



WARWICK TEACHER RESEARCHER NETWORK NEWS ISSUE 3: 23rd MAY 2022

Welcome to the Warwick Teacher Researcher Network

The WTRN is aimed at colleagues who are interested in close-to-practice research in schools, drawing together both university and school-based colleagues to support and enhance research culture. 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. Burnaford, 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.

Our aims:

- 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 to be submitted in July 2022 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 (Andrew 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 (Jen Rowan-Lancaster) - *'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'*.

Learn more about the rest of the 2022/23 WTRN and their projects via the community tab on the WTRN webpage:

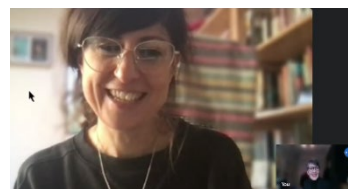
www.warwick.ac.uk/fac/soc/cte/professionaldevelopment/trn/community/

Nurturing ones own professional development as a Teacher-Researcher in schools

“The ‘teacher-as-researcher’ movement is widely seen as a bridge though there is discussion about the quality of practitioner research as well as about the appropriateness of a rigorous academic approach for investigating practice” – Carol Gray ((2013)

On our webpage (www.warwick.ac.uk/fac/soc/cte/professionaldevelopment/trn/), you can find a page dedicated to assisting professional development as a teacher-researcher. This includes:

- An in-depth discussion between Dr. Claire Tyson and Emma Taylor about adopting their own unique approaches to professionally developing their teacher-researcher roles and how these fit within the 10 arches in Gray’s 'bridge model'.
- A bibliography of helpful resources covering research in initial teacher education, continuing professional development, and teachers’ careers, such as BERA’s Teacher Education and Development SIG (Special Interest Group).



Did you know...

Both Iain Green and Helen Cooke (right) focus on how good implementation of mechanisms and guiding principles can be a powerful tool for maximising the efficiency of professional development in order to improve pupil outcomes in their projects *‘Impact on culture of the development of a professional development strategy’* and *‘Instructional coaching using the Teaching Walkthrus’*.



Interested? Why not also check out these other great resources:

- Sherrington, T. and O. Caviglioli (2020) *Teaching WalkThrus 1-3: Five-step guides to instructional coaching*. John Catt Educational: Woodbridge.
- Rosenshine, B. (2012) 'Principles of Instruction: Research Based Strategies that All Teachers Should Know'. *American Educator*. Spring Ed., p.12-39.
- Gray, C. (2013) Bridging the teacher/researcher divide: Master’s-level work in initial teacher education. *European Journal of Teacher Education*. 36(1), p. 24-38.
- Johnson R.B., and A.J. Onwuegbuzie (2004) Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher*. 33(7), p. 14-26.
- Knight, J. (2006) 'Instructional Coaching: Eight factors for realizing better classroom teaching through support, feedback and intensive, individualized professional learning'. *The Schools Superintendent Association (AASA) School Administrator*. 63(4), p.36.

Upcoming events

Tuesday 24th May 2022 | 16:00-17:30

‘The impact of Covid-19 on children with special educational needs and disabilities and their families: What’s next?’ – Professor Andrea Samson and Dr. Jo Van Herwegen

Register at: <https://www.eventbrite.co.uk/e/the-impact-of-covid-19-on-children-with-send-and-their-families-registration-332998335987>

Thursday 23rd June 2022 | 17:30-19:00

BERA SIG – Live, Virtual Journal Club Meeting: Charlotte Bagnal's *'Talking about School Transition (TaST): an emotional-centred intervention to support children over primary-secondary school transition. Pastoral Care in Education'*.

Queries, eager to contribute, or keen to recommend others or useful project resources?

Please get in touch via:

Email: warwicktrn@warwick.ac.uk

LinkedIn: [warwick-teacher-researcher-network](https://www.linkedin.com/company/warwick-teacher-researcher-network)

Twitter: [@WarwickTRN](https://twitter.com/WarwickTRN)