

Seminar I

Session leader: Prof. Vivienne Baumfield
Co-presenter / accompanying teacher: Samantha Brown
Session title: What do we know about teachers' engagement with research in RE?
Key questions addressed: <ul style="list-style-type: none"> • What does the literature tell us about teacher engagement with research? • What do teachers' say about how and why they engage with research in RE? • What are the implications for key stakeholders?
Main content and activities of session: <ul style="list-style-type: none"> • We will share our findings of how teachers engage with research, where, when and how. • We will identify the barriers teachers face when using/accessing/engaging with research. • We will share the key findings from interviews with teachers and propose some guidance on how researchers, policy makers and practitioners can effectively collaborate in the future.
Links to resources, publications, etc: The findings of this research will be made available at a later date on the CSGT website. Baumfield, V.M (2017) Changing Minds: the professional learning of teachers in a classroom community of inquiry. In Gregory, M, Haynes, J and Murriss, K (eds) The Routledge International Handbook of Philosophy for Children. London, Routledge. BERA (British Educational Research Association) Research and the teaching profession. https://www.bera.ac.uk/wp-content/uploads/2013/12/BERA-RSA-Research-Teaching-Profession-FULL-REPORT-for-web.pdf Sally B. Gutierrez & Heui-Baik Kim (2017) Becoming teacher-researchers: teachers' reflections on collaborative professional development, Educational Research, 59:4,444-459, DOI: 10.1080/00131881.2017.1347051 To link to this article: https://doi.org/10.1080/00131881.2017.1347051 Rochdale Research Into Practice Report EEF (Education Endowment Foundation) https://education.gov.scot/improvement/Documents/sac46-eeef-research-into-practice.pdf