

Our Journal Club Journey

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- Largest secondary school in the South East of England
- MAT with a nursery, primary schools, secondary school and sixth form
- Non-selective school in an area with many selective and private schools
- A zero-exclusions ethos and strong community links
- A fully funded Teacher Researcher role since 2016

September 2017 - How it all began...

'The aim of a Journal Club is to create a time and space for staff to engage with research and consider how it might impact on their practice. Debra has agreed some money to pay for light refreshments so that the staff involved could meet once a term or once a month in the KIC. We have scheduled the first Journal Club meeting for Monday 30th October. Resources are being shared via Teacher Share/Research'

This was my report to SLT in my monthly teacher researcher report

Feedback from Staff in January 2018

- *The format was more structured and gave guidance rather than a free for all.*
- *I would like the meeting to move forward rather than talk about what is and what is unlikely to change. Rather focus on what we think we could do start with the positive statement and move forward.*
- *Any chance it could finish 5 minutes before the pips - I arrived after the second pips to my lesson period 5 (and got told off by the students!)*
- *Was interesting listening to everyone's ideas about ways to approach the issue.*
- *I think today was about the limit of number of people. Break it into 2 groups and compare the comments from the different groups*

Early suggestions from staff of topics to cover in Journal Club.

'Narrowing the gap whilst challenging the more able. How?'

'Class and education - what are we doing about it ? what can we do about it,'

'Attitudes to learning and life skills'

- As well as suggestions from staff we have chosen topics that align with school improvement goals
- As well as accessible research publications such as EEF reports

Topics we have covered in 2019-2020

Topics covered in the last 12 months include: The role of school in disaster recovery, recovery curriculum, The impact of COVID-19 on educational inequality and home learning, adversity and trauma, the EEF new guidelines on SEN in mainstream classrooms, retrieval practice, CPD for teachers, evidence based practice, EEF literacy guidelines for secondary schools and self-efficacy in students and teachers.

These are evidenced in the monthly Researcher Newsletters that I share with Learning Team, PT and my line managers.

Where are we today?

- 43 staff are now signed up to our Google Classroom
- Since school closure we have reverted to a podcast delivery
- Before school closure we had monthly meetings during a Friday lunchtime with a light lunch provided.
- Journal Club is hyperlinked in our weekly staff bulletins.

Our podcasts, 20 minute discussions on key topics, shared here for you to listen to.

1. A whole school approach to supporting students with LGBT+ identities
 - Hear our discussions around the importance of staff training and confidence to deal with students struggling with their LGBT+ identities.
 - Mental health, acceptance and kindness are seen as central to these discussions.
2. Teaching for Neurodiversity
 - We discuss our definitions of neurodiversity and how recognise and respect the full spectrum of neurodiversity in learning needs
 - as well as the implications for teaching strategies, classroom routines and forming positive relationships.
 - How has COVID-19 impacted on our teaching for neurodiversity?

Our podcasts - 20 minute discussions on key topics

- 3. Teaching Black History Podcast
 - Hear our history department debate the ways in which they are incorporating black history into our curriculum
- 4. Home Learning during Corona Virus.
 - Claire Tyson and Matt Easterbrook discuss their collaboration over Matt's recent project. A good example of a school/university collaboration.

[Link to Dr Matt Easterbrook's blog](#)