

GRIT IN THE OYSTER – TENSION IN THE CLASSROOM

Refocus and Rethink – what better way for teachers to do this than by looking at learning through the lens of their own classroom practice?

This workshop will demonstrate how one school-based research programme supports teachers as active researchers and involves parents directly in the process.

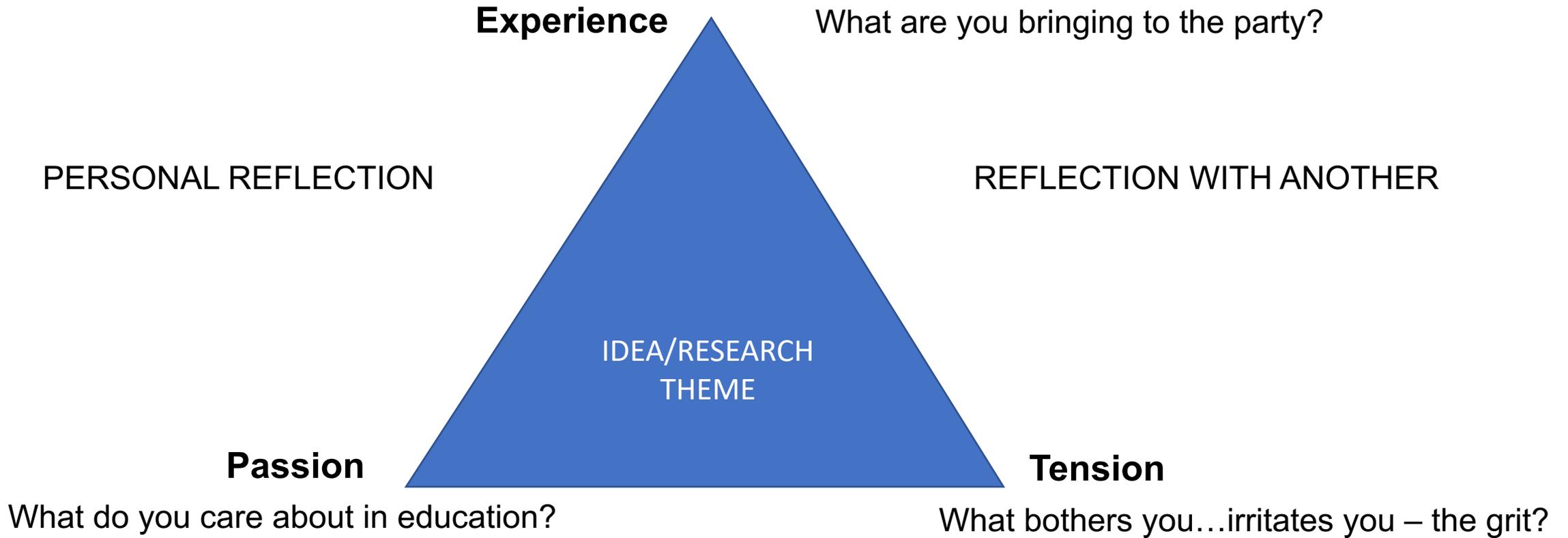
Recent and current examples will be drawn from international schools as far flung as Caracas, Mumbai, Paris, Barcelona, Reykjavik and Florence.

Phil Whitehead, TIME:10.30-12.00, 4th NOV. 2022

GRIT IN THE OYSTER – OUTLINE OF THE WORKSHOP

- **WELCOME**
- **TENSIONS & PASSIONS** – THE GRIT THAT MAKES THE PEARL - *OPENING ACTIVITY 1*
- **A LITTLE MORE CONTEXT** – *RESEARCH PROJECTS IN SCHOOLS SINCE 2014 - ACTIVITY 2*
- **SYSTEMMATIC ENQUIRY MADE PUBLIC** – THE RESEARCH PROCESS AS A PRACTITIONER
BACK TO YOUR TENSION...IRRITATION...ITCH – TIME TO SHAPE IT UP! - ACTIVITY 3
- **METHODS & METHODOLOGIES** – *JUST DO SOMETHING – COLLECT SOME STUFF – ACTIVITY 4*
- **REVIEW, REFLECT, ANALYSE** – *DO SOMETHING WITH THE STUFF – TELLING THE STORY*
- **SHARING THE PEARLS** – *YOUR FINDINGS INTO EVIDENCE INTO MAKING PUBLIC – ACTIVITY 5*
- **Q & A** – *ACTIVITY 6*
- **REFERENCES & LINKS**

PASSIONS & TENSIONS...REFLECTIONS ON YOUR EXPERIENCE TOWARDS A MEANINGFUL RESEARCH PROJECT IDEA



➤ A LITTLE MORE CONTEXT – RESEARCH PROGRAMME IN SCHOOLS SINCE 2014

- WHAT CAN RESEARCH DO FOR ME? –
 - WHAT ARE THE CLAIMS...WHAT IS THE EXPERIENCE?
 - [EVALUATION REPORT](#); [LINK TO 5 MINUTE SUMMARIES](#)
- EXAMPLES THAT WERE MEANINGFUL TO ME:
 - EARLY LITERACY IN PARIS;
 - HOME LANGUAGE IN CARACAS;
 - GENDER EQUALITY IN BARCELONA;
 - TRANSITIONS IN FLORENCE (PARENTS); THE QUIET CHILD IN FLORENCE
 - THE REYKJAVIK CONNECTION

If you are lacking motivation in your career and drowning in the daily crises often encountered at ISF along with the remnants of this ongoing pandemic, participate in the research program. It is self-directed learning at its finest, and if planned carefully, it can also provide benefits for ISF and its students. (ISF Teacher participant 2020-21)



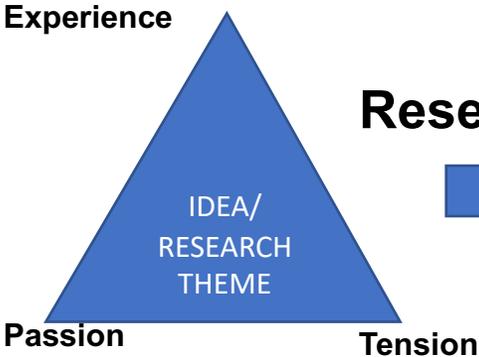
I don't know if you remember me, I was at ISP and did a couple of action research projects with you. I'm back in Devon now and am thinking of doing another action research project as I am a little disillusioned with education in England!!! I was thinking of how to bring some of the good practice from Paris into my teaching here. (Email received Oct 2022)

#ECISTEACHERS2022

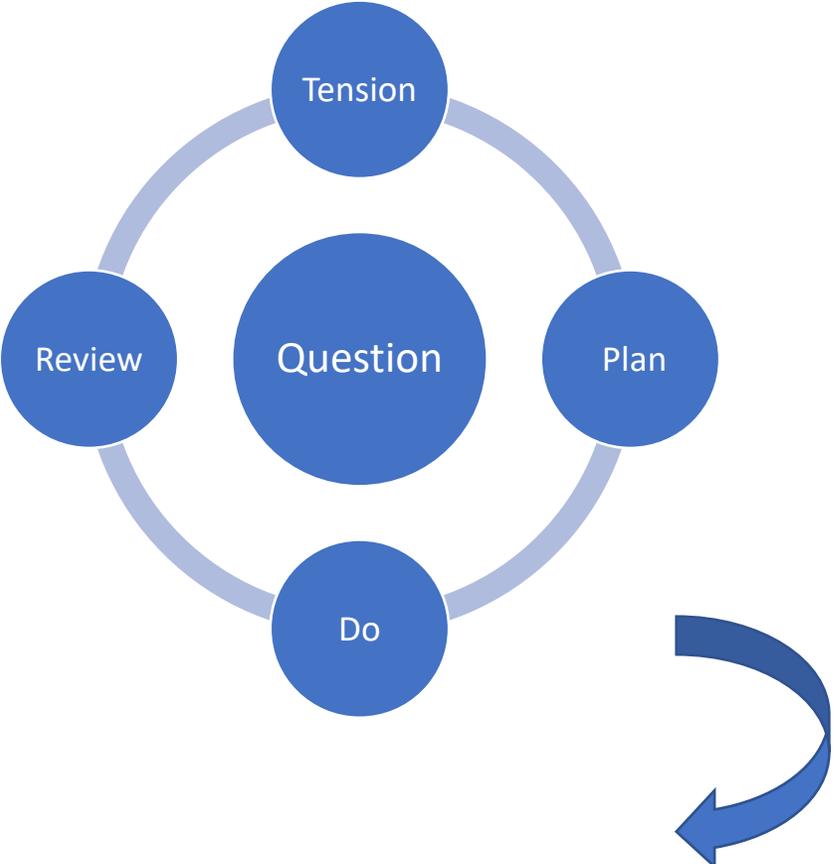


RESEARCH – SYSTEMMATIC ENQUIRY MADE PUBLIC

Lawrence Stenhouse, 1978



Research as an action process

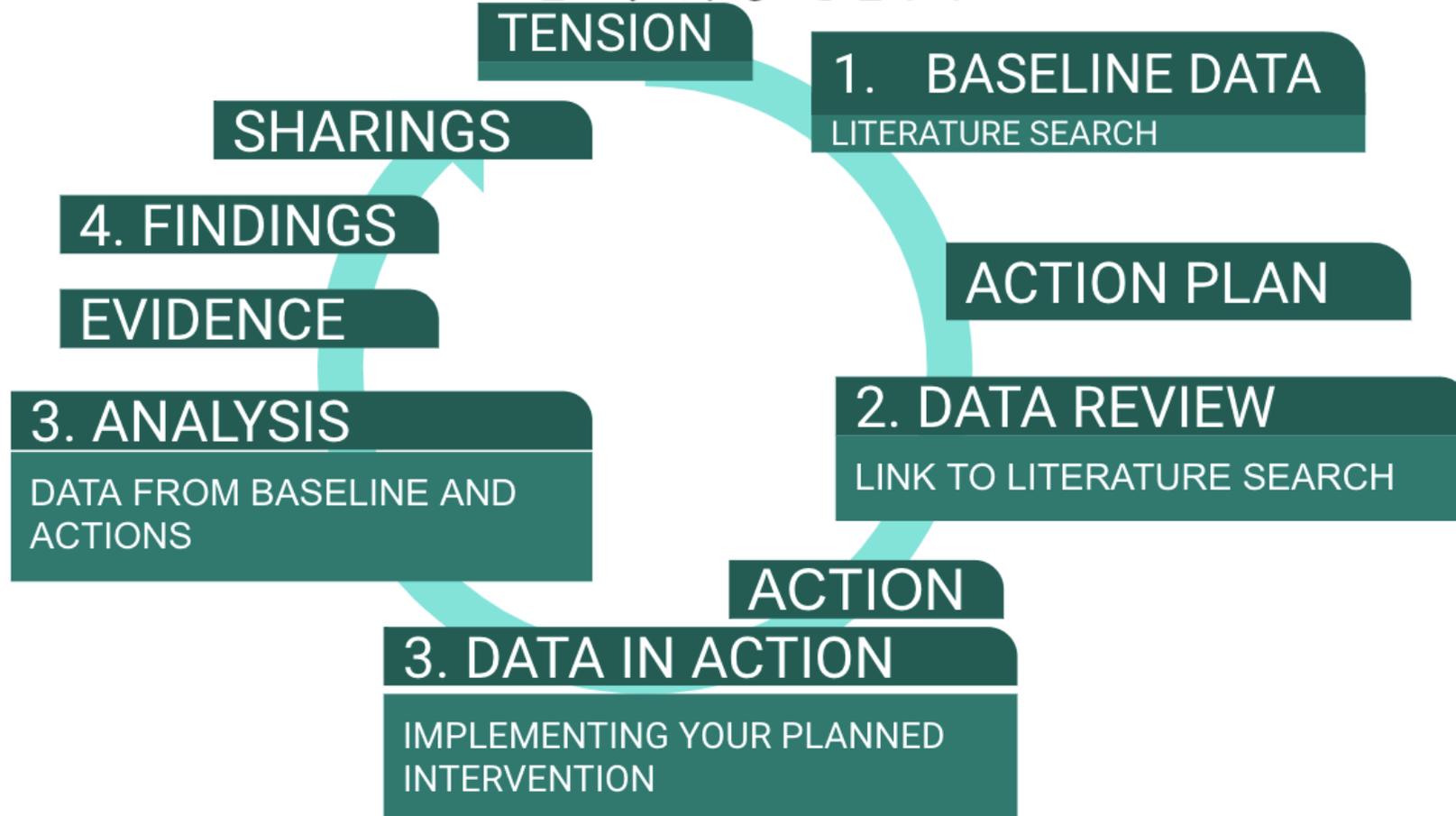


Research as a reflective process

[See - Developing Action Inquiry](#)



THE PROCESS



THE TIMELINE

F2F 1 Developing your enquiry

22nd and 23rd
September

21/22nd 1
x F2F meeting per
group

October

Collect baseline data
1 x virtual meeting
per group.

F2F 2 Data collection

11th and 12th
November

10/11th 1
x F2F meeting per
group

December

Data in action.
Intervention.
1 x virtual meeting per
group

F2F 3 Data review 1

27th and 28th
January

26/27th 1
x F2F meeting per
group

F2F 4 Interpreting findings

February

Continue with
intervention. Organise
and analyse data.
1 x virtual meeting per
group

3rd and 4th
March

Preparing your
presentation.
1 x F2F meeting per
group

Conference

5th, 6th and 7th
April

5th and 6th
rehearsals

Online celebration and review

4th
May

Stipend paid

June

➤ METHODS & METHODOLOGIES

- THE PROBLEM WITH METHODS – *AND THE SOLUTION*
- METHODOLOGIES – [36 INTERESTING THINGS TO COLLECT IN A CLASSROOM](#)
 - *STUFF IN THE ENVIRONMENT*
 - *ETHICAL CONSIDERATIONS*
 - *SELECTING APPROPRIATE DATA COLLECTION METHODS*
 - *PHONE A FRIEND...ASK THE AUDIENCE...OUR SURVEY SAYS!*
 - *JUST DO SOMETHING – COLLECT SOME STUFF - ACTIVITY 4*

REFERENCES: Coe, R. et al (2021) Methods & Methodologies - [explained](#); detailed discussion in [Research Methods & Methodologies, Coe et al, 2021](#) (Pp5-14)

Pine, G. (2013), [Teacher Action Research: Building Knowledge Democracies](#), Sage Publications. Chapter 11 on [Teacher research](#)

Cohen, L., Manion, L. & Morrison, K. (2018). *Research Methods in Education*, 8th Ed., Oxon: Routledge
[Tool-kit 1. Planning your Research](#) Project

➤ REVIEW, REFLECT, ANALYSE

➤ *DO SOMETHING WITH THE STUFF – TELLING THE HONEST STORY*

*YOU ARE LIKELY TO HAVE A LARGE AMOUNT OF RICH, QUALITATIVE DATA – LOTS OF WORDS, DESCRIPTIONS, EXPLANATIONS, SUBJECTIVE COMMENTARY...
WHAT CAN YOU DO WITH THIS COLLECTION TO MAKE SENSE OF YOUR INQUIRY?*

YOU MAY ALSO HAVE A RANGE OF QUANTITATIVE DATA – ESPECIALLY IF YOU CONDUCTED SURVEYS OR QUESTIONNAIRES THAT COLLECTED NUMERICAL INFORMATION. IN A WAY THIS IS OFTEN 'EASIER' TO CRUNCH DOWN INTO TABLES, CHARTS, % AND ANALYSE.

LET YOUR DATA TELL YOU THE EMERGING STORY OF YOUR PROJECT & NOT THE OTHER WAY ROUND! CHECK FOR ANY GAPS - GO BACK AND FILL THEM.

➤ **SHARING THE PEARLS**

➤ *YOUR FINDINGS INTO EVIDENCE INTO MAKING PUBLIC – ACTIVITY 5*

IN A DISCUSSION GROUP:

IN YOUR EXPERIENCE OF ATTENDING PRESENTATIONS, WHAT ARE SOME OF THE MOST EFFECTIVE TECHNIQUES?

WHAT ENGAGES YOU?

WHAT DOESN'T?

EXPLORE DIFFERENT WAYS OF PRESENTING RESEARCH FINDINGS

HERE ARE SOME STARTERS WITH A DIFFERENCE:

CHORAL, SLAM, THEATRE PRODUCTION, PECHAKUCHA...

*CHECK OUT THIS [LINK](#) AND IF WE HAVE TIME,
LISTEN TO THIS CONFERENCE 'PRESENTATION*



REFERENCES AND RESOURCES

Journals & Articles: Check out the Collaborative Action Research Network (CARN) new online publication: [CARN PRAXIS](#)

Guzman Foster, S.L. and Fleenor, Stephen J. (2019) [Handbook of Research on Critical Thinking and Teacher Education Pedagogy](#). See this linked chapter from: [The Power of Praxis: Critical Thinking and Reflection in Teacher Development](#).

[Journal of Teacher Action Research](#) - open access articles - Try this one out - [Elementary Teachers as Action Researchers](#)

Pine, G. (2013), [Teacher Action Research: Building Knowledge Democracies](#), Sage Publications. Chapter 11 on [Teacher research](#) is a must read

For serious reading/MA study: Cohen, L., Manion, L. & Morrison, K. (2018). *Research Methods in Education*, 8th Ed., Oxon: Routledge; and Robson, C. (2016). *Real World Research*, 4th Ed., Chichester: John Wiley;

Websites: [International School of Florence Research Programme](#) ; [youtube link to the padlet](#) created for the ISF community presentations in April 2022; [Current ISF Google site](#) (you may need to request permissions)

Documents/Resources: 2022 Impact Evaluation, ISF Research Programme: [Evaluation Report](#); [Developing Action Inquiry](#) – (2013) a resource pack for schools from Glasgow Psychology Service;

A great resource from Edinburgh University – [The Reflector's Toolkit](#);

[Tool-kit 1. Planning your Research](#) Project;

ISF [Guidance Notes for Research Proposals](#), 2022-23; [ISF Project Proposal Form](#); ISF [Cohort 4 Project Descriptions](#) for community information, October 2022; [Action Plan Framework](#);

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