RISE

Research Informed School self Evaluation
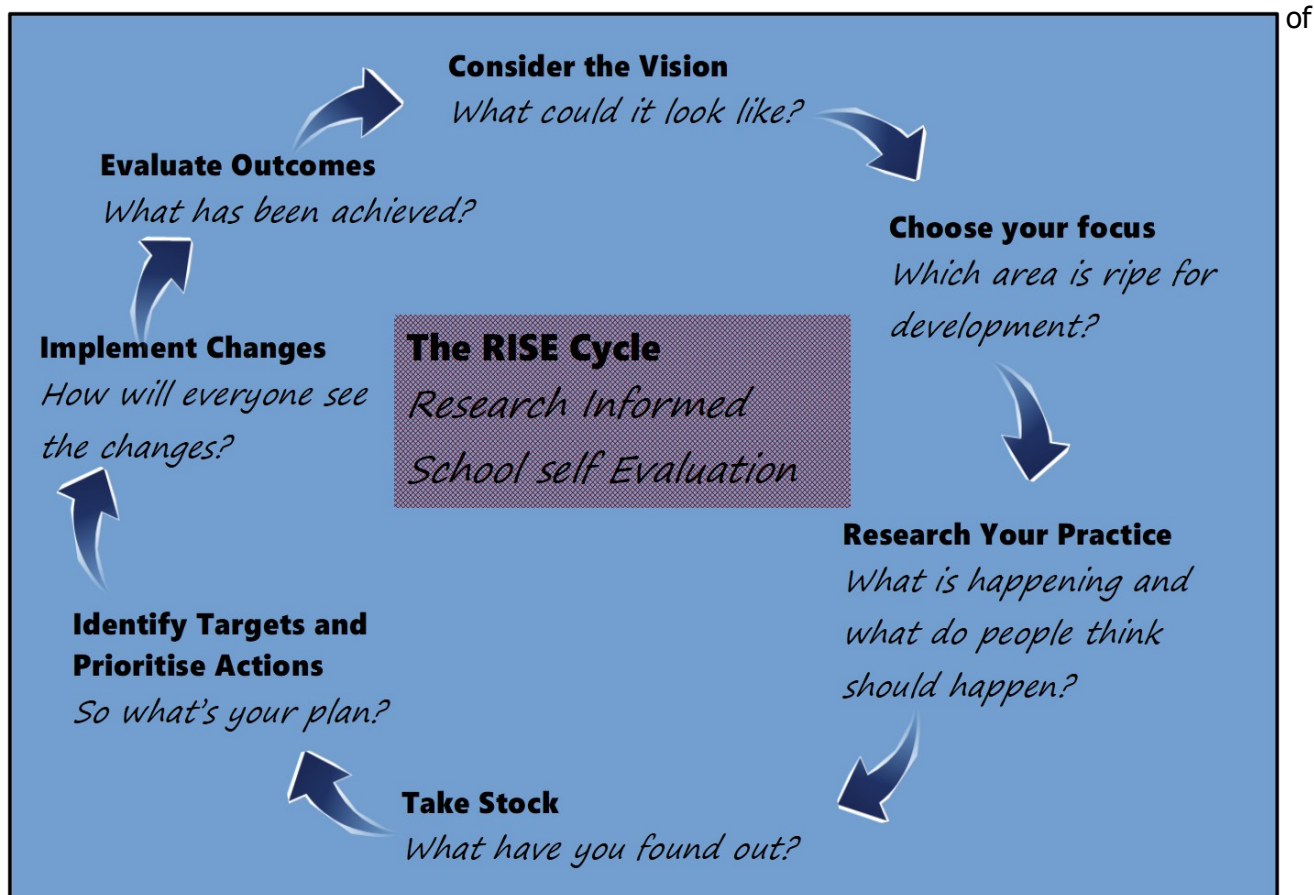
MESHGuides

A MESHguides Toolkit

"The wasted resources involved in public
and private investment in research that
ends up on shelves, finds its way into
academic journals and fails to penetrate
schools to influence practice are a cost
that societies can no longer afford to bear."
(Dimmock 2016, p. 38)

Introduction

The Rise Vision of Teachers

Sees teachers as engaged enquirers not passive recipients of directive, dictats, whims or fashions of

Consider the Vision
What could it look like?

Evaluate Outcomes
What has been achieved?

Choose your focus
Which area is ripe for development?

Implement Changes
How will everyone see the changes?

The RISE Cycle
Research Informed School self Evaluation

Identify Targets and Prioritise Actions
So what's your plan?

Research Your Practice
What is happening and what do people think should happen?

Take Stock
What have you found out?

thinking. When teachers are performing at their best, they ask questions of their practice and the understanding of the children they teach. They are interested in the ideas and theory that influences teaching and want to investigate what works in their setting, the if and why some things work and others do not. Evidence is not always easy to access or to apply locally but it can form a vital part of teacher enquiry, When we say 'in enquiry', we mean how teachers monitor and evaluate their own teaching and learning approaches and school-level developments, or how you encourage a culture of engaged enquiry through a systematic approach to professional development.

There is often a close relationship between engaging 'with research' and 'enquiry'.

Teachers as Engaged Enquirers

Teachers use research to change or adapt their own teaching, their classroom learning environments, their curricula and assessment techniques and their own practice. They do this all

the time quite naturally when they discuss policy, provision and practice with one another, when they share ideas and co-coach one another when trying out a new or different approach. Using published research can add depth and further value to this practice and can enrich understanding and should lead to well-informed decisions.

The Teacher Community

Teaching in a classroom might appear to be an isolated activity but teachers are part of a professional community of practice that improves what it can do by sharing experiences and encouragement, Using evidence from research and reporting to others the findings of your own enquiries of teaching are all part of that community of practice.

The Teacher in the Community.

Equally as important as the professional community that teachers are part of are the connections that the teacher makes with the community on behalf of the school and the teaching profession. This may be in terms of messages communicated at formal occasions such as consultations with parents and parent groups or events organised to inform parents about the work of the school. The fact that teachers gather evidence in a critical manner with a clear criteria for quality established as a professional community is important and need to be acknowledged.

The RISE Vision of Schools as Research Informed Places

Research Informed Schools

Research informed schools can respond to changing demands well because they have the flexibility to adapt to new circumstances by evaluating and understanding the opportunities and risks of change or remaining the same. They know about the experiences of schools in similar circumstances who face the same dilemmas because they are part of a knowledge community that includes other schools, professional organisations and research digests. A research informed school encourages debate around how it achieves its central and peripheral purposes and can establish an agreed way forward from an examination of the best available evidence rather than becoming victims of opinion. This enables well considered innovation and growth in the capacity to educate children successfully.

Research Engaged Schools

A small step on from Research Informed schools are Research Engaged Schools where Schools create new knowledge about educational activity that they question and share among staff and other schools. This may include case studies, vignettes from practice, action research or participating in larger research collaborations. Questioning and encouragement continue to be

central to professional development with evaluation providing a framework for further investigation of evidence within and beyond the school to inform further development.

Auditing and Reporting on Activity

The toolkit provides a set of manageable resources to investigate practice within a school, plan improvements, monitor progress towards a shared vision and to share the findings of this process with others who share that interest.

The Rise Model

This is a traditional school self review and development model that focuses on gathering the evidence that is available to the school to enable staff to make informed decisions about priorities for development according to the agreed vision of the school.

Consider the Vision

Use the score cards to help you focus on areas of interest and discuss if the practice described is desirable or appropriate for your school and if so.
- What is your school doing well and what would you like to see more of ?

Use the scorecards to find areas to work on or explore further.

Share your ideas, explore differences in constructive ways that acknowledge shared purpose and begin to build a common vision.

Putting it bluntly What do you do well ? What could you do better? What needs to be done better and why?
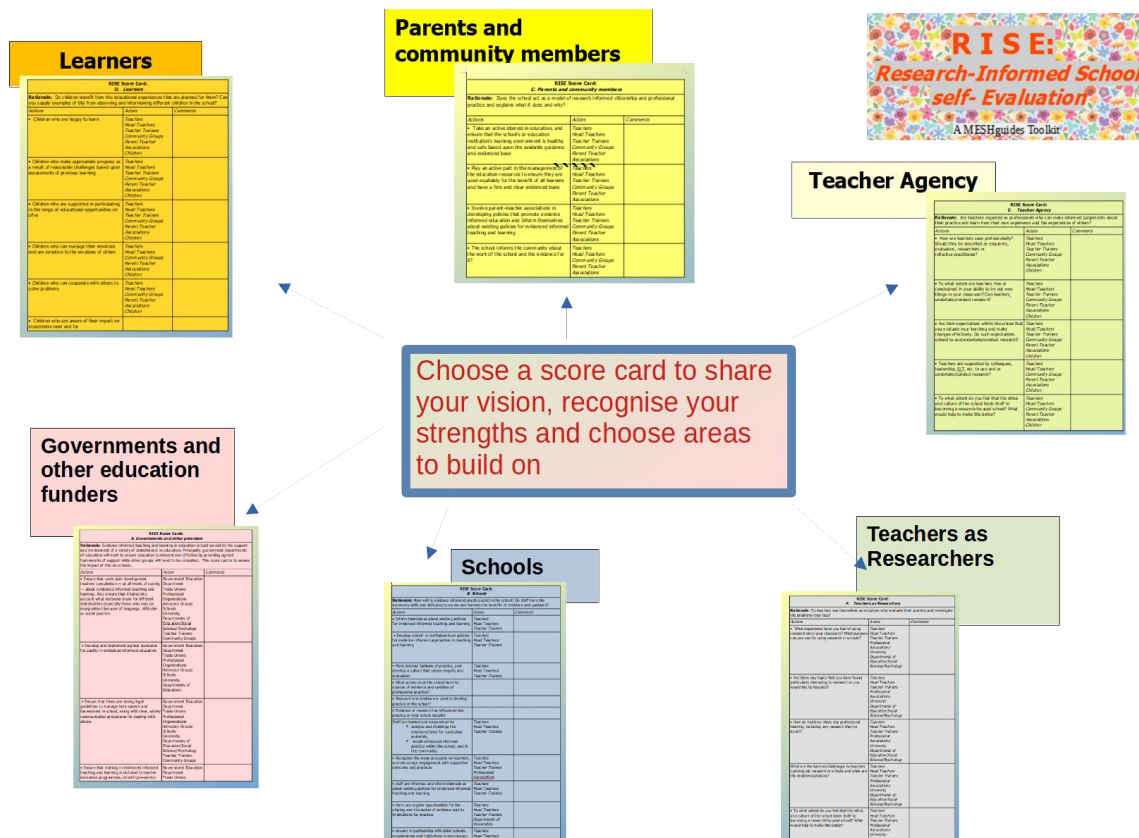
Choose your focus

From your discussions, consider which areas are ripe for development. That means the practice that will provide benefits and appears to be something that could be changed relatively easily. Alternatively, you may conclude that the changes that are most needed are not that simple but are nevertheless what must be grappled with.
Putting it bluntly *What really needs to change? Who will benefit from the change?*

Research Your Practice

Find out what is happening at present and what those involved think is happening and why. Sometimes a systemic investigation of an area of practice leads to a rethink of what exactly is happening leading to new practice that was very different from what was originally envisaged.
For example asking children about their experiences of playground time or behaviour policies.
Examine the data you have and consider what other schools are doing or have done.
Share observations of practice and question & actively listen to the children and adults involved.

Putting it bluntly: What do children and adults know about this? Do they have any suggestions and ideas?
How do other schools do this and what are the benefits?

Take Stock

Resist the temptation to jump to conclusions from the research of your area of practice. Discuss your findings and consider alternative interpretations.   Agree a summary of findings and use this to guide further action.

Putting it bluntly: What *do you know now that you did not know before? How is that important?*

A Community of Practice(see methods), Whole School Meeting or focus group of stakeholders can help in the process. This will depend on how significant the changes are and who may be involved.

Identify Targets and Prioritise Action

What changes need to be made? How will you be able to demonstrate that the change has been implemented? How will you be able to show the impact the changes? What can be measured or monitored during the process of change?
See the 'Enquiring Innovators Method' for useful techniques of exploring the focus of targets and actions.

Putting it bluntly *What can we do about this? How can we show that changing practice will improve things or no*

Implement Changes

Your plan needs to be agreed and understood by those involved so that they can see the benefit of the change. Some children or adults may need to be supported in developing new understandings and skills. How will that be done? Are new or different resources needed? How will these be secured and managed? How will new practices fit into the current school or class organisation?
How will the change be monitored? By who and how often?

Putting it bluntly *Do we have a plan? Is everyone ready to make the changes?*

Evaluate Outcomes

When will the change be formally evaluated based on the monitoring undertaken. Who will be involved? How will these findings be presented for discussion? What has been learnt?

Putting it bluntly. *What do you know now that you did not know before? How is that important?*

(re) Consider the Vision

How has your vision changed in the light of this development?

Putting it bluntly What have we learned and how does that fit with what we want to achieve?

Score Cards:

Versions of the score cards are available on line and can be filled in for submission:.

http://www.meshguides.org/risebadges/

RISE Score Cards		
A. Governments and other providers		
Rationale: Evidence informed teaching and learning in education is best served by the support and involvement of a variety of stakeholders in education. Principally, government departments of education will want to ensure education is relevant and effective by providing agreed frameworks of support while other groups will need to be consulted. This score card is to assess the impact of this on schools.		
Actions	*Actors*	*Comments*
• Ensure that curriculum development involves consultation — at all levels of society — about evidenced informed teaching and learning. Also ensure that it takes into account what decisions mean for different stakeholders especially those who may be marginalised because of language, attitudes or social practice.	Government Education Department Trade Unions Professional Organisations Advocacy Groups Schools University Departments of Education/Social Science/Psychology Teacher Trainers Community Groups	
• Develop and implement agreed standards for quality in evidenced informed education.	Government Education Department Trade Unions Professional Organisations Advocacy Groups Schools University Departments of Education/	
• Ensure that there are strong legal guidelines to manage hate speech and harassment in school, along with clear, widely communicated procedures for dealing with abuse.	Government Education Department Trade Unions Professional Organisations Advocacy Groups Schools University Departments of Education/Social Science/Psychology Teacher Trainers Community Groups	
• Ensure that training in evidenced informed teaching and learning is included in teacher education programmes, in both pre-service training and in-service college-based or	Government Education Department Trade Unions	

school-based training.	Professional Organisations Schools University Departments of Education/Social Science/Psychology Teacher Trainers	
• Develop the capacity and role of the inspectorate to support evidenced informed teaching and learning in the classroom and other relevant educational environments.	Government Education Department Trade Unions Professional Organisations Schools University Departments of Education/	
• Assess the planning and budgeting processes, and ensure that officials at all levels have the capacity to implement them. Put in place any necessary training.	Government Education Department Trade Unions Professional Organisations Schools University Departments of Education Teacher Trainers	

RISE Score Card: B. Schools		
Rationale: How well is evidence informed practice used in the school? Do staff have the necessary skills and attitudes to access and harness the benefits of evidence and guidance?		
Actions	*Actors*	*Comments*
• Inform themselves about existing policies for evidenced informed teaching and learning	*Teachers* *Head Teachers* *Teacher Trainers*	
• Develop school- or institution-level policies for evidence informed approaches to teaching and learning	*Teachers* *Head Teachers* *Teacher Trainers*	
• Move beyond fashions of practice and develop a culture that values enquiry and evaluation	*Teachers* *Head Teachers* *Teacher Trainers*	
• What access does the school have to sources of evidence and varieties of professional practice?		
• Research and evidence is used to develop practice in the school?		
• Evidence or research has influenced the practice in your school recently		
Staff are trained and empowered to: ○ analyse and challenge the evidenced base for curriculum materials, ○ model evidenced informed practice within the school, and in the community.	*Teachers* *Head Teachers* *Teacher Trainers*	
• Recognise the many pressures on teachers, and encourage engagement with supportive networks and practices	*Teachers* *Head Teachers* *Teacher Trainers* *Professional Associations*	
• staff are informed and inform themselves about existing policies for evidenced informed teaching and learning	*Teachers* *Head Teachers* *Teacher Trainers*	
• there are regular opportunities for the sharing and discussion of evidence and its implications for practice	*Teachers* *Head Teachers* *Teacher Trainers* *Departments of Universities*	
• enquiry in partnership with other schools, organisations and institutions is encouraged	*Teachers* *Head Teachers* *Teacher Trainers* *Departments of Universities*	

RISE Score Card:		
C. Parents and community members		
Rationale: Does the school act as a model of research informed citizenship and professional practice and explains what it does and why?		
Actions	*Actors*	*Comments*
• Take an active interest in education, and ensure that the school's or education institution's learning environment is healthy and safe based upon the available guidance and evidenced base	*Teachers* *Head Teachers* *Teacher Trainers* *Community Groups* *Parent Teacher Associations*	
• Play an active part in the management of the education resources to ensure they are used equitably for the benefit of all learners and have a firm and clear evidenced base	*Teachers* *Head Teachers* *Teacher Trainers* *Community Groups* *Parent Teacher Associations*	
• Involve parent–teacher associations in developing policies that promote evidence informed education and Inform themselves about existing policies for evidenced informed teaching and learning	*Teachers* *Head Teachers* *Teacher Trainers* *Community Groups* *Parent Teacher Associations*	
• The school informs the community about the work of the school and the evidence for it?	*Teachers* *Head Teachers* *Community Groups* *Parent Teacher Associations*	

RISE Score Card:		
D. Learners		
Rationale: Do children benefit from the educational experiences that are planned for them? Can you supply examples of this from observing and interviewing different children in the school?		
Actions	*Actors*	*Comments*
• Children who are happy to learn	*Teachers* *Head Teachers* *Teacher Trainers* *Community Groups* *Parent Teacher Associations* *Children*	
• Children who make appropriate progress as a result of reasonable challenges based upon assessments of previous learning	*Teachers* *Head Teachers* *Teacher Trainers* *Community Groups* *Parent Teacher Associations* *Children*	
• Children who are supported in participating in the range of educational opportunities on offer	*Teachers* *Head Teachers* *Teacher Trainers* *Community Groups* *Parent Teacher Associations* *Children*	
• Children who can manage their emotions and are sensitive to the emotions of others	*Teachers* *Head Teachers* *Community Groups* *Parent Teacher Associations* *Children*	
• Children who can cooperate with others to solve problems	*Teachers* *Head Teachers* *Community Groups* *Parent Teacher Associations* *Children*	
• Children who are aware of their impact on ecosystems near and far		

RISE Score Card: E. Teacher Agency		
Rationale: Are teachers regarded as professionals who can make informed judgements about their practice and learn from their own experience and the experiences of others?		
Actions	*Actors*	*Comments*
• How are teachers seen professionally? Would they be described as enquirers, evaluators, researchers or reflective practitioner?	*Teachers* *Head Teachers* *Teacher Trainers* *Community Groups* *Parent Teacher Associations* *Children*	
• To what extent are teachers free or constrained in your ability to try out new things in your classroom?Can teachers undertake/conduct research?	*Teachers* *Head Teachers* *Teacher Trainers* *Community Groups* *Parent Teacher Associations* *Children*	
• Are their expectations within the school that you evaluate your teaching and make changes effectively. Do such expectations extend to use/undertake/conduct research?	*Teachers* *Head Teachers* *Teacher Trainers* *Community Groups* *Parent Teacher Associations* *Children*	
• Teachers are supported by colleagues, leadership, SLT, etc. to use and or undertake/conduct research?	*Teachers* *Head Teachers* *Community Groups* *Parent Teacher Associations* *Children*	
• To what extent do you feel that the ethos and culture of the school lends itself to becoming a research-focused school? What would help to make this better?	*Teachers* *Head Teachers* *Community Groups* *Parent Teacher Associations* *Children*	

RISE Score Card: F. Teachers as Researchers		
Rationale: Do teachers see themselves as enquirers who evaluate their practice and investigate the problems they face?		
Actions	*Actors*	*Comments*
• What experience have you had of using research in/on your classroom? What purpose can you see for using research in schools?	*Teachers Head Teachers Teacher Trainers Professional Associations University Departments of Education/Social Science/Psychology*	
• Are there any topics that you have found particularly interesting to research or you would like to research?	*Teachers Head Teachers Teacher Trainers Professional Associations University Departments of Education/Social Science/Psychology*	
• How do teachers share any professional learning, including any research they've done??	*Teachers Head Teachers Teacher Trainers Professional Associations University Departments of Education/Social Science/Psychology*	
What are the barriers/challenges to teachers carrying out research in schools and what are the enablers/solutions?	*Teachers Head Teachers Teacher Trainers Professional Associations University Departments of Education/Social Science/Psychology*	
• To what extent do you feel that the ethos and culture of the school lends itself to becoming a research-focused school? What would help to make this better?	*Teachers Head Teachers Teacher Trainers Professional Associations University Departments of Education/Social Science/Psychology*	

• Do you feel confident to research? If not, what support do you feel you need?	*Teachers* *Head Teachers* *Teacher Trainers* *Professional Associations* *University Departments of Education/Social Science/Psychology*	

Methods

Communities of Practice

Why do COPS work?
Members respect and trust each other enough to share their challenges
Members can share success stories and discuss how to solve problems

A Community of Practice (COP) is a group of people who share their knowledge about something that they do so that they can do it better.

What are the rules?
Trust is very important. Everyone should be respectful
There is no such thing as a stupid question.
All members try to be help when they can

Two Types of COP
Around the school: The staff that work in the school or who support the school
Online: Other FTs who share help and support on smart phones.

How does a Community of Practice work?

The community of practice in your school will share ideas and solve problems in the informal meetings that happen during time at school but there can also be formal meetings to support working together.

An online community might have a set time when ideas are shared or questions are posed and responded to when there is time. With on-line COP messages are written and stored on the phone so that there is a record that can be used by others when they have a similar problem. The more it is used the more useful it becomes as more and more ideas success stories are shared.

They are pretty much organised as circle time for grown ups where everyone gets a chance to speak if they want to and others will listen and respond in supportive ways that respect the value of the different experiences of the group.

Extension:

Sometimes you will want to share a success or a challenge and you can do this by writing a short report or case story that gives key information without breaking confidentiality.

Teachers as Enquiring Innovators

Here are three ways to be an enquiring innovator in schools

1. Think in reverse and see what happens.

If our vision was that we would like children to be calm and less anxious in dealing with the stresses they face in school and society. We could turn the question on its heads and play the devil's advocate by posing a perhaps mischievous question...

Can we think of ways to make our schools more stressful and highly anxious places for everyone?

Once you have your answers to these questions you can perhaps locate some of the key factors at play and begin to discus ways of addressing them.

2. Ask an imaginary friend

Pose your vision as a question for an imaginary friend and the try to think of the answers they might offer.

How would you make your school less stressful and the children more confident as learners?

3. If I knew the answers what would be in place?

Can you imagine what the school would look like and how it would be organised if the changes were already in place.

4. Read accounts of other school's practice in this area and ask colleagues about their experience

It is part of being a research informed teacher. e.g. MESHguides

Progression of Recognition:

Children	Teaching	School	Community	Authority/ Government
Research Informed Children	Research Informed Teacher	Research Informed Community	Research Informed School	Research Informed Organisation
Research Engaged Children	Research Engaged Teacher	Research Engaged Community	Research Engaged School	Research Engaged Organisation
Capable Children	Teacher Researcher	Community Researchers	Research School	Teacher Organisation

Badging
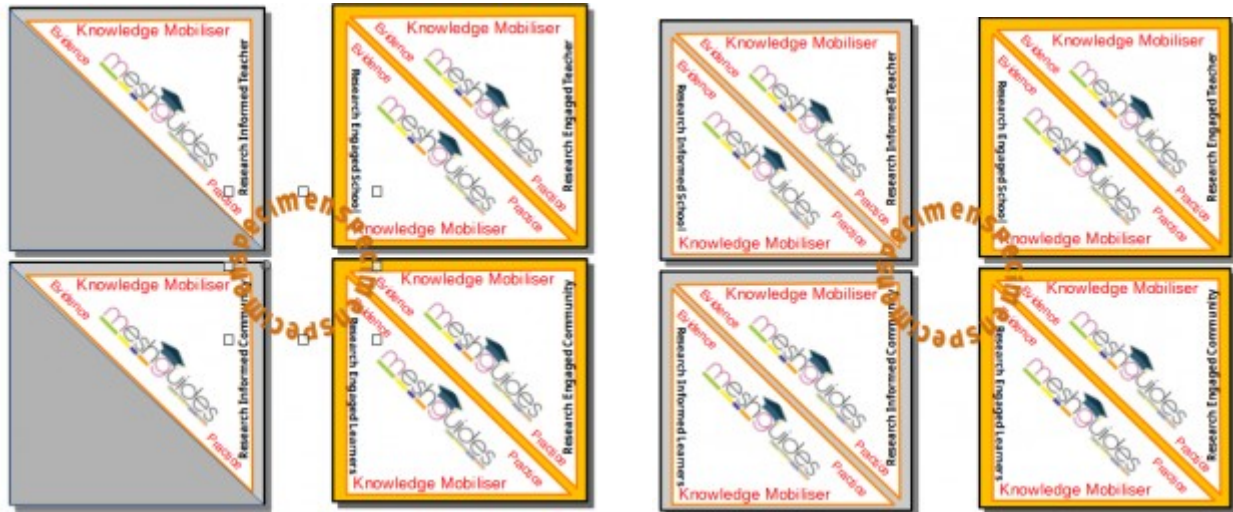
Quality Assurance:

RISE is focussed on schools being both inward and outward looking. They benefit from considering their own practice in the context of what other schools with similar needs are doing and what the best available research can tell them about improving the education in their school. Schools and teachers can support each other and by collaboration and helpful criticism improvements can be made that would be difficult to achieve in isolation or competition. Many schools have operated in a competition with one another or in a resource provider/recipient relationship and some still do. RISE is a response to lessons learned during COVID 19 that cooperation works best for our citizens and future citizens. RISE depends on both mutuality and rigour to progress the profession. We are each other's coach and mentors with our learners and communities being enabled to tell us what we need to know to do things better.

SUBMISSION:

Use the score cards to gain evidence about research informed and engaged practice then use the RISE cycle to document action to improve practice in priority areas. Obtain a commentary on this process from an appropriate critical friend of the school and evaluate the utility and implications of this commentary using the RISE model forms. Submit this to MESH.

Email:Rise@meshguides.org using RISE as the subject

Feedback to

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