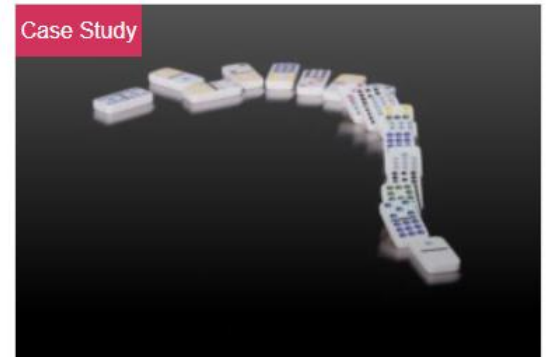
Perceptions of risky play in early childhood education

Teacher Reflection



A metacognitive approach to developing creativity

Case Study



Early Years teachers' perspectives on their pedagogies of play and mathematics

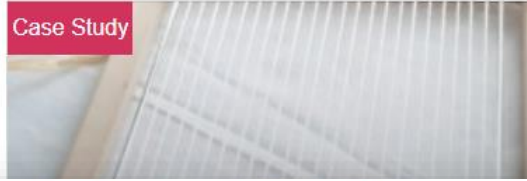


Perspective Article



Can we ever have 'equity and equality' in secondary digital education?

Case Study



Children's learning through peer-modelling to a Year 6 mathematics class

Case Study

Written by: [Sidra Saeed](#) [Huw Humphreys](#)

Published on: September 26, 2023

Teacher Reflection



Teacher Reflection



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Case Study

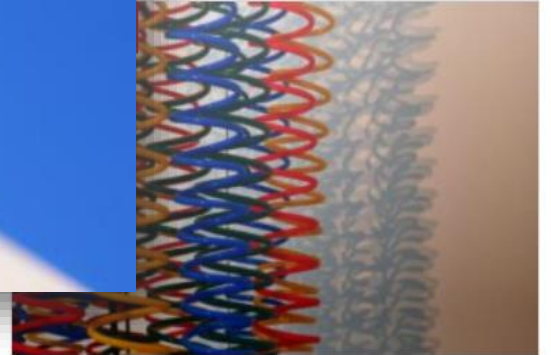


Should devices replace paper? The student experience



The impacts of teaching bottom-up reading strategies on GCSE Spanish reading examination results

Children's learning through peer-modelling to a Year 6 mathematics class



Taking a nuanced view of retrieval practice research: Retrieval-induced forgetting as a starting point

Perspective Article



Using third-party assessments
Deciding when to trust online scores

Teacher Reflection



Original Research



Case Study



'When does feedback help me to learn?' Children's perceptions of feedback in a primary school

Case Study

Written by: [Tracey Feil](#)

Published on: [May 12, 2021](#)

Feedback help me to
Children's perceptions of
primary school

Case Study



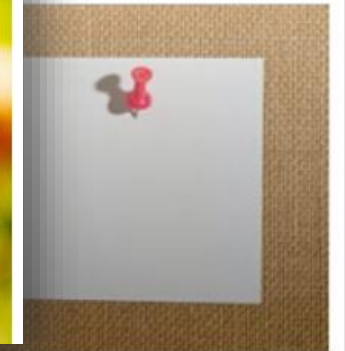
Secondary modern language students and assessment: Conceptions, metacognition and emotions



Reimagining the 'characteristics of effective teaching and learning' as a framework for feedback in the Early Years

The importance of formative assessment and responsive teaching in the post-COVID era

Written lesson observation feedback in initial teacher education





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Science

Study

International

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RESEARCH IN TEACHER EDUCATION (RITE)



RiTE

Research in Teacher Education

A periodical from the School of Education and Communities,
University of East London

- Editorial
- PRIDAM: a framework for teaching programming
- Exploring and understanding pupils' lack of perseverance and autonomy with debugging in computing.
- Is the attainment gap fundamentally flawed? Challenges and opportunities
- Do children perceive social class in children's fantasy texts? Initial findings from research in a Year 6 classroom
- How can developing subject literacy enable pupils to enhance their subject knowledge and the understanding of key concepts in Geography?
- Reflections of a 'wannabe' progressive teacher: how reflection and reflexivity can positively impact practice
- Seminar capital: an exploration of the enduring social and pedagogical benefits of seminar engagement
- Educators as empowerers: a small-scale study of opportunities to expand the scope of ITT programmes, with a particular focus on prison education
- Guest Author Ann MacPhail
- Book Reviews

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