



WARWICK TEACHER RESEARCHER NETWORK NEWS ISSUE 2: MAY 2022

Welcome to the Teacher Researcher Network

The Teacher Researcher Network has existed at Warwick for numerous years and was first presented at our partnership conference in 2018. We are delighted to have secured funding from Research England's Enhancing Research Culture fund to support the Research and Development People and Culture Strategy. The funding will support our drive to engage more people in research and provide access to research to our school partners. Fischer and Hobson (2001) neatly summarise the essence of teacher-research, describing a personal as well as a professional quest, "a journey towards making sense of and finding satisfaction in one's teaching", emphasising the importance of seeing teaching and research as a joint enterprise.

Aims of the Teacher Researcher Network:

- Improve access to and participation in research.
- Improve research leadership skills across all career stages.
- Create routes for collaboration and exchange with third sector organisations.
- Deliver new approaches to public dialogue and community led research. The end of project report in July would focus on whether engagement with his project contributed to these areas.

Proudly introducing the 2022/23 Teacher Researchers, their Research Development Liaisons (in brackets), and Projects:

Iain Green (Kate Mawson) - *'Impact on culture of the development of a professional development strategy'*.

Grace Laszlo (Andy Hind) - *'What wellbeing strategies do ECTs learn across the two years of their course, and how do these help them manage workload and mental wellbeing effectively?'*

Alison Marsh (Rebecca Friesen) - *'Cross-curricular teachers as experts in teaching reading: improving classroom approaches for teaching of reading to close the Covid gap'*.

Helen Ward (Kate Mawson) - *'Boys Achievement Action Research Group'*.

Martyn Colliver (Will Haywood) - *'Linking Stem education to real-world industry for project-based learning – a case study around an energy from waste (eFw) plant'*.

Matt Hornsey (Kirsty Weeks) - *'Building solid foundations for Disadvantaged Pupils'*.

Katie Collins (Rachel Cooper) - *'Efficacy of school-based interventions to support the development of self-esteem in secondary school children to reduce suspension rates and negative behaviours'*.

Helen Cooke (Kate Mawson) - *'Instructional coaching using the Teaching WalkThrus'*.

James Luton (Alison Morgan) - *'Equality and Diversity'*.

Staff profiles and further information resources related to these various projects can be located at: www.warwick.ac.uk/fac/soc/cte/professionaldevelopment/trn/community/

The Ethics of Conducting Educational Research in Schools

"Students should feel that they are able to opt out of a research project in a way they are not able to opt out of a lesson...or doing their homework...One of the things you have to consider is getting the balance right between making things happen both pragmatically and ethically"

- Dr Claire Tyson

On our WTRN webpage, you can find various key ethical starting blocks before starting on your path as a teacher researcher. These include:

- First-hand advice from Dr. Claire Tyson (right), a teacher-researcher whose focus is on using mixed methods research to investigate impact of interventions, educational outcomes, and school culture. Her role includes working with staff and students to develop research capacity in the school as part of evidence informed practice and she has a special interest in balancing the ethics of school-based research with pragmatist approaches to sampling.
- A link to the online fourth edition of the BERA (British Educational Research Association) 'Ethical Guidelines for Educational Research' guidelines (2018), designed to support educational researchers in conducting research to the highest ethical standards in all contexts.
- An extended bibliography listing a broad array of research literature regarding the practicalities and ethics of conducting-research-in-schools.



Interested in Documenting your Teacher-Researcher Journey?

Why not then consider contributing towards the WJETT (Warwick Journal of Education – Transforming Teaching) blog? The WJETT aims to bring together educational research and practice in order to explore innovative, creative and evidence-informed pedagogies. It seeks to publish scholarly work that critically examines the values, theories, approaches and practices of education and in ways which remain accessible to a non-academic audience. WJETT offers a platform for the dissemination of good practice, offering opportunities for teachers and senior leaders to share their work, to document their investigations into teaching, learning and assessment, and to critically reflect upon their practice and identity as educators:

"Our new journal is aimed at an audience of teachers and school leaders with a view to bridging the gap between academic researchers and practitioners at the chalkface. It aims to deliver innovative and creative teaching, alongside intellectual discussion on a range of educational issues – all in an accessible fashion that we hope will be thought-provoking for the practising teacher"

- John Thornby (Editor-in-Chief of WJETT)

Previous WJETT blog entries can be viewed here: www.blogs.warwick.ac.uk/wjett/

Be sure to follow the CTE (@warwickCTE) or WJETT blog (@WJETTblog) on Twitter.

Queries, eager to contribute, or keen to recommend others to the project?

Please don't hesitate to get in touch via:

Email: warwicktrn@warwick.ac.uk

LinkedIn: www.linkedin.com/company/warwick-teacher-researcher-network

Twitter: @WarwickTRN