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Developing a research culture in schools: experiences from research and practice.

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Program

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- Research presentation (20 minutes)
- Questions (10 minutes)
- Practice presentation (20 minutes)
- Questions (10 minutes)
- Circle of perspectives (30 minutes)

Auris
Koninklijke Auris Groep

Fontys University of Applied Sciences

Introduction

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Conducting research in own practice:
- Reflection on practices
- Development of conceptual knowledge
- Improvement of teaching behaviour

Two functions of research in practice:
- Feedback regarding the topics of study (Bernhardt, 2013)
- Dialogue: a basis for professional development at the workplace (Horn & Little, 2010)

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Functions of research

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Feedback function:
What do we want? What do we do? What are the results?
Working on school development more systematically and underpinned.

Dialogue function:
Discussing methods, assumptions, ideas of improvement
More collaboration and conscious decision making

A valuable way for continuous professional development that enhances school development!?

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Research questions

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To what extent does practice-based research contribute to school development at 'academic' elementary schools?

To what extent does the research process lead to critical, reflective dialogue between teachers?

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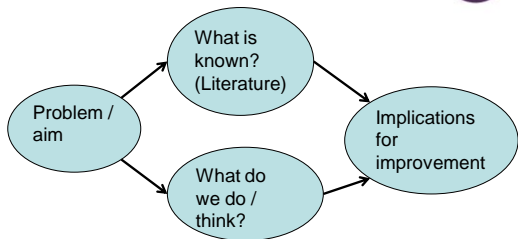
Context

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'Academic' elementary schools in the south-east of the Netherlands

Research groups: student, teachers and manager

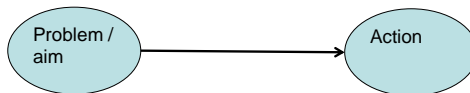School improvement theme; research projects of one school year

Research cycle

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What is known? (Literature)

Problem / aim

What do we do / think?

Implications for improvement

Innovation without research

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Problem / aim → Action

Methods

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- A 5 point likert scale questionnaire 'Professional dialogue': dialogue function and the way in which dialogue was stimulated in 13 schools at the start and end of the school year

- Semistructured interviews at the end of the school year with school leaders and student teacher coaches at six of the schools

Results

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- All school leaders are convinced of the effects on the school development. *Less ad hoc solutions, asking more questions, more thought -out and underpinned decisions, more collaboration between teachers.*
- Dialogue primarily within the research group at first.
- Crucial role of the school leader. *deciding on the topic of research, stimulating broad involvement by planning, ask stimulating questions and facilitation of teachers.*
- Other conditions: research knowledge and skills, continuity research group and support from experts

Phases of development

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– Phase 0   Orientation, preparation (< 0 years)
– Phase 1   Internal organisation   (0-2 years)
– Phase 2   Internal broadening   (2-5 years)
– Phase 3   External broadening   (5-10 jaar)

Questions?

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Research and Practice Dialogue

Fontys

To what extent are the results, conditions and phases of development recognized in another setting?

Which differences emerge?

Koninklijke Auris Groep
speciaal voor gehoor, spraak en taal

The Royal Auris Group and the research culture

Roos van Vulpen

Auris

Auris'research ambition

The research ambition of Auris is primarily based on Auris' core values:

- Client based
- Internal and external
- Results and accountabality

- The research ambition is a practice based research ambition and focuses on the questions of the working place

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Getting to know the Auris Group

- Professional Partner for people who need support with hearing speech or language

- Education, care and guidance
- From 0 - 80

- In size the second organisation that serves this population
- About 5000 pupils in special and regular education
- About 1450 employees

What's so special?

- A kind of special, adjusted education
- Own schools
- Guidance and assistancy in regular schools
- Positive developments: the number of our population within regular schools is increasing: by scientific and technical progress
- "Appropriate education"

The Auris pupils and teachers

The pupils:
- The focus is on young children and on inserting in a regular situation
- The group that profits form the special education
- All is focused on the stimulating the communicative abilities from age 4 till 20

The teachers:
- The knowledge they have
- The training and further education (master special educational needs)

The schools:
- pedagogical climate

3

Auris wants that research culture too!

Compliments about the pedagogical climate

- How aware are the teachers, the speach therapist, etc of their competences?
- Taking part in het project 'Pro Sense (exploring Pedagogical Sensitivity)
- In the project working together with other organisations
- Learning in cooperation
- Teachers studying Special Educational Needs were invited to join

Expectations and outcome

Expectations:

- Finding teacher-researchers is easy
- Motivated school leaders
- Facilitating the teacher-researchers
- Good guidance and support for the teacher-researchers
- Teachers working together with colleagues from inside the organisation and outside

Intentions for the future

- Research is almost always possible, but do not push
- In the (large Auris) organisation managers and school leaders chose for a research culture and are motivated and supported in their view by the board and known to parents
- Facilities are a matter of course
- Outcomes and or products in favour of the population are recognizable, applicable and indeed implemented
- Communities of learning are known and appreciated and effective
- The researchers and the schools (or care locations) are taking seriously, are supported by professionals (intern or extern) and active in supporting others
- The involved Universities of Applied Sciences conform themselves and are actively supporting

The phases and the future

- The Auris research culture is between the phases 0 and 1
- Starting to 'sell' the idea of practice based research
- What do we offer the school leaders and management becaus school is a busy place and the pupils have tot learn so much
- What do the teacher - researchers need?

And first of all

- Get to the questions the pupil and client ask

Discussion

A circle of perspectives

Groups: *teachers, pupils, student teachers, school manager, research experts and parents*

Choose one perspective

What do you think about research in practice and about the ambitions to create a research culture in schools?