



The Research Circle

An approach to learning for teachers and leaders for a regenerative future.

John Hogan

Why 1

A good idea to re-generate? Or...

I would like you to tell me over the next two days if writing about these ideas is worth doing or not - and why or why not.

My life in/with schools.

Why 2

It seems to me that –

Professional Learning for teachers and leaders today is increasingly focused in on ‘one way’ approaches to aspects of literacy, numeracy, student behaviour, instructional practices and school improvement. These then need to be adopted school wide – no matter what you teach, who you teach, or where you teach.

Reducing teaching to following a script?

PL then is about learning the script?

School ‘improvement’ becomes about implementing the script?

Teacher voice? Student voice?

PROMPT ONE

If you are in school education – Do you agree with my assumptions? Is getting more widespread?

If you are not in school education – is something similar happening in other fields? Is your experience different/same?

Create groups 3 and share in 3s? Take one minute each.

Note time will go fast I will cut you off.

The Structure of the Research Circle

A series of 2-day workshops

Number of workshops varies from 2 upwards depending on purpose, resources, etc

Participants explore, research, try out, etc between workshops.

Some research circles have a critical friend visit each participant/school between Workshops

What happens in a Research Circle?

The initial two days

- Build the group
- Clarify focus of the work
- New information about the focus of the research circle
- This is discussed, debated, and fuel for ongoing exploration
- Processes for the work introduced.
- People prepare their action plan.

The second two days

- Share their story - what they did, what they are learning, what they think now.
- People give and get feedback from each other
- Documenting the work and learning along the way
- Refocus their question/their work/their plans for back at school

The final two days

- Another round of sharing, giving and getting feedback.
- Time to reflect on the work, what has changed, ...what they are learning.
- Plan for what next for themselves, their context.
- Agreements about RC product(s)
- Participants work on their documentation and writing up.

The Purpose of the Research Circle

Work with others on key questions of interest

Opportunity to share experience and to give and get feedback from each other

Keep coming together to build community

Notice and understand each other's perspectives and interpretations of ideas and events.

The chance to speak without fear or favour including about the external influences on the work.

Develop shared understandings build new knowledge together.

To share work more widely and extend the impact of their experiences and learning.

Types of Research Circles

Teachers (leaders) with a focus on an issue/aspect of their work in the classroom.
(eg Classroom Observation and Peer Support Project)

Exploring a new idea/frame (eg Numeracy Across the Curriculum using a new view of numeracy.)

Trying out a new idea/practice etc (e.g The Assessment by Exhibitions Project for year 9s in the ACT)

As part of a bigger research project (e.g. implementing a new design for learning and school –
Big Picture Learning – in 7 schools).

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PROMPT TWO

In your group of 3

Share something you - like about what you've heard or a question you have.

One minute each!

Key Processes in the Research Circle

Action Learning/Research

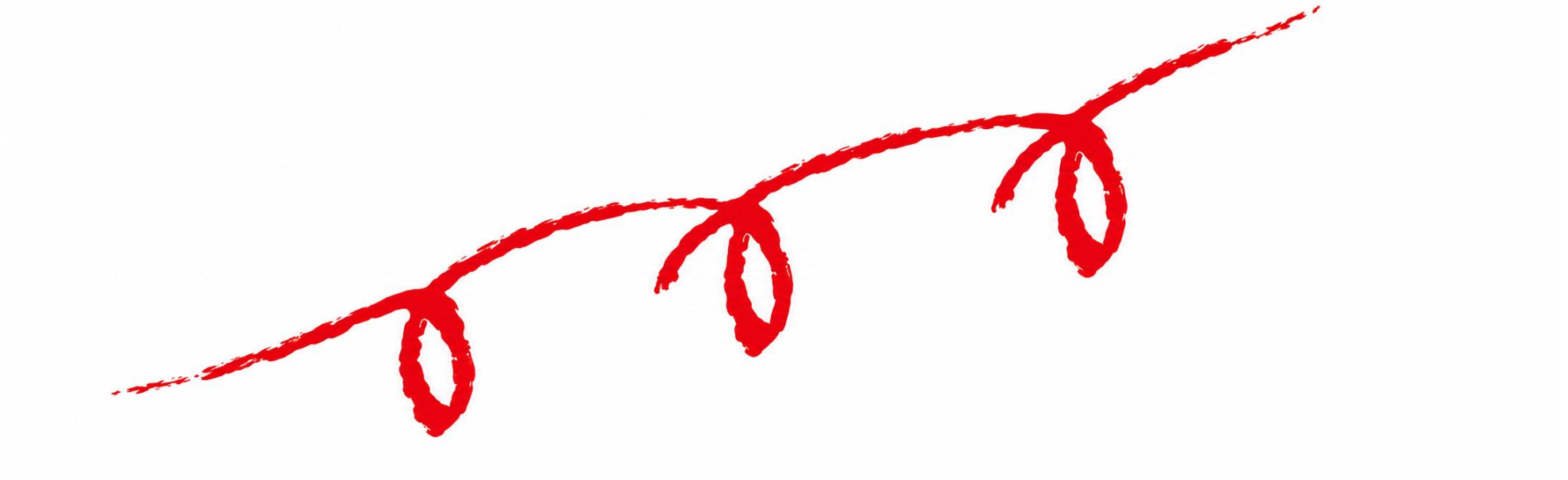
Facilitation

Reflective Practice

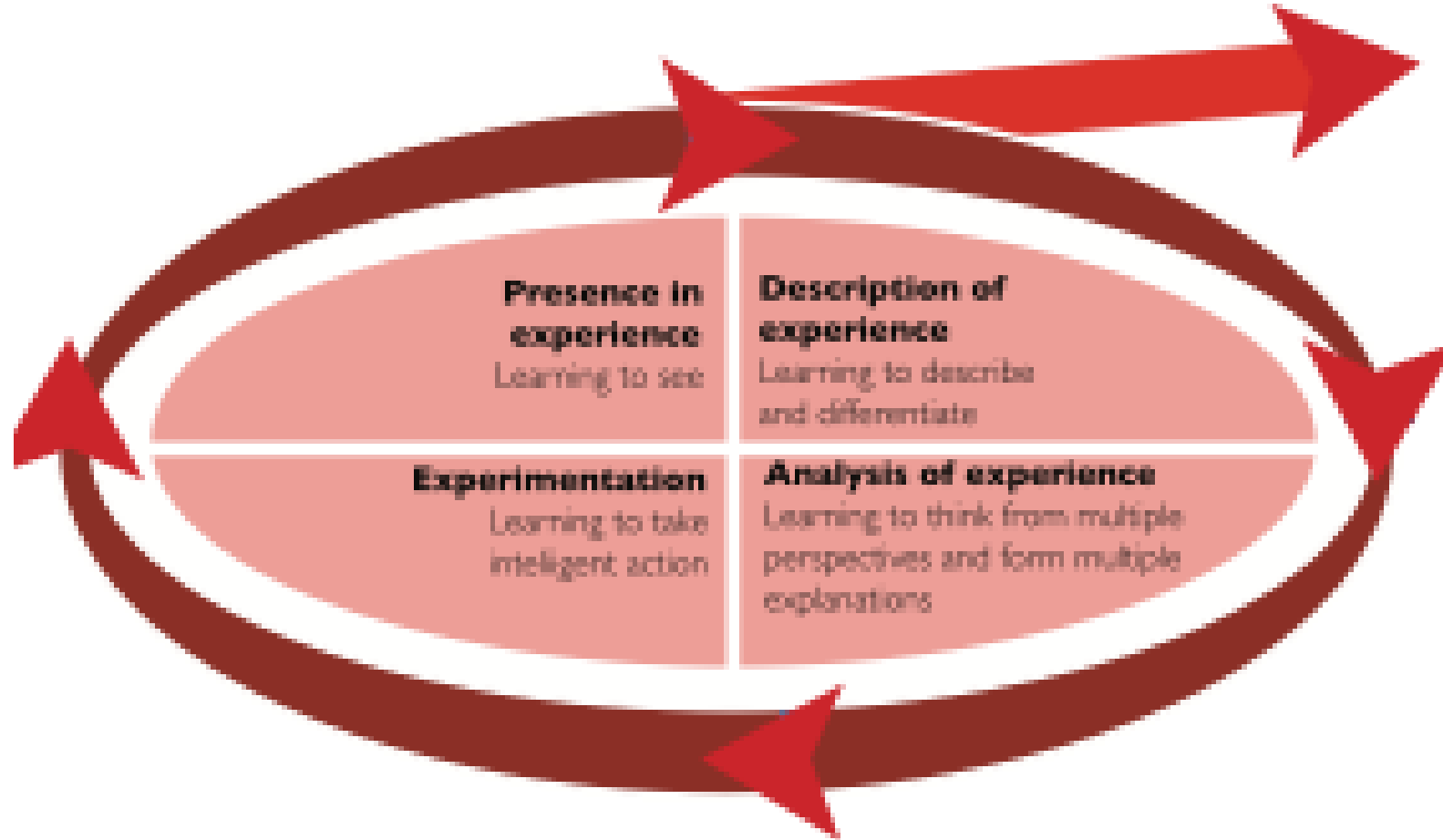
Intentional

Principles

Action Learning/Research



Reflective Practice



Rogers, C (2002)

Facilitation

Research Circles require facilitation

A research circle has leaders to:

1. Prepare and facilitate the time together
2. Specific focus RCs may have input from an expert(s) in the focus.
3. A research academic may have input to the group.
4. A critical friend (who may come from the above) to visit the schools between workshops.

Intentional

Three levels of intention, action and impact (Stewart, G with Hogan J. 2003)

1. Individuals

- Learn from own experiences
- Research their work
- Directed by the individual
- Learn to describe their thinking
- Develop new perspectives
- Enhance their personal practical knowledge.

2. Working in and with a group

- With others for support and challenge
- To provide support and challenge for others
- The group creates new learning that people can adopt, adapt and try out.

3. For the benefit of wider community.

- Sharing learning with own community
- Document work and learning to share with a wider community

Principles of Research Circles

The process of the research circle is intentionally interactive, exploratory and action learning focused.

We aim to use the following set of principles for our work together.

1. Engage in an on-going examination of our work and learning.
2. Engage in inquiry which is informed by principles of social justice, and which is directed towards improving learning outcomes for all students.
3. Engage in collaborative and democratic processes both in the development of the school-based strategies and the interpretation of the data.
4. Commit to principles that give precedence to the question generated in the school setting
5. Ownership of the results of the inquiry is jointly negotiated by the research circle.
6. Results are published only with the approval of the participants and with due acknowledgement of the contribution of all members and with respect for confidentiality where appropriate.

Harradine, J (1997) Research Circles in the National Schools Network, p, 4.

PROMPT 3

Choose one question and in your group of 3 have one minute to share it.

What interested you?

Was there something missing?

Something you want to know more about?

Impacts for a regenerative and inclusive world

Better understanding of self

Working and learning together in a group.

Experience of giving and getting support and challenge.

Finding your voice.

Better understanding of context.

Exploring the interplay of theory and practice

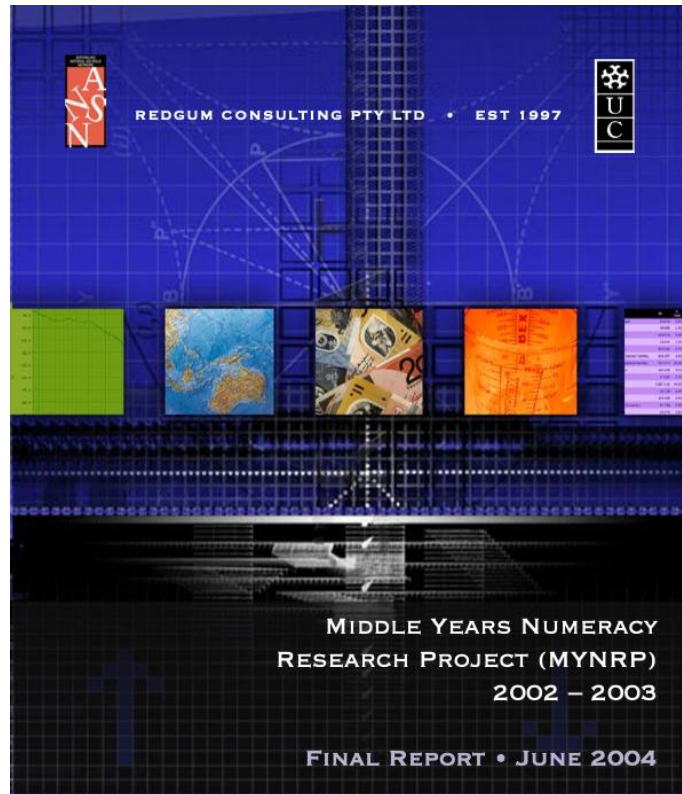
Repeated actions over time

Developing a critical insight

Participating in transformational action with the community

Documenting their work for others

Products



ACT Department of Education, Youth and Family Services
(now ACT Department of Education and Training)



Pre-conference Workshop
9am to 4pm Sunday 29th November, 2015
Notre Dame University

A Big Picture Education Workshop
Starting new schools, supporting school change and influencing the education conversation.
One student at a time in a community of learners

Facilitator: John Hogan (BPEA) and some of the MAP4U Big Picture Academies Research Project team (Professor Barry Down, Donna Carr, Helen Stone and Stuart Watson), school leaders and advisory teachers from the Big Picture Academy Project (Bronwyn White, Brooke Burns, Justine Dunlop, Angela Luvera, Colin House, Jo Bedhall, Sue Owen and Anthony Britz), and BPEA School Coaches/Coordinators (Eric Radice, Lisa Knight and Lauren Findlay).

Program

9.00 – 9.30: Introduction: Not just new schools but a new design for school
Professor Barry Down Dean of Education Murdoch University
Student stories. Some context. A position.

9.30 – 10.00: Some background
John Hogan Co-founder Big Picture Education Australia and Honorary Fellow Murdoch University
Brief background on:

- The Big Picture Academy Research Project
- The Big Picture Academy Project
- Big Picture Education design for learning and school
- Big Picture Education Australia

10.00 – 11.00 Three school journeys
Three school leaders tell their story.

11.00 – 11.30 Morning Tea

11.30 – 12.15 Advisory in BPE
Three advisory teachers talk about what they do, how and why they do it.

12.15 to 1.00 Some key elements of the BPE design
Advisory teachers and leaders talk about interests, internships, exhibitions, family engagement.

1.00 – 1.45 Lunch

1.45 – 2.15 Supporting school change
BPEA School Coaches talk about their work. The issues...new sites...changing existing sites...merging different approaches. Support from the inside (school)...support from the outside (BPEA).

2.15 – 3.00 Influencing the wider education conversation
John Hogan
The BPEA approach to influence and how that is changing.

3.00 – 4.00 Reflection and next steps
Professor Barry Down and John Hogan

Each session above has a very short input called 'What our research is saying...'
Led by a member of the research team.

Through the day participants will have a chance to ask questions and engage in discussion.

REGISTRATION
This is a pre-conference workshop of The Australian Association for Research in Education (AARE) Annual Conference from November 30th to December 3rd. If you wish to attend the conference go to <http://www.aareconference.com.au/registration> to register and include this workshop as part of your registration. However if you would just like to attend this workshop without attending the AARE conference - please contact the conference organisers via email: registration@aareconference.com.au to request the manual registration form. They will then register you for this workshop only at \$80 for the day. Thank you.



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A collegial teacher development program that helps teachers explore new ways to continually deepen their understandings of what is happening in their classrooms, and supports them to use these insights to improve student learning.



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Understanding Teaching Series



ACTION LEARNING, ACTION RESEARCH
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Rodgers, C (2002) Voices Inside Schools. Seeing Student Learning: Teacher Change and the Role of Reflection. *Harvard Educational Review*, Vol 72, No. 2 Summer 2002.

Stewart, G. with Hogan, J (2003) *The Reflective Teacher* ANSN and DETWA

PROMPT 4

Questions you have.

Feedback you'd like to give

So - is it worth writing about?

Please tell me over the next two days or email me if you want to challenge, encourage, ask questions, give me ideas etc.

Thank you

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