



National College for
Teaching & Leadership

Teaching schools national research and development network: conference report

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Contents

Executive summary	3
A. Introduction	5
B. Why research and development is important	7
The link with great teaching	7
C. What is effective research and development?	9
Demonstrating impact	10
D. Building the culture	11
Networks and partnerships	13
Involvement in external research projects	13
Models of research engagement	13
Facilitation	15
E. Access to and dissemination of research	16
Dissemination	16
F. Conclusion	18
Ideas for teaching school alliances to consider	18
Ideas for NCTL to consider	18
References	19

Executive summary

The *teaching schools research and development (R&D) network annual conference* on 19 November 2013 was attended by around 150 people. Facilitated by Alison Peacock (The Wroxham School), the event featured a keynote presentation from Professor Chris Husbands (Director, Institute of Education), workshops led by teaching schools and a panel plenary session with Chris Husbands, John Stephens (Deputy Director Teaching Schools and School Improvement, NCTL), Robert Hill (Consultant) and Heather Mullaney (The Heath Multi-Academy Trust).

Its aims were to:

- Support teaching schools to successfully embed R&D within their alliances through engagement with inspiring and influential speakers, both from the fields of education and research.
- Provide an opportunity for schools to present their R&D activities and network with others schools enabling the sharing of knowledge and good practice.
- Continue to develop the R&D network as a key driver supporting the delivery of a self-improving school system and a more evidence-informed profession.
- Bring all three cohorts together, supporting schools to develop their networks and learn from the other alliances' experience of R&D.

Participants found the conference full of stimulating ideas and professional dialogue, with plentiful opportunities for networking and sharing between colleagues from teaching schools across the country to consider: why R&D is important, what is effective R&D, how to build the culture, and access to and dissemination of research.

Professor Chris Husbands gave a thought-provoking, entertaining and inspirational keynote address, *Great teaching and how to get it*. Great pedagogy develops when teachers use the research and knowledge base for teaching and push themselves to extend and use their whole repertoire, through 'deliberative practice'.

There were views of the place of R&D within the 'Big 6' (initial teacher training (ITT), continuous professional development (CPD), leadership development, school to school support, specialist leaders of education (SLE) and R&D): seeing R&D as an 'enabler' for all the other five elements, 'integral to what we do', and part of and indeed underpinning all other aspects of teaching schools' work.

What constitutes 'effective' R&D was explored, by discussing both the nature of good quality, relevant work, and the practicalities of R&D in the classroom. A key summary of what participants look for in R&D was expressed as "something that informs and changes practice, in that it is focused on learners and learning, and benefits learners".

There was much discussion about the importance of establishing a culture of enquiry. How to move from effective R&D in one school to working across an alliance is an issue that many participants grappled with. We heard how R&D had evolved at Swiss Cottage Teaching School Alliance (TSA) over three years: from developing, to embedding, to leading. Several teaching schools consider that their R&D culture has been enhanced by being involved in external research projects: it deepens their knowledge and enhances their research skills.

School leaders shared how they were organising and encouraging staff to engage in R&D through journal clubs, collaborative projects, learning sets, joint practice development, innovation hubs and peer review. Facilitation and leadership were key drivers of successful models but access to high quality published research was identified as a problem, to which some solutions were offered.

Overall, many ideas emerged from the conference. Teaching schools might wish to:

- Use time well by avoiding reinventing the wheel - invest time into finding out what is already known about a topic.
- Involve more staff in R&D, as the process of enquiry alone is beneficial.
- Merge strands in the Big Six e.g. combining CPD and R&D or seeing R&D as an enabler not a separate strand.
- Use R&D to top up the battery of school improvement and staff morale, not drain it.
- Develop skills in research methodology to be more precise and rigorous.
- Pay even more attention to the impact of R&D over the long-term.

Ideas for the National College for Teaching and Leadership (NCTL) to consider include:

- Merge strands in the Big Six e.g. combining CPD and R&D or seeing R&D as an enabler not a separate strand.
- Consider how to enable schools to access research journals at no cost.
- Provide a database of what everyone's doing so others can get involved.
- Give advice on how to secure funding e.g. bid-writing.
- Provide a forum to publish R&D outcomes and advice about how to publish to a wider audience.
- Encourage greater collaboration with professional researchers from universities and research organisations.
- Provide a forum and advice about measuring impact and sharing impact models.

A. Introduction

The National College for Teaching and Leadership (NCTL) held the *teaching schools research and development (R&D) network annual conference* in London on 19 November 2013. Around 150 people attended, the majority of whom were from teaching schools across the country. There were also participants from universities and other research organisations.

This report summarises the significant themes arising from the conference: why R&D is important, what is effective R&D, how to build the culture, and access to and dissemination of research. It concludes with suggestions for teaching school alliances and NCTL to take forward.

The aims of the conference were to:

- Support teaching schools to successfully embed R&D within their alliances through engagement with inspiring and influential speakers, both from the fields of education and research.
- Provide an opportunity for schools to present their R&D activities and network with others schools enabling the sharing of knowledge and good practice.
- Continue to develop the R&D network as a key driver supporting the delivery of a self-improving school system and a more evidence-informed profession.
- Bring all three cohorts together, supporting schools to develop their networks and learn from the other alliances' experience of R&D.

Facilitated by Alison Peacock (The Wroxham School) the event featured a keynote presentation from Professor Chris Husbands (Director, Institute of Education) and a panel plenary session with Chris Husbands, John Stephens (Deputy Director Teaching Schools and School Improvement, NCTL), Robert Hill (Consultant) and Heather Mullaney (The Heath Multi-Academy Trust).

Delegates attended two workshops from a choice of five:

Balancing the Big 6 and embedding R&D - Margaret Mulholland, Swiss Cottage Teaching School Alliance (AM); David Balderstone, Sharnbrook Upper School, part of the Pilgrim Learning Alliance (PM)

Disseminating learning across your alliance: experience from ITT R&D projects - Simon Underdown, Ivybridge Community College, part of the South West Teaching School Alliance and Sam Ensor, Fiveways Special School, part of the Partnership Teaching School Alliance (AM); Simon Roberts, The Arthur Terry School (PM)

How Peer Review can build reciprocal learning in teaching school alliances - Dr Keith Watson, Portswood Teaching School Alliance

Demonstrating the impact of R&D on teaching & learning - Lindsay Palmer and Nicola Theobald, The Mead / Collaborative Schools Alliance

Using networks to build R&D capability - Linda Marshall, The Bradford Academy, part of the Bradford Birth to 19 Teaching School Alliance and Tessa Mason, National College Associate

The conference was full of stimulating ideas and professional dialogue, with plentiful opportunities for networking and discussion between colleagues from teaching schools across the country. The buzz was palpable and sustained, even in the discussions on the Tube afterwards. From copies of Swiss Cottage Teaching School Alliance's research handbook and framework, to how to develop a culture of research engagement, to the structuring of staff learning sets, there was much to take away.

But even more than the handy tools and inspiring practice, it was the big ideas that got brains whirring, as the tweets that spread across the education community showed. Notions such as *'learning happens when people have to think hard'*, *'do the punishments for failure exceed the rewards for success in education?'* and *'you can't be excellent at anything if you don't know what excellent looks like'* stimulated thinking.

A consistent emphasis on the importance of R&D ran throughout the conference. Alison Peacock set the ball rolling by saying that the issue was 'fundamental to everything we should be doing in schools'. John Stephens struck a chord with many when he urged participants not to feel guilty about taking a day out of school to attend the conference but to seize its intellectual space to reinvest in themselves. He asked schools to have more confidence as a profession, engaging in R&D in a disciplined and systematic way so that they make informed decisions. As *Great professional development which leads to great pedagogy* makes clear:

'Commitment to research engagement is an important feature of professional learning because it fosters a proper regard for evidence which can be used to change practice and improve pupil outcomes.'

(Stoll, Harris and Handscomb: p5, 2012)

B. Why research and development is important

Considering the place of R&D within the 'Big 6' (initial teacher training (ITT), continuous professional development (CPD), leadership development, school to school support, specialist leaders of education (SLE) and R&D) is essential for teaching school alliances. Robert Hill considers that some strands should be merged, saying that CPD and R&D are natural partners, for instance. Heather Mullaney sees R&D as an enabler for all the other five elements, not a separate strand. Keith Watson, from Portswood Teaching School Alliance (TSA), said that R&D must be integral to what we do and linked to innovation. Margaret Mulholland of Swiss Cottage TSA sees R&D as part of and indeed underpinning all other aspects of TSA work, as can be seen in their [place of research & development](#) diagram. Margaret used the analogy of a Jenga tower, where the structure is so strong that if bits are pulled out it will still stand, to emphasise the need for a TSA architecture which has R&D as a unifying force.

The link with great teaching

Professor Chris Husbands gave a thought-provoking, entertaining and inspirational keynote address, *Great teaching and how to get it*. Through many pictures of classrooms, from 14th century Bologna to 21st century England, he illustrated that practice across the world had been very similar over time: the teacher is holding forth from the front, while the class sits passively. Yet in every picture, someone in the class was not engaged. By comparison, delegates were shown pictures from the field of medicine which showed that changes over time have been radical - and this is because research has been used for continuous advances in practice. As David Hargreaves said at last year's R&D conference (National College, 2012a), the model in medical surgery where surgical professors continue to practice while teaching and researching means that practice continually informs their research which is then fed back into their practice, creating a self-improving system.

Chris urged delegates to focus on what good teaching is and what drives it – and to use R&D in that endeavour. He shared the review of what is known about *What makes great pedagogy: nine claims from research* (Husbands & Pearce, 2012).

Chris Husbands said that schools need high expectations with a clear understanding of what excellence looks like and a culture of coaching, mentoring and support to help all to do better. They need to draw on evidence, data and insight from external research to inform practice.

He shared a formula for quality teaching:

$$Q_t = C + E \{f (K^{(s+t)} + I) P\}$$

This captures powerful concepts in a simple way. That is, quality teaching (Q_t) depends on committed teachers (C) plus effective pedagogy (E), with effective pedagogy being

the sum of knowledge of the subject (Ks) and knowledge of effective teaching (Kt) plus imagination (I), all of which is multiplied by what he called 'deliberative practice' (P).

Great pedagogy develops when teachers use the research and knowledge base for teaching. And we need to push ourselves to extend and use our whole repertoire, through 'deliberative practice', which takes effort but is essential in achieving further improvement.

Every teacher can teach better – and R&D will help. As Chris quoted:

'Better is possible. It does not take genius. It takes diligence. It takes moral clarity. It takes ingenuity. And above all, it takes a willingness to try.'

Gawande, 2007

C. What is effective research and development?

Commissioned by the Department for Education (DfE), *Building evidence into education* (Goldacre, 2013), called for making teaching ‘a truly evidence-based profession’. Such arguments are not new. Stenhouse (1981) said ‘it is teachers who in the end will change the world of the school by understanding it’ and David Hargreaves has promoted ‘teaching as a research-based profession’ for more than twenty years (Hargreaves, 2012).

Participants considered what constitutes ‘effective’ R&D, by discussing both the nature of good quality, relevant work, and the practicalities of R&D in the classroom context. A key summary of what participants look for in R&D was expressed as

“something that informs and changes practice, in that it is focused on learners and learning, and benefits learners”.

Suggested working definitions included:

- research is a process of enquiry into action
- development is working with research evidence information to further distinguish significance
- development builds on what is already known

It was generally felt that good quality R&D activity should be disciplined, rigorous and systematic, and would produce robust, measurable and reliable results. R&D must respect sound ethical principles, and needed to be capable of replication and scaling-up. Good quality R&D should be capable of being understood by all and applied in real situations.

Participants expressed preferences for R&D to have the following features:

- manageable for a busy teacher to engage with and in
- strategically focused but also addressing individual ideas
- impact on learning
- lasting effects

Finally, delegates made clear their commitment to R&D, as a professionally and personally stimulating and rewarding activity in its own right. R&D was held to encourage review and reflection, and was described as empowering and motivating, “because it goes back to your professional calling”.

However, there are barriers, especially when working in an outcomes driven culture. Chris Husbands asked us to consider ‘whether the punishments for failure exceed the rewards for success in education?’ and the implications of this for R&D such as risk

aversion. For unfortunately R&D doesn't always lead to easy solutions and clear answers. However, as one participant said, the journey, the meanderings will still be valuable. Chris Husbands urged us to consider the theory of marginal gains: the small changes that will make a difference.

Participants considered that these were important factors in R&D:

- use current evidence of what works
- develop and promote a culture of evidence-informed and research-informed practice
- create an evidence base about what works
- disseminate and share learning

Demonstrating impact

Chris Husbands said that the returns on investment from action research have been poor over the last 40 years. There has been poor visibility. However, one headteacher considered that R&D had had a deep impact in his school. Robert Hill urged schools to involve more staff in R&D, as the process of enquiry alone is beneficial. In their workshop, Lindsay Palmer and Nicola Theobald described how The Mead / Collaborative Schools alliance's learning sets showed the impact of R&D on teaching and learning. Each set made a display, often illustrated as a physical pathway through classrooms to show the impact of their work.

D. Building the culture

There was much discussion about the importance of establishing a culture of enquiry. Linda Marshall, The Bradford Birth to 19 Teaching School Alliance quoted from Andreas Schleicher of OECD:

‘Improvement can and needs to come from the best knowledge and understanding ...that means professional autonomy needs to go hand in hand with a collaborative culture, with autonomous schools working in partnership to improve teaching and learning... teachers should help one another to develop effective improvement strategies. ‘

(Schleicher, 2013)

Lindsay Palmer and Nicola Theobald, The Mead / Collaborative Schools Alliance felt it important to consider what an R&D culture should look like and for them this was for it to be embedded into the school rather than as an add-on. They shared their overarching strategy which included a change-embracing vision, moving the perception of what professional learning looks like away from one-off courses to a research-engaged school supporting a professional culture where all teachers have a right and responsibility to undertake research. An emphasis has been on creating ambassadors for research, who model the behaviours and attributes of teacher researchers so that everyone improves their knowledge, skills and understanding of research methodology.

Getting staff to work together within a school requires effort and sometimes a culture shift, but the challenge of getting people together across schools is significant. How to move from effective R&D in one school to working across an alliance is an issue that many participants grappled with. How do we hook other schools into research? Who chooses the focus? Who are the key players to get on-side? How can we do this? How can we ensure initiatives are sustained?

Barriers to schools working together on R&D activities include:

- time
- lack of trust and confidentiality worries
- sharing data
- logistical problems such as travel and timetables
- cost
- skills
- politics

Schools have plentiful data that can be used for R&D, for example in closing attainment gaps through the use of Pupil Premium funding. The Bradford Partnership’s explicit aim is ‘to establish a culture across the partnership where this evidence is fully accessible

and used as a matter of routine, to improve outcomes for students'. The Mead / Collaborative Schools Alliance have introduced an information-sharing protocol using performance data, pupil voice, inspection findings and feedback from heads in the alliance. This informs R&D priorities.

Chris Husbands believes that as a rule of thumb what works for individual schools works for clusters of schools: so in individual schools, you get whole school development through identifying a priority, rigorous use of evidence and clear target setting and the same is true of a cluster of schools. Finding a shared focus can be hard work but it makes sense and it will embed joint practice development (JPD) into the warp and weft of individual schools' work. That is the key to making alliances more than the sum of the parts.

Participants found that involvement in projects such as NCTL's Primary Curriculum Project was helpful. It gave a structure that had been well thought through by someone else. As one delegate said, "It enabled us to dip our toe in the water; it formed a step to larger stuff". The R&D module in NCTL's leadership curriculum was also recommended.

The Mead / Collaborative Schools Alliance emphasised the importance of modelling the behaviours and attributes of teacher researchers. Chris Husbands emphasised that key people are needed ('connectors') to ensure that the schools are coordinating their work. Buzz groups, regular review and very importantly active interest and commitment from the top all matter.

Margaret Mulholland described how R&D had evolved at Swiss Cottage TSA over three years: from developing to embedding to leading. The first year was about developing and resolving volume and capacity issues. Time was spent on bidding for projects, building relationships with partner schools, developing shared vision and values, and growing organisational partners.

The second year was characterised by collaboration and innovation to embed R&D through:

- cross-school collaboration
- enhanced experiences of research
- lead school R&D framework shared with partners
- partner-led initiatives
- school-based research as an expectation
- being selective about project engagement

The third year was about leading, being more sophisticated and strategic seen in teacher-led R&D, designing a professional learning framework for R&D, joint practice opportunities across partner schools and projects with universities.

Networks and partnerships

Networks and partnerships not only with other schools, but universities and research organisations enhance R&D activity. Partnerships need collaboration and an understanding that 'nobody is as clever as all of us' (Avery, 2012).

Many teaching schools have links with Masters programmes so that R&D activity is enriched through modules on research methods and ethics as well as giving access to important publications. The Mead / Collaborative Schools Alliance has valued using a consultant to support their use of learning sets.

The Bradford Birth to 19 Teaching School Alliance plans to widen its network by using R&D to provide opportunities to develop 'aspirant educators' such as parents, associate staff, school leavers, and multi-agency staff. This will enable them to close gaps in opportunities and training.

Involvement in external research projects

Several teaching schools consider that their R&D culture has been enhanced by being involved in external research projects. The [Closing the Gap: Test and Learn initiative](#) and the [R&D national themes project](#) are clear examples. Sharnbrook Upper School's links with Cambridge University have enriched the Pilgrim Learning Alliance such as through the Cambridge SUPER (schools-university partnership for educational research) project.

Swiss Cottage TSA's involvement in external research projects is extensive, including Impact of Coaching on Pedagogy, Child Close Observation and Learning Rewired. As well as contributing to potentially ground-breaking discoveries especially in the field of special needs and disability, involvement with specialist partners deepens their knowledge and enhances their research skills. The projects involve working with researchers at the Institute of Education, University of Birmingham, CUREE, CfBT, Oxford University, Tavistock Clinic, University of Geneva, University College London, London Knowledge Lab, Rix Centre, University of East London, Mencap and L.E.A.D.

Models of research engagement

Participants shared how they were organising and encouraging staff to engage in research. Swiss Cottage TSA gives teachers one hour per week for active research engagement and has set up a Research Journal Club to promote discussion and build confidence and skills. They have also produced an [Action Research Booklet](#).

JPD is a key factor in many teaching schools' R&D approach. Innovation hubs have been created across The Mead / Collaborative Schools Alliance and each has a research lead, a HEI partner and an experienced supporting consultant. As well as shared methods, activity is aligned to alliance priorities and informed by shared data, with an information-

sharing protocol in place across schools. This ensures a systematic approach to collaborative research activity.

Learning sets are also used at The Mead / Collaborative Schools Alliance. These are school-based learning and development groups to promote research practice through reflection, professional dialogue, and systematic enquiry. They are proving to be a powerful vehicle to shape, refine and drive TSA development priorities through collaboration, support and challenge. They provide an opportunity to capture the voices of stakeholders and triangulate findings because they are a forum for the exploration and documentation of evidence-based approaches. They use a spiral to structure their enquiry: discovery (deciding what to explore and why) > research (how, who, when) > effect (measure, impact, so what?) > growth (transferring knowledge) > and so on.

Portswood TSA has an assessment research and innovation group. People work with a research brief structure:

- Key question I want to investigate
- Techniques that I am going to use/investigate
- Data I will collect
- Class/group I am going to focus on
- Possible challenges and ways to overcome them
- Who will I work with and get support from?

They give feedback on their R&D activity to the group using this structure: what I have tried out since the last meeting and what I learned from this.

Linda Marshall showed how a system and structure - Visible Literacy Strategy - which uses JPD increased professional independence and deep collaboration across schools in The Bradford Birth to 19 Teaching School Alliance. The intentions of the strategy were jointly agreed: 'to find out which literacy interventions (local, regional, national and international) will work best overall, and which strategies should we be testing, to help all secondary age students achieve the highest levels of literacy'.

A Visible Learning conference was held in the summer term. Each school sent a literacy coordinator, a year 7 teacher, a year 6 teacher and possibly a student, as a Learning Scene Investigator. Participants shared barriers to literacy development for their schools and heard from representatives of key research that already has an impact on literacy. People then formed research groups supported by a HEI provider. Follow up sessions were planned to measure impact and share learning.

Peer review can be another opportunity for R&D. Keith Watson, from Portswood TSA, considers that peer review needs purpose, trust and impact. He believes that ego is a barrier to peer review – the fear of being seen as not doing well enough. It must also be challenging. He gave examples of peer review in practice such as improving feedback

and marking in year 1 classes. Teachers from two schools worked together to design a set of symbols to give feedback to children who may not be able to independently read the teacher's written feedback. The schools had to break down prejudices (one had high results and the other low) and share their books so they had to be open, to trust each other. Over time, joint practice development resulted.

Facilitation

Groups involved in R&D require a special sort of leadership. The Mead / Collaborative Schools Alliance has had a focus on developing the leadership of enquiry. Core to this are the SLEs and aspiring SLEs – known as 'practice development partners' – who coordinate R&D groups. The SLEs and aspiring SLEs have a training programme about building a supportive professional culture and improvement through research. Induction and training include a strong focus on the role of the SLE as research mentor to ensure a collaborative approach, with modules such as extended moral purpose, coaching, research processes, research mentor and quality assurance.

The alliance has also developed a self-assessment e-tool to support research participation and leadership. As well as building teachers' understanding of the knowledge, skills and attitudes required in R&D, the tool supports performance management in this area.

The Bradford Birth to 19 Teaching School Alliance makes the role of facilitators explicit. They are to:

- help the group identify a shared focus or question of enquiry
- identify what each team member already knows about that area of enquiry
- decide on a method(s) of gathering further information
- develop the team's collective professional knowledge
- assist the group in choosing instructional strategies to trial
- facilitate professional development activities and differentiated support
- develop a clear protocol and action plan for how the team will communicate, share findings and reflect upon their learning
- assess new information and adjust strategies accordingly
- evaluate impact on student learning outcomes and professional learning.

E. Access to and dissemination of research

Chris Husbands shared examples of the big ideas from the last 15 years: Carol Dweck's work on mindset, Dylan Wiliam's formative assessment, Robert Marzano's instructional strategies, Robin Alexander's dialogic teaching, Field Rickard's teaching as clinical practice and John Hattie's visible learning. Such work should form the basis of R&D activity in schools. But, described as 'the elephant in the room', how to gain access to high quality published research is a pressing issue. Delegates said that without being registered on a university course, it is hard to read research papers at no cost, and even with access to online journals there is a risk of being overwhelmed with the vast quantity.

Ideas were shared. Some teaching school websites have 'research hubs' with links to key documents, resources and organisations – see for instance [Swiss Cottage Teaching School alliance](#) and [Portswood Teaching School alliance](#). Also mentioned was the [R&D Kitbag](#) (National College, 2012b) which has primary and secondary research case studies and was produced collaboratively by six teaching schools. NCTL publishes research, thinkpieces and policy documents, which can be found in the [publications](#) section of their website. Other suggestions from participants included [CUREE](#), [The Key](#), the [Education Endowment Foundation](#), [Better](#) and Google Scholar, which has a useful alerts service so that schools can keep up to date with the latest publications in a specified field. Imaginative Minds publications such as [Professional Development Today](#) were recommended by one delegate as a source of research and also a place to publish in.

Delegates asked whether NCTL could help to unlock access to academic journals for teachers. Could the TES staffroom and resource bank be asked to set up sections for research?

Dissemination

The conference took it as read that the dissemination of research should be promoted: we need to share findings in order to avoid 'reinventing the wheel' and to generate useable knowledge. We need to spend time well and consider progression for staff involved in R&D.

Delegates considered a number of dissemination channels, such as:

- Online community for sharing questions and ideas across alliances
- NCTL providing a forum for teachers' writing
- Writing suitable R&D objectives into job descriptions
- The Education Endowment Foundation toolkit (Higgins et al, 2013)

It was acknowledged that dissemination would generate some issues and challenges at the ITT level. Simon Roberts, The Arthur Terry School drew out a number of examples

from the audience. These tended to revolve around two main poles. First, the school context itself. For example, some schools simply don't want to become involved in collaborations. Others might be anxious about activity described as 'research', seeing it as too intellectualised. Even where motivation is present, there can be complex relationships to manage – such as different schools working with different HEIs, each with different visions for School Direct.

The second group of issues concerned the R&D work itself. It was felt that:

- all involved needed to share equal confidence in the evidence
- schools needed to identify the necessary capacity to disseminate findings
- quality control was an ever-present challenge

F. Conclusion

Ideas for teaching school alliances to consider

- Use time well by avoiding reinventing the wheel - invest time into finding out what is already known about a topic.
- Involve more staff in R&D as the process of enquiry alone is beneficial.
- Merge strands in the 'Big 6' e.g. combining CPD and R&D or seeing R&D as an enabler not a separate strand.
- Use R&D to top up the battery of school improvement and staff morale, not drain it.
- Develop skills in research methodology to be more precise and rigorous.
- Pay even more attention to the impact of R&D over the long-term - some of the innovations discussed were only introduced last year so it would be good to hear how these have an impact in school over time.

Ideas for NCTL to consider

- Merge strands in the 'Big 6' e.g. combining CPD and R&D or seeing R&D as an enabler not a separate strand.
- Consider how to enable schools to access research journals at no cost.
- Provide a database of what everyone's doing so others can get involved.
- Give advice on how to secure funding e.g. bid-writing.
- Provide a forum to publish R&D outcomes and advice about how to publish to a wider audience.
- Encourage greater collaboration with professional researchers from universities and research organisations.
- Provide a forum and advice about measuring impact and sharing impact models.

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