Reviewing the Module

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TASK 1 Analyse principles and significance	TASK 1 Analyse practices	TASK 4 Action research	TASK 5 Approach justification	TASK 2 Approaches to leadership, counselling and mentoring	TASK 3 Political, social and cultural context to support change

Theory and Practice

Evidence and Judgement

Collaboration and change

Reflecting on Practice

Last Session

Workplace Culture

Context

Resources
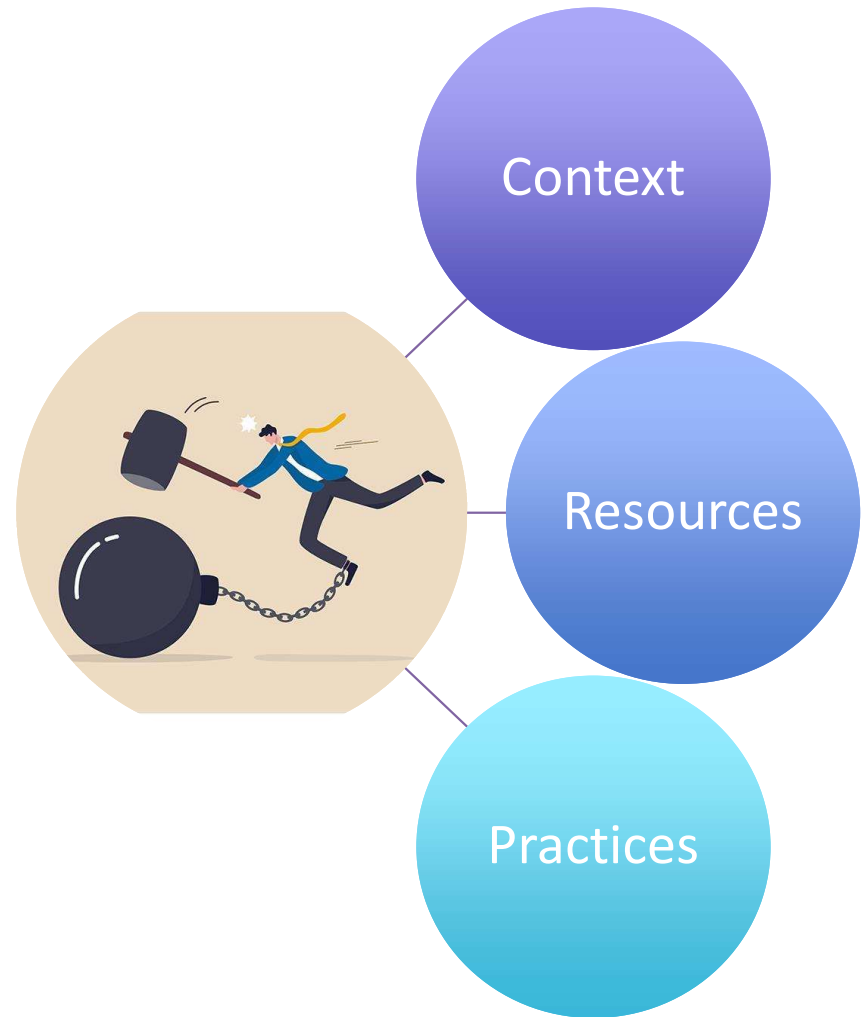
Practices

Reflective Questions

Which kinds of change to workplace cultures might be needed in order for Reflective Practice to fulfil its potential and contribute to changed practices?

Are there specific requirements for a 'helper' to support Reflective Practice? Principles which can support the creation of cultures of change
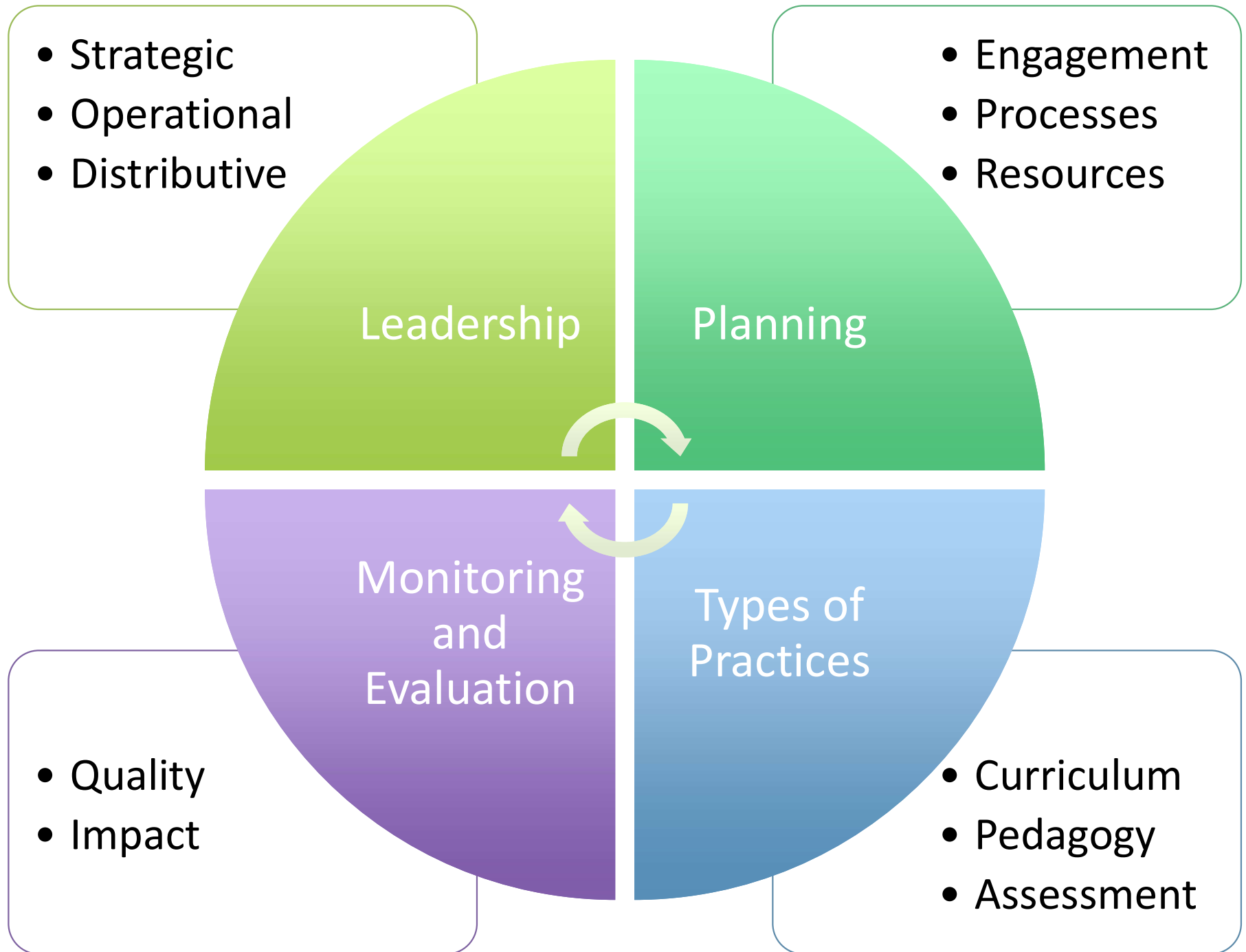
What are the key aims of 'helping' within Reflective Practice? In other words, how would we know that the 'helping' has helped?

What Leads to Positive Change in Teaching Practice?

Forms of support that represent particularly good value for money

Maugham, S., Teeman,D. and Wilson, R. What Leads to Positive Change in Teaching Practice?, *NFER Research Programme: Developing the Education Workforce*, Slough: NFER.

- Strategic
- Operational
- Distributive

Leadership

- Engagement
- Processes
- Resources

Planning

- Quality
- Impact

Monitoring and Evaluation

Types of Practices

- Curriculum
- Pedagogy
- Assessment

Week 8 Readings

✓ **Seminar preparation**

Maugham, S., Teeman,D. and Wilson, R. What Leads to Positive Change in Teaching Practice?. *NFER Research Programme: Developing the Education Workforce.* Slough: NFER.

✓ **Reading list**

Timperley, H. (2010), Using Evidence in the Classroom for Professional Learning, Paper Presented to the Ontario Education Research Symposium, https://www.researchgate.net/publication/2424752 72_Using_Evidence_in_the_Classroom_for_Professi onal_Learning

➢ **Your argument – assignment**

Keele Library Search engine

Google Scholar

Seminar Discussion

23 November 2022

Introduce the key points of your critical analysis of the relationship between Reflective Practice and change

Outcomes for Assignment

20 January 2023

Task 3

The extent to which cultures provides opportunities or barriers for Reflective Practice to support change

MONITORING AND EVALUATING CHANGE

School-wide

Systematic collection and analysis of information about areas of development can be used to plan and inform new goals.
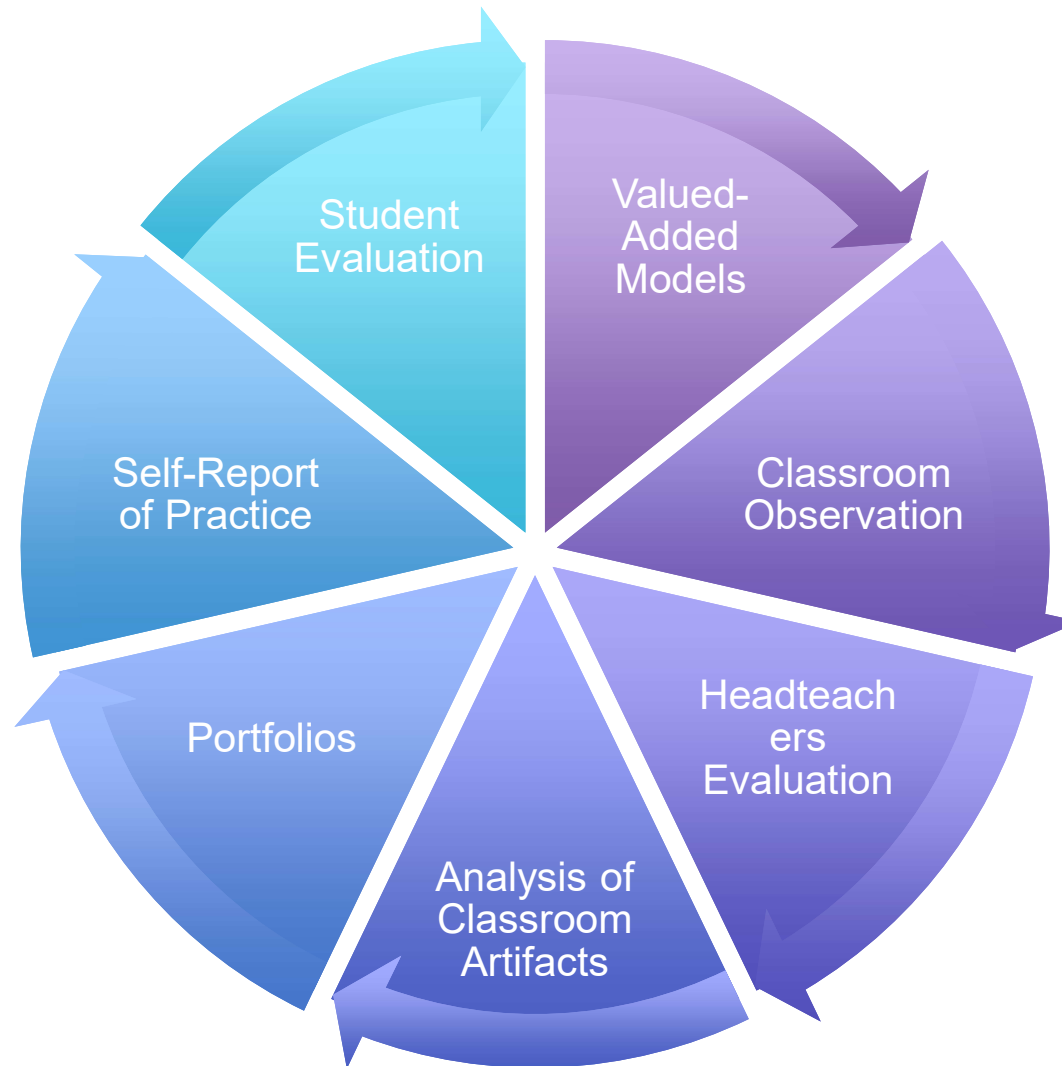
Teacher-led

Self-regulation is the **key to effective change**

Student-led

Change actual meaning for them, and the evaluation focus on the impact on the What leads to positive change in teaching practice. Inclusive techniques were found to overcome resistance to change from learners.
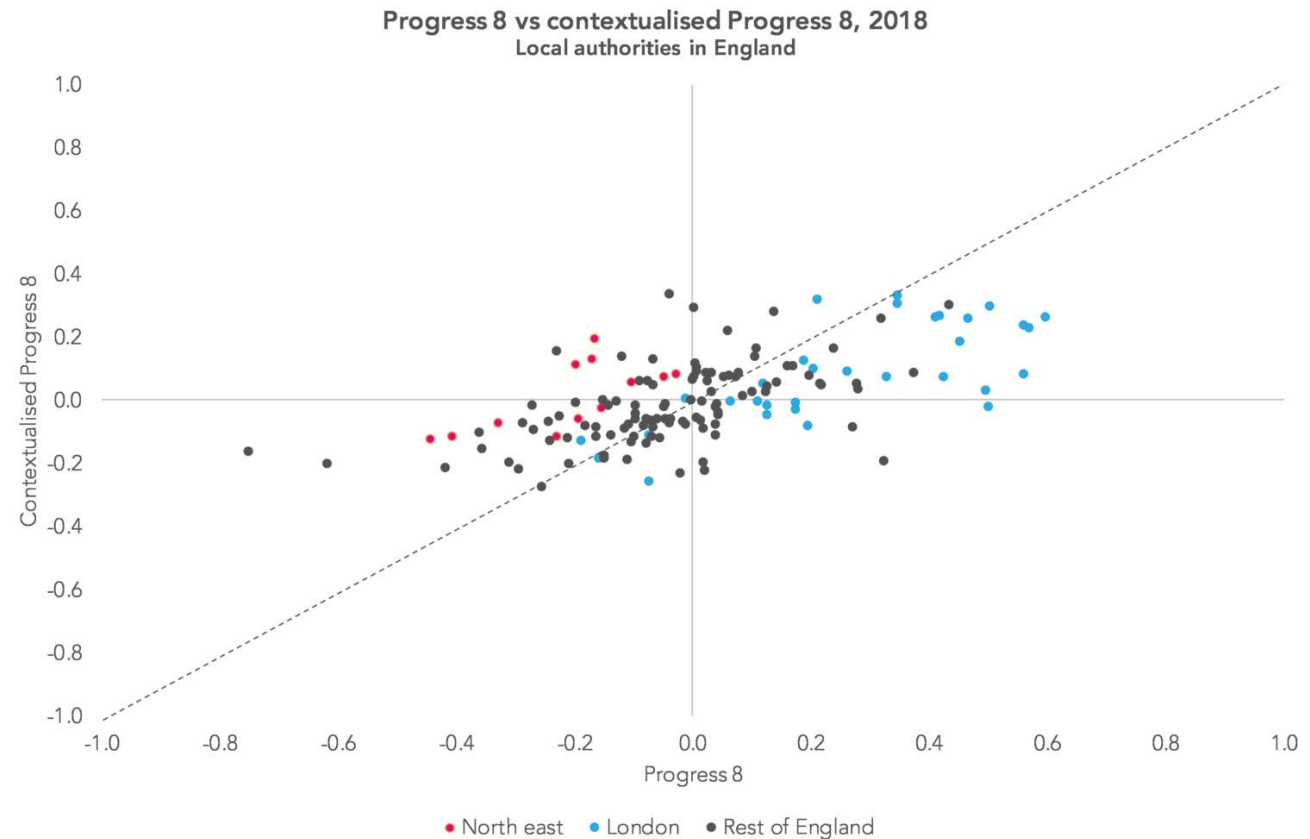
Methods of Evaluating Teacher Effectiveness

Little, O., Goe, L. and Bell, C., 2009. A Practical Guide to Evaluating Teacher Effectiveness. *National Comprehensive Center for Teacher Quality*.

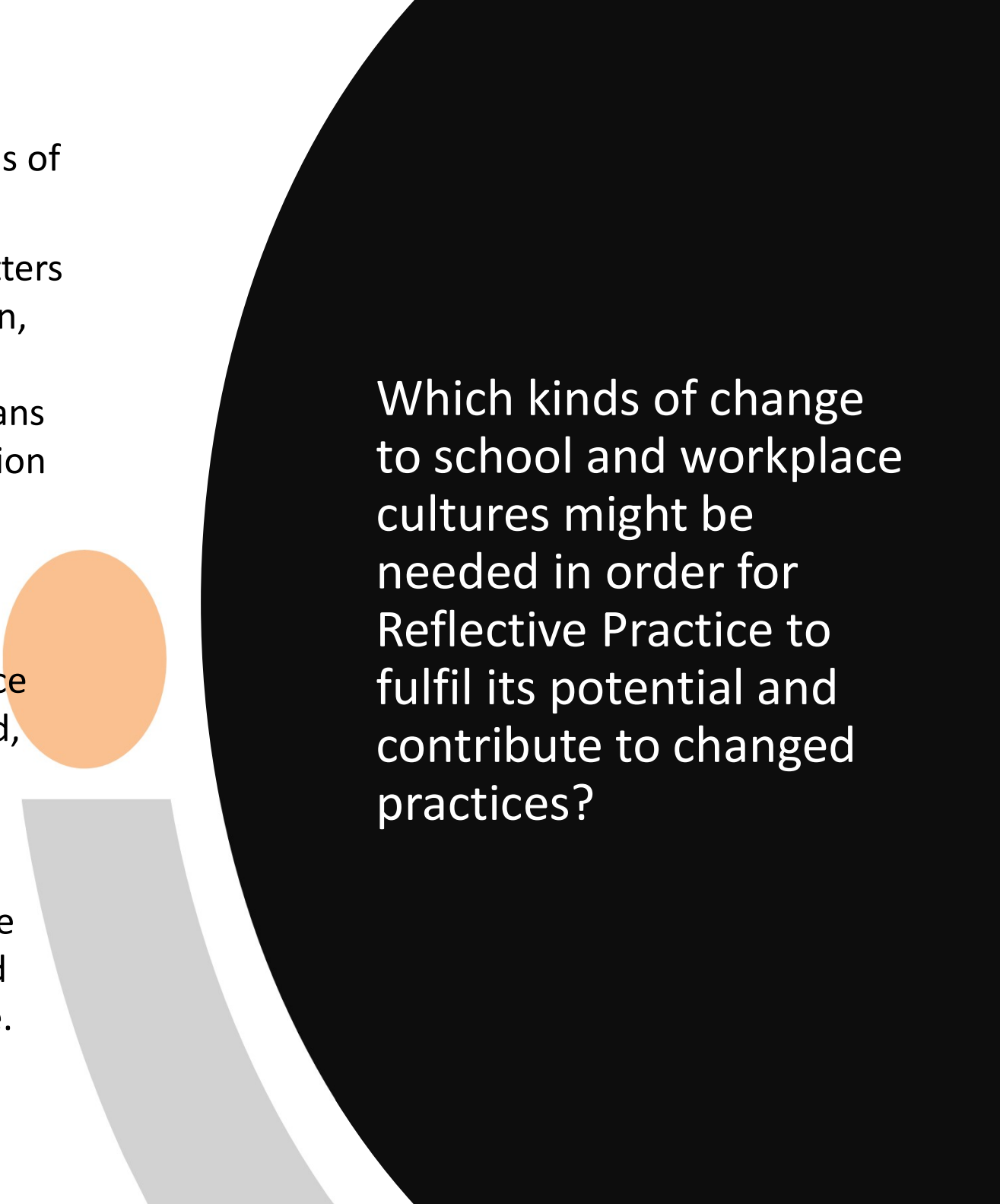# Measuring value added

Contextualised variables

Issues?

Leckie, G. and Goldstein, H., 2017. The evolution of school league tables in England 1992–2016:'Contextual value-added','expected progress' and 'progress 8'. *British Educational Research Journal*, *43*(2), pp.193-212.

The emphasis on scripted models of performance

Limitations placed on which matters are available for critical reflection, which aims and means are approved and standardised, means that the scope for critical reflection is constrained.

Whilst there is a form of official knowledge and research evidence which is endorsed and promoted, **collaborative professional questioning and enquiry**, perhaps informed by Action Research, may not receive the kinds of support which could help to promote positive change.

Which kinds of change to school and workplace cultures might be needed in order for Reflective Practice to fulfil its potential and contribute to changed practices?

Localised research and development

Collaborative R&D across an alliance of schools is enhanced by high levels of **trust and shared agendas** between schools, but can also be a way to build such trust and shared agendas.

Reflective Professionalism

Aspinwall, K., Handscomb, G. and Seleznyov, S., 2015. Approaches to research & development for 'great pedagogy' and 'great CPD' in teaching school alliances.
http://effect.tka.hu/documents/OtherLibraryElements/Approaches_to_research_and_development_for_great_pedagogy_and_CPD_in_TSAs.pdf

Localised research and development

Differences on **HOW** external research evidence is used used to inform the development of interventions and to support ongoing development.

Localised research and development

Participating in collaborative R&D can be motivating and developmental for staff. It can help to build new pedagogic skills and understanding as well as wider skills and confidence, such as how to engage with research and how to evaluate impact. It can also help build trust and openness between peers, so that they can critique their own and each other's work and thereby improve their thinking and practice. There is some evidence that this may in turn create wider impacts, in terms of school improvement and improved pupil outcomes. However, the level of participation in R&D by staff that were not directly leading the projects varied.

Seminar

How would you embed Reflective Practice in monitoring and
evaluating change?