HOW EVIDENCE-INFORMED IS YOUR PRACTICE?

Presented by:

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Head of Membership
@JoeTreacy
2020

CHARTERED COLLEGE OF TEACHING

WHO ARE WE?

Your Professional Body

We celebrate, support and connect teachers to provide world-class education benefiting pupils and society.

Together we will raise the status of the teaching profession.

OUR HISTORY

"Why is there no Royal College of Teaching?"

- Established in 1846
- In 2010, Teachers and school leaders, Teacher Development Trust, SSAT, Prince's Teaching Institute set out a road map
- Professor Dame Alison Peacock, teacher for 30 years appointed as CEO
- New organization launched in January 2017

WHY DO WE EXIST?

We Celebrate Teachers

- For making a difference to pupils' lives
- For your achievements and raising status of profession
- For your commitment to the profession

We Support Teachers

- To deliver excellent teaching through research and insight
- To constantly develop your knowledge
- To develop your confidence in making the best decisions for pupils

We Connect Teachers

- At all stages of your career
- To provide a space for debate and your voice to be heard
- To foster collaboration

The Royal Charter (is very popular with members)

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EVIDENCE INFORMED OR EVIDENCE BASED, OR RESEARCH?

- Cordingley (2017) argues that evidence must include teachers professional judgement
- Research resonates better with teachers

TEACHING :
an evidence-informed profession?

CHARTERED COLLEGE OF TEACHING

TEACHERS NEED...

MOTIVATION
TO ENGAGE WITH EVIDENCE

ACCESS
TO SOURCES OF EVIDENCE

SKILLS
TO INTERPRET EVIDENCE

STRATEGIES
TO MAKE USE OF EVIDENCE

OPPORTUNITIES
TO CREATE EVIDENCE

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MOTIVATION: EXPECTATIONS

- 2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- 3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 5.3 Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- 8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

Teachers' Standards (DfE, 2011)

15. Engages critically with research and evidence

- 15.1 Engages critically with research and evidence from a variety of sources and understands how to evaluate the quality of these sources
- 15.2 Draws critically on research to develop understanding of their own practice and identify possible solutions to challenges, for example to inform decision-making
- 15.3 Identifies opportunities to implement learning from research within their own context, including potential barriers or issues, and can effectively translate the research into practice and evaluate its impact
- 15.4 Understands key concepts in education research including the limitations and appropriate uses of common research methodologies, enabling them to evaluate it and interpret its findings
- 15.5 Understands challenges in carrying out education research, including ethical considerations for conducting research within schools.

Chartered Teacher Professional Principles (Chartered College, 2017)

Theory of action

- There will be a robust effectiveness construct grounded in research **evidence**.
- We will **evaluate** the quality of provision against that effectiveness evidence.
- We will **provide informatic** develop their capacity for se adopt the findings.
- We will report to **users** and them to make informed deci
- **Providers** and **other actor** improved quality.

Evidence informed inspection

- **'The most evidence-based inspection framework ever'**
- Evidence-informed inspection at Ofsted
  - Evaluating what we do
  - Research to inform our activities
- An intelligent inspectorate:
  - Valid measures
  - Aggregation of insights
  - A skilled workforce

MOTIVATION: YOUR WORKLOAD

- Engage with what works and why
- Professional courage
- Improve pupil outcomes
- Read and share practice

CYCLING AND RESEARCH

SELF-ASSESSMENT


Department for Education

Evidence-informed teaching: an evaluation of progress in England

Research report

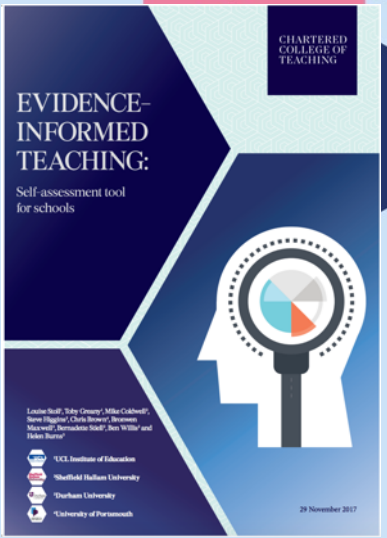
July 2017

Mike Coldwell[1], Toby Greany[2], Steve Higgins[3], Chris Brown[2], Bronwen Maxwell[1], Bernadette Stiell[1], Louise Stoll[2], Ben Willis[1] and Helen Burns[3]

[1]Sheffield Hallam University

[2]UCL Institute of Education

[3]Durham University



Chartered College (2018) *Evidence-informed teacher: Self-assessment tool for teachers and for schools*

HOW TO USE IT

Awareness - whether you understand what research evidence is, know how to access research, can judge how robust research evidence is, know that it can help improve practice and how it does that, and know how you can go about being 'evidence informed' (3 indicators).

Engagement - how important you think it is to draw on research evidence to inform and improve practice and to have conversations about the evidence (6 indicators).

Use - the degree to which research evidence is actively used to investigate and change practice (7 indicators).

SCORE

Starting out - this represents limited awareness of, engagement with and use of evidence informed teaching.

Deepening - once started, anyone seriously interested in the potential of evidence-informed teaching in this phase should be aiming to deepen their awareness, engagement and use of evidence.

Embedding - as the name for the most mature phase intentionally suggests, the process has not ended. More can always be done to ensure that evidence-informed practice becomes part of 'the way we do things'

So how engaged is your practice?

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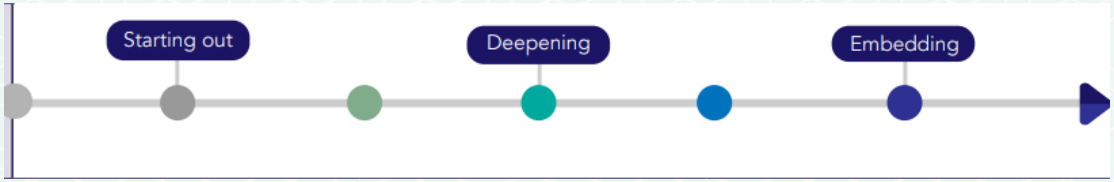
1. Take a sheet of paper
2. *Draw 9 straight lines that look something like this:*



(6 bullets that are equally spread out and an arrowhead at the end)

Awareness

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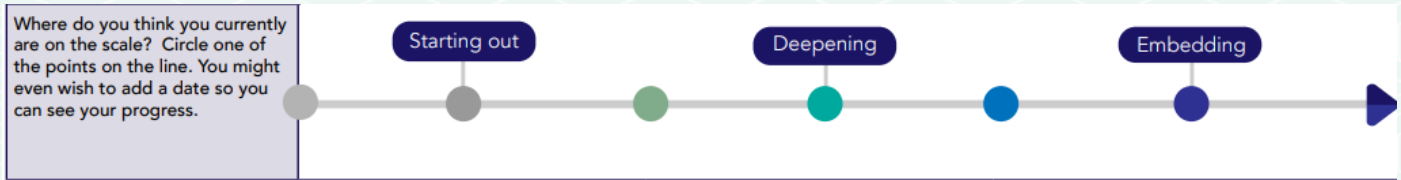
Area of Development	Starting Out	Deepening	Embedding
A1 - Teachers understand the meaning of evidence-informed practice and what high quality evidence is	I prioritise my experience, informal observations and other teachers' suggestions over any other evidence. I am not clear about what it means to be 'evidence-informed'	I understand how different forms of evidence can inform practice including research evidence. I am not confident in critiquing research evidence.	I can explain how evidence informs practice. I understand different forms of evidence, consider what it means in my context, and can critique research. While keeping an open mind, I am able to challenge evidence.



Awareness

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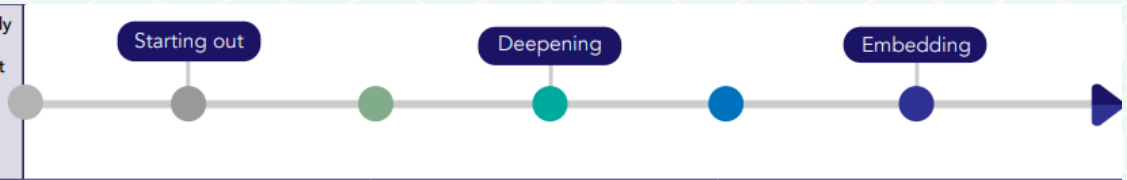
Area of Development	Starting Out	Deepening	Embedding
A2 - Teachers understand how evidence impacts upon practice	I understand how some forms of evidence, especially data, pupil voice, teacher feedback and judgements of other leaders and teachers, can be used to influence change and improvement. I am less clear about how research evidence can be used to help develop their teaching and promote improvement	I can use research alongside other forms of evidence to inform my practice if it is provided to me and it directly links with my own specific practice needs.	I actively seek out research evidence that is likely to make a difference to my teaching and pupils' learning. I consider critically how it might relate to my own context, and think carefully about the impact my teaching has on the pupils.

Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.



Awareness

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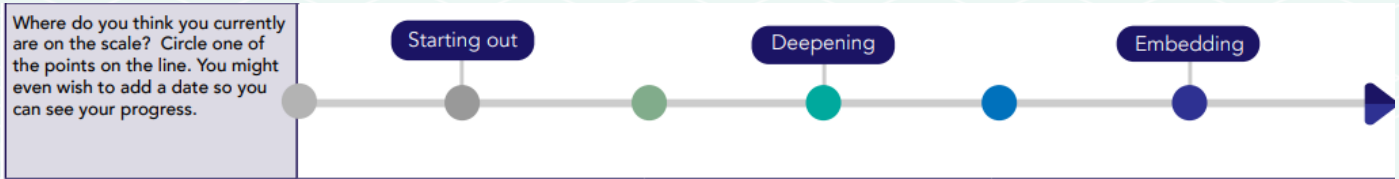
Area of Development	Starting Out	Deepening	Embedding
A3 - Teachers are aware of where and how to access resources for evidence-informed practice	I don't know where or how to find resources to support me in using evidence in my teaching. If any evidence is used, it's what happens to be 'out there'.	I can find research evidence alongside other evidence forms, but can't always distinguish between research-based and non-research-based sources.	I know where and how I can find a range of resources to support me in using evidence in their teaching. Finding physical or online resources is never a barrier to using evidence.



Engagement

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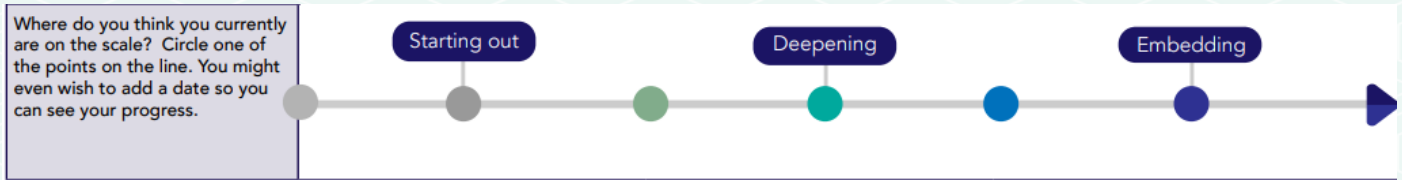
Area of Development	Starting Out	Deepening	Embedding
E1 - Teachers have an evidence mindset (it's how they think about practice) – they are conscious of the need to engage with research and feel confident to do so	I don't really think about research. I know it's 'out there', but either don't have time, can't see the value or don't feel equipped.	I know that I need to engage with research, would like to engage more, and would like to feel better equipped to do this.	I believe that using evidence can support my own, self-directed development and improve my teaching. I find using evidence in my teaching engaging and am confident when they doing this.



Engagement

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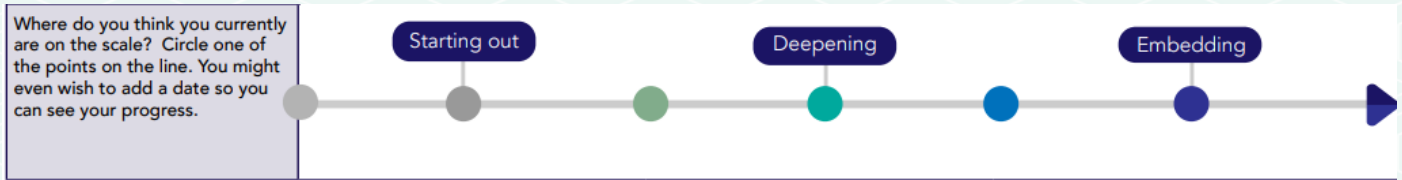
Area of Development	Starting Out	Deepening	Embedding
E2 - Teachers consider evidence relevant and applicable	I am generally sceptical of research and researchers. I find it difficult to translate to my own teaching situation because it's 'not done in my school/with our teachers or teachers like us'.	I am open to considering research evidence related to important issues in my practice, and think about how it may apply in my own teaching situation.	I actively seek out evidence related to issues in my practice and think seriously about how I may apply it. This is often backed up by observing impact or hearing trusted colleagues discuss how it had improved their practice and outcomes for pupils.



Engagement

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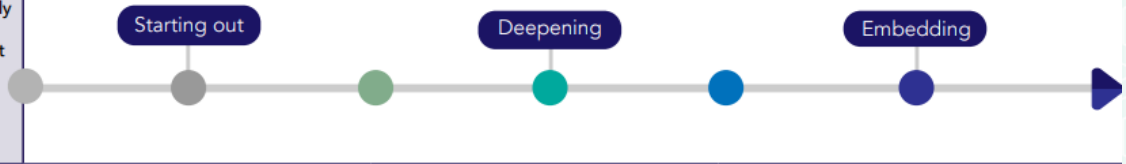
Area of Development	Starting Out	Deepening	Embedding
E3 - Teachers talk to colleagues about evidence, face to face and through social media	Informal conversations between me and my colleagues are largely focused on practical issues. I rarely talk about evidence in face-to face conversations or through social media.	My professional conversations relate to a variety of forms of evidence: research evidence may form part of these conversations.	I talk to my colleagues one-to-one, in small groups and to school leaders about evidence and the impact of using it. Social media connections are used to access and support research.

Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.



Use

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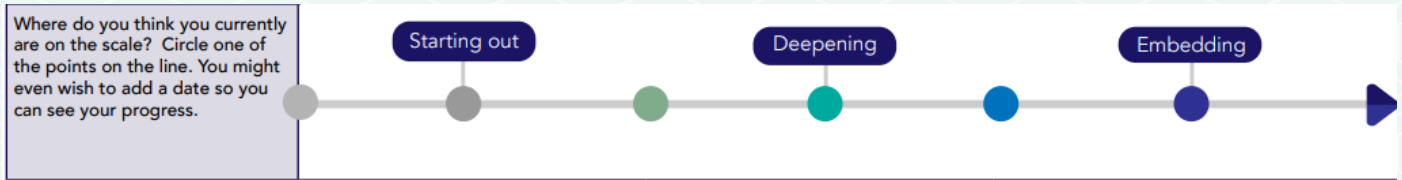
Area of Development	Starting Out	Deepening	Embedding
U1 - Teachers read research/ summaries and can articulate how they use evidence	I rarely read research summaries, articles or books. When I explain my practice to others, I do not refer to evidence use.	I sometimes read research summaries, articles or books. When I explain my practice to others, I may refer to how I am using evidence.	I often read research summaries, articles or books on my own and with colleagues. I can explain to other colleagues, school leaders or visitors how I am using it in their practice.



Use

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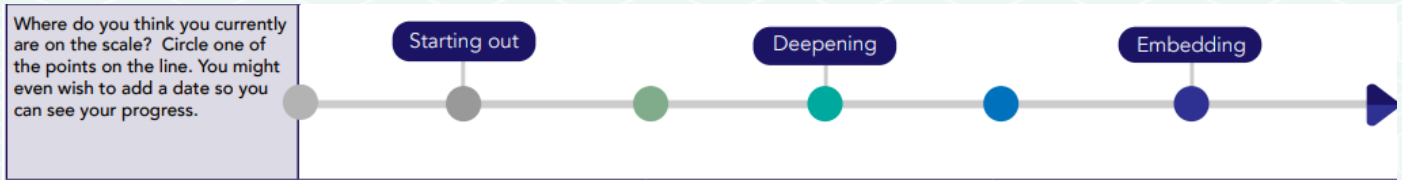
Area of Development	Starting Out	Deepening	Embedding
U2 - Teachers are involved in evidence-informed enquiry projects and share experiences and findings	I rarely use research in my own practice. Where this happens, I don't tend to share my experiences and findings.	I apply research in my practice through informal experimentation. I rarely assess impact. My experiences and findings may be shared with close colleagues or within teams. I am involved in forms of lesson study	I use research in my own practice, through systematic action research projects. I collect data against which I can later assess impact. I am involved in research-informed lesson study and teacher learning communities. I share my experiences and findings in school or through local networks.

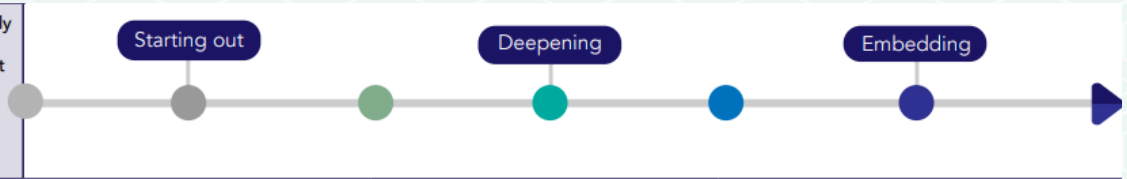


Use

CHARTERED COLLEGE OF TEACHING

Area of Development	Starting Out	Deepening	Embedding
U3 - Teachers are likely to be engaged with further evidence related professional learning or higher degrees	I am rarely involved in professional learning opportunities that support me in using evidence in my teaching.	I am involved in some professional learning opportunities that support me in using evidence in their teaching.	I am involved in a range of professional learning opportunities that support me in using evidence in my teaching.

Where do you think you currently are on the scale? Circle one of the points on the line. You might even wish to add a date so you can see your progress.



CONSIDER THE FOLLOWING

Depth - how deep your awareness/engagement/use is – if it is serious and rigorous.

Breadth - how broadly spread awareness/engagement/use is – if you apply it to everything/ most of your practice or just occasionally.

Length - how long you have been aware of, feeling engaged and using evidence-informed practice - if it has been a long time or recent.

ACCESS

Relevant research

Paywalls

Ease of searching

Filtering for quality

Time

My College.

Resources Events Research Impact

Welcome to your home for teaching

View our resources

Research in full

CHARTERED COLLEGE OF TEACHING

Chartered College Education Research Database

Research in brief

CHARTERED COLLEGE OF TEACHING

> Graduate School of Education

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Mr Stephen Clayson, Assistant Head St Mary Redcliffe and Temple School, Bristol.

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- An expertly selected web-based educational digest. It covers a wide range of issues, pertinent to both whole school and curricular issues at all

Bristol Document Summary Service

The Profession

The annual publication for early career teachers

Video resources

Find interviews with policy-makers and education writers, plus a host of previous Chartered College webinars.

Windows into the Classroom

Teachers share a strategy they have tried in their classroom or school.

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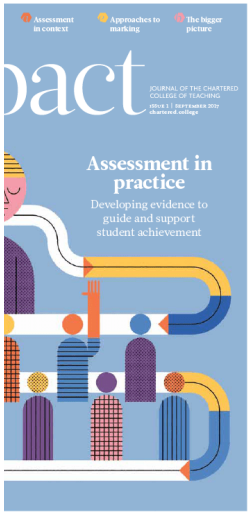
Issue 7: Arts, creativity and cultural education

Issue 6: Broad and balanced curriculum

Issue 5: Developing a learning culture

Special Issue January 2019: Education Technology



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WINDOWS INTO THE CLASSROOM

I abolished grades for one of my classes

In 2016, I was teaching in an international school in Paris. We had more than...

WINDOWS INTO THE CLASSROOM

Modelling Matters: Thinking about writing in Y6 English lessons

Guildford High School is an independent day school for girls aged four to 18. There...

WINDOWS INTO THE CLASSROOM

How we put student voice at the heart of learning

Student voice has always been promoted and celebrated at The Romsey School. We regularly review...

WINDOWS INTO THE CLASSROOM

How I built a staff survey to improve wellbeing in my school

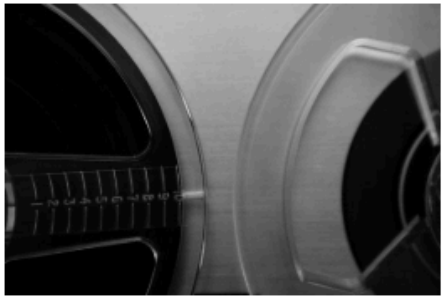
Just 74% of teachers who qualified in 2013 were still in the profession three years...

WINDOWS INTO THE CLASSROOM

Whole-class feedback: our workload weapon

WINDOWS INTO THE CLASSROOM

One to watch: our work on the curriculum aspects of transition



WINDOWS INTO THE CLASSROOM

Using video to support a pupil with complex communication needs

CHARTERED COLLEGE OF TEACHING

Research reviews

Research digests

Compact guides

Toolkits

Book Reviews

Teachers discuss books that have changed their practice.

Compact Guides

Bitesize research and downloadable guides to support you in the classroom.

Early Career Area

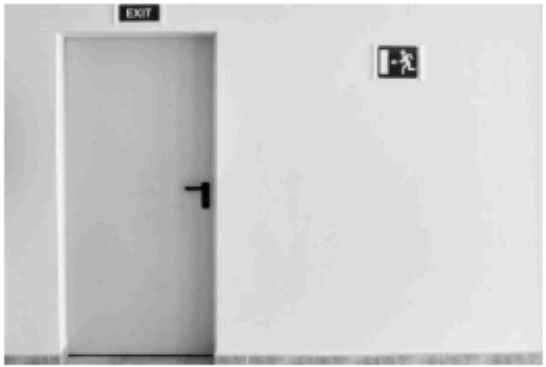
Welcome to your Early Career Area.

Proud to Teach

Anonymous blogs where teachers share amazing classroom moments.

Research Digests

Overviews of interesting research, reviews and reports.



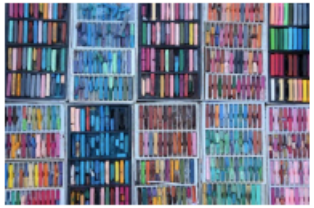
Research Reviews

In-depth essays and analysis of original research.

COMPACT GUIDES

1. Research-in
A framework

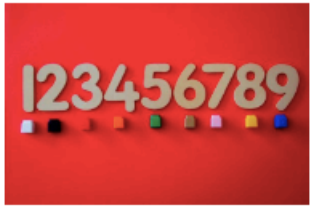
Research-informe
trying to make be
your teaching, an



RESEARCH DIGESTS

Could picture books improve your students' literacy skills?

Title: Using authentic picture books and illustrated books to improve L2 writing among 11-year-olds Published...



RESEARCH DIGESTS

Does using edtech in maths help students' learning?

Title: Using mobile technologies for mathematics: effects on student attitudes and achievement. Published in: Education...

RESEARCH DIGESTS

Learning styles versus dual coding

Title: A test of two alternative cognitive processing models: learning styles and dual coding. Published...

RESEARCH DIGESTS

Can Philosophy for Children improve primary school attainment?

Title: Can 'Philosophy for Children' Improve Primary School Attainment? Published in: Journal of Philosophy of...

l practice:
trategy

nple search
ough all...

RESEARCH DIGESTS

Potential of outdoor learning experiences in UK primary schools

Title: Outdoor learning spaces: The case of forest school Published in: Area (2018). Vol. 50(2),...

RESEARCH DIGESTS

Effects of sleep deprivation on academic performance

An estimated 40% of children aged four to 16 years old across England and Wales...

RESEARCH DIGESTS

Empowering young people through social activism in the classroom

Title: Children as agents of social and community change: Enhancing youth empowerment through participation in...

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SKILLS

Interpreting and critiquing

Considering relevance

Understanding in context

STRATEGIES

Translating research into practice

Designing and evaluating interventions

Bringing about change

Research in practice

The role of testing in knowledge retention

Jude Hunton, Deputy Head Teacher, Ashlawn School, considers research on learning for examinations and the kinds of effective strategies that can be gleaned from research on testing and memory.

Teaching can be a bizarre job at times. There might be a zillion competing distractions for the individual teacher; many of these will buffet and blast us as intrepid professionals hither and thither, causing drag against dynamism, and keeping us from exerting our passion with scholarly force upon the Thing Itself. I believe, however, that things are beginning to change.

to cut through to teaching has meant that in English (my subject) we have been investigating how best to teach for exam transfer, an approach we have termed 'exam literacy'.

We took the ideas of Bjork and Bjork (1992) regarding the vital role of the process of forgetting as a means of strengthening memory over time. We applied these ideas to a 'spaced and interleaved' English curriculum, often leaving spaces of a couple of weeks before returning to and retrieving prior knowledge. We went further and connected up to Roediger and Karpicke's work on test-enhanced learning or the 'testing effect'. Reading this work explained to us that testing is actually innately good and effective; the more tests our students did, the better. As Roediger and Karpicke put it: 'Testing is a powerful means of improving learning, not just assessing it.' The test or retrieval event could be in a range of varied conditions; for example, we quizzed with multiple choice to our recognition, then with

Impact, Interim Issue

Research in practice

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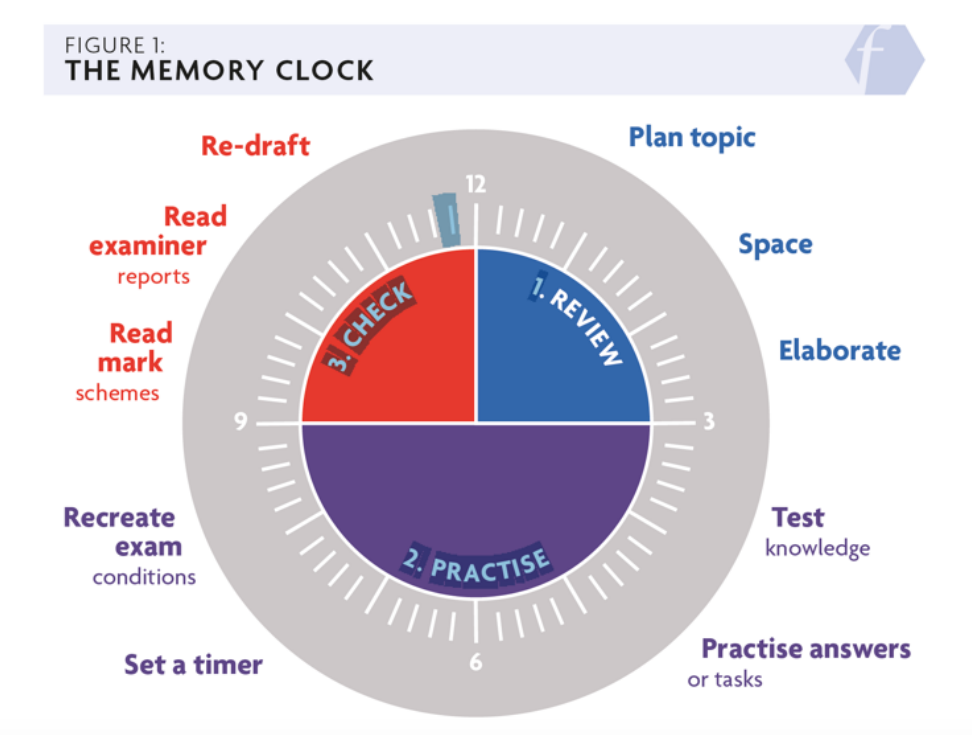

Impact, Issue 2

Teacher journal clubs

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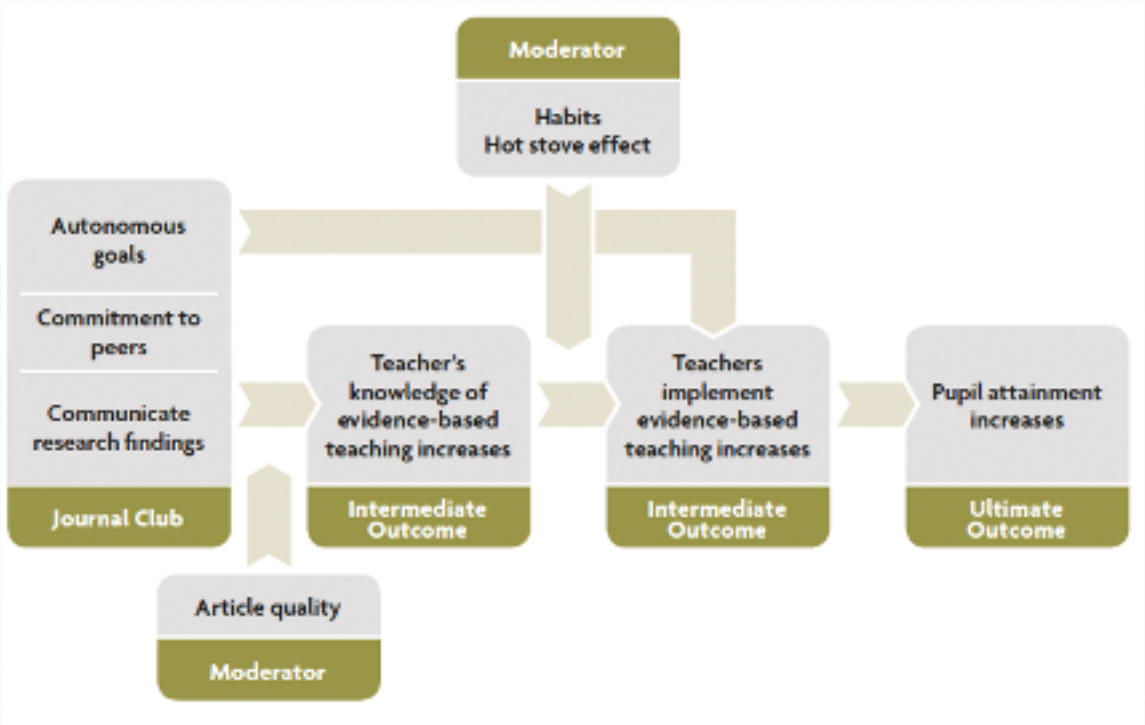


STRATEGIES

Work with researchers

Participate in research projects

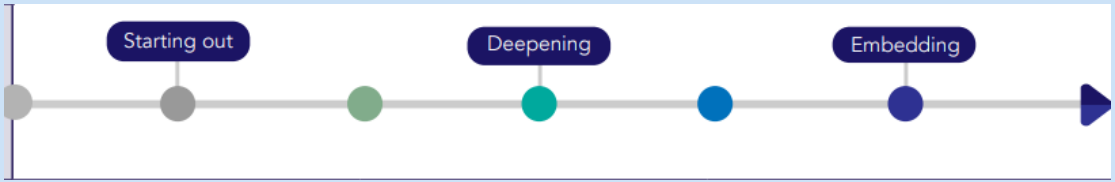
Carry out own research

Write about practice

Chartered Teacher Status & Chartered Leader status

- Rigorous assessment (20) leading to CTeach status
- Minimum 3 years experience since qualification
- Flexible across all contexts and specialisms
- 15 months, 2 face to face
- Mentor
- Cohort-based, providing learning community
- Research-based improvement project
- Signposting of relevant CPD opportunities
- Reaccreditation every 3 years
- Above MA level*
- Currently £850

EASY, RIGHT?



TEACHING :
an evidence-informed profession?

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TEACHERS NEED...

MOTIVATION
TO ENGAGE WITH EVIDENCE

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TRUE OR FALSE?

Pupils learn better if they are taught according to their preferred learning style - for example if they are visual or kinaesthetic learners.

This is a myth. There is no credible evidence that teaching pupils according to their 'learning style' helps learning, and it can add a lot of workload. You can read more about this in this paper by Riener and Willingham
https://www.researchgate.net/publication/249039450_The_Myth_of_Learning_Styles

TRUE OR FALSE?

Now that we have access to Google, there's little point children learning dates and facts off by heart.

This is a myth. Strong underpinning knowledge is important for being able to make good use of search engines, and we can also only hold a small number of new ideas in our working memory at once, so learning things off by heart is really important. You can read more about the importance of a knowledge-rich curriculum in this article from Tom Sherrington
https://impact.chartered.college/article/what-is-a-knowledge-rich-curriculum/

TRUE OR FALSE?

‘Brain training’ activities like ‘Brain Gym’ can make you cleverer.

This is a myth. Take a look at the research evidence that this isn’t the ‘quick fix’ many believed it might be https://www.theguardian.com/education/2016/mar/19/brain-training-should-you-believe-the-hype

TRUE OR FALSE?

Grouping students into different classes based on their ability helps them to learn better.

This is a myth - it's a bit more complicated than that. Some research evidence does suggest positive impact for some groups of students, but it can have a negative impact on others, especially if the grouping approaches aren't effective. It may also vary across subjects, so it's an important one to think more about. https://impact.chartered.college/article/francis-research-policy-practice-attainment/

TRUE OR FALSE?

Bloom's Taxonomy shows us that creating and evaluating are the most important skills, so we should focus on children using these rather than low-level skills like knowing and understanding.

This is a commonly believed myth. This article reflects on the mistake of viewing Bloom's Taxonomy as a hierarchical set of higher and lower levels of thinking
https://teachlikeachampion.com/blog/blooms-taxonomy-pyramid-problem/

TRUE OR FALSE?

Critical thinking skills are generic skills that should be taught specifically and separately so that pupils can apply them across all of their subjects.

This is a myth. It's unlikely that pupils will be able to develop critical thinking skills if taught separately to the context of the subject in which they need to be applied, as they are domain-specific rather than generic. Carl Hendrick explores the research evidence in this article https://aeon.co/ideas/why-schools-should-not-teach-general-critical-thinking-skills

TRUE OR FALSE?

When a pupil is revising, testing themselves on what they can remember without notes is more effective than spending time re-reading and highlighting their notes.

This is actually true. Even though pupils will often prefer to spend more time reading their notes or highlighting, these kinds of strategies are not particularly helpful for revision and memorisation of content, whereas 'practice testing' is. You can find out about effective and less effective study strategies in this great research report:
https://www.aft.org/sites/default/files/periodicals/dunlosky.pdf

TRUE OR FALSE?

Pupils are likely to remember more when they take notes in a lesson by hand, rather than typing on a computer.

There is actually reasonably good evidence to suggest this is true, although the research isn't always consistent. The reason they remember more isn't to do with the use of pen over technology itself, but because when handwriting notes pupils have to think hard and summarise the content, but when typing they are faster so tend to type every word without thinking about it. Take a look at this article from Impact, where the research behind this is explored further
https://impact.chartered.college/article/the-relative-advantages-disadvantages-paper-digital-media-education/

TRUE OR FALSE?

Giving good feedback is one of the most effective ways of helping pupils to improve.

This is actually true - the EEF and others have shown that high-quality feedback can really improve pupils' attainment. However, feedback shouldn't be confused with written marking - there is little evidence to suggest that individual written marking is very effective, and this kind of marking is often a huge cause of workload. This useful article looks at some of the evidence and feedback and marking: https://schoolsweek.co.uk/what-does-the-research-say-about-marking-and-feedback/

TRUE OR FALSE?

Using graphics alongside text help children learn better.

This is actually true - well-designed graphics can support pupils' learning in a range of ways, including through 'dual coding'. It's important not to confuse this with the myth of 'learning styles', which suggests that different pupils learn best when content is presented in different ways, though - *all* pupils benefit when visuals are used well. You can find out more about using visuals in this research summary: https://impact.chartered.college/article/caviglioli-ways-visuals-helo-learning/

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