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From tiny acorns:

a co-produced research project between
Chinese teacher researchers and UK-based
international initial teacher training academics

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Research and
Knowledge Exchange

Teachers engaging with research

- The sector is geared towards developing a **research-rich** and **self-improving** educational system predicated on the capacity for teachers to engage with research
- ... starts with **initial teacher trainees** and their tutors and mentors
- Continues with **Early Career Teachers (ECTs)** and their tutors and mentors
- **Professional development**
- **School improvement**

FIGURE 1:
EVIDENCE-INFORMED PRACTICE



Figure adapted from Scutt (2018)

BERA Close-to-Practice Report (2018)

...an absence of high-quality studies that
“addressed the research of academics
with responsibilities for *initial teacher
education** (ITE)”

(Wyse et al, 2021, p. 1480)

*My italics

'Below the radar' (Perry et al. 2017, p. 28).

Schools

Trainees

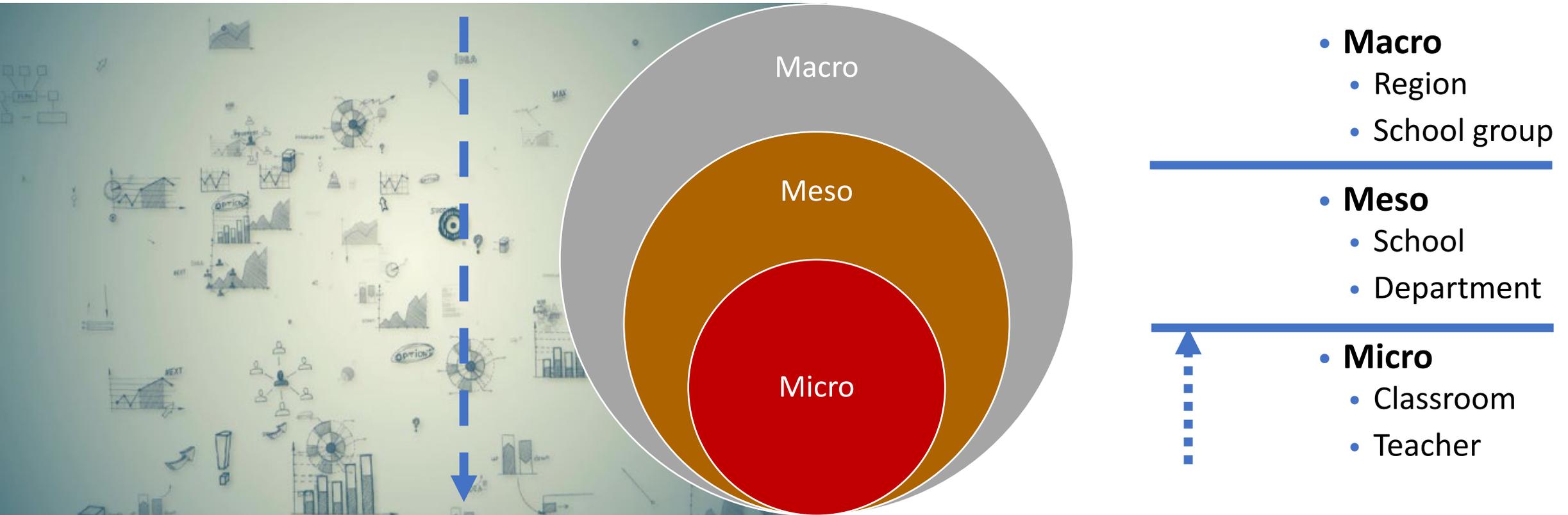
PGT

PGR

ITE Academics



CtP stays close to practice



The international initial teacher training context



- 25,000 schools in total in the UK → half a million teachers → 9 million pupils
- Over 13,180 English-medium international schools → 571,228 teaching staff → 5.8 million pupils
- Around 6481 British-oriented international schools → 282,600 staff → 2.9 million pupils

PGCE → four modules → 120 credits



**TEACHING
EXPERIENCE**



**SUBJECT
STUDIES**



CASE STUDY



**ACTION
RESEARCH**



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EfS Participatory Action Research Pilot (2022)

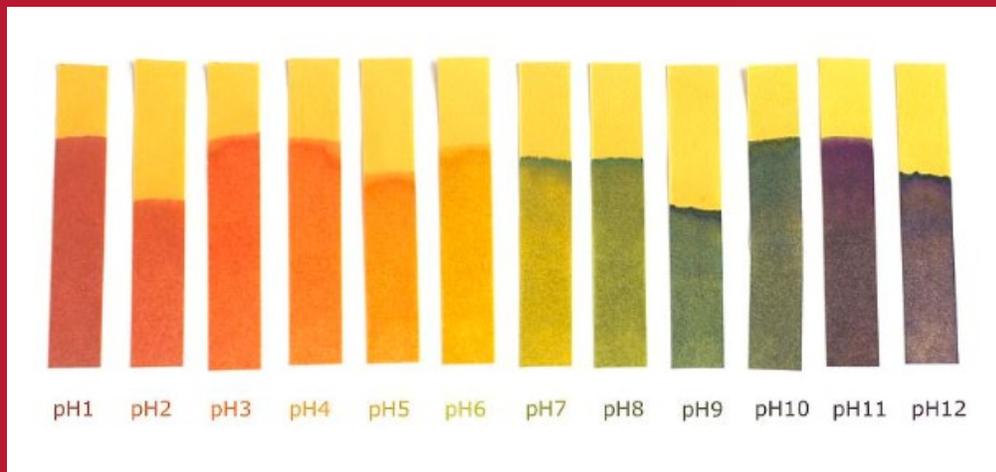
- The problem – iGCSE learners must be able to master and communicate their scientific capability through reading, listening, writing, and speaking **in English**. Science subject competency alone is not enough.
- Teachers wanted to develop English For Science teaching tools and embraced **collaboration with academics**.
- Seedcorn **funding** was provided for a graphic design subscription.
- Access to the university **library** for reading relevant research.
- Working with academics as research buddies and taking a **participatory action research** approach gained the attention of the school principal, who became interested in sharing the approach more widely within the school and the wider school group.



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English for Science



An **indicator** is a chemical that changes colour in acidic, alkaline and neutral solutions.

indicator
指示剂

zhǐshìjì



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What did we do?

- Teachers identified the problem they wanted to work on – **English for Science**; Chemistry in the first instance
- Agreed **protocol** for working together - regular scheduled meetings (online) with academics
- **Shared and discussed** plans, reading, documents, progress, tweaks: academics took a **research buddy** role
- **Ethically**, everything stayed inside the school
- Plans for co-constructing documents to roll out the process were curtailed by the **Shanghai lockdown** from March 2022 onwards

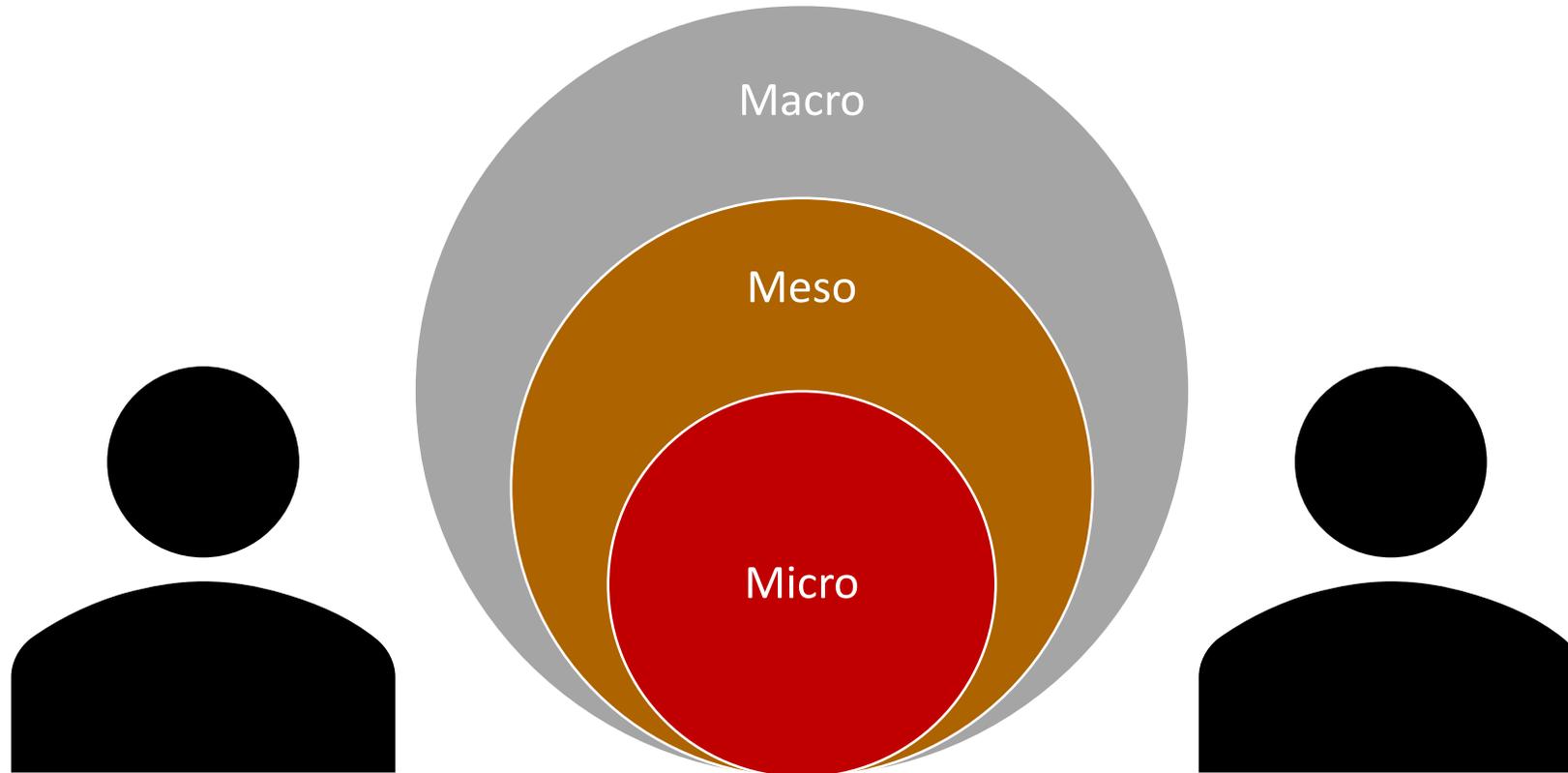


Outcomes

- Developing bespoke **translanguaging** resources had a **positive impact** on Grade 9 students' science subject competency in English, evidenced through improved science **assessment outcomes**.
- Teachers involved were able to carefully **review and refine each cycle**. It worked well for the school and the pupils.
- Teachers were able to **capture and share their work** within their science faculty, and within their school, as well as through our online international PGCE conference.



To what extent can research co-created between schools and ITE impact at the micro, meso and macro levels?



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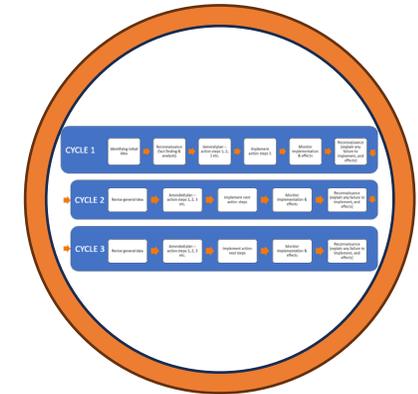
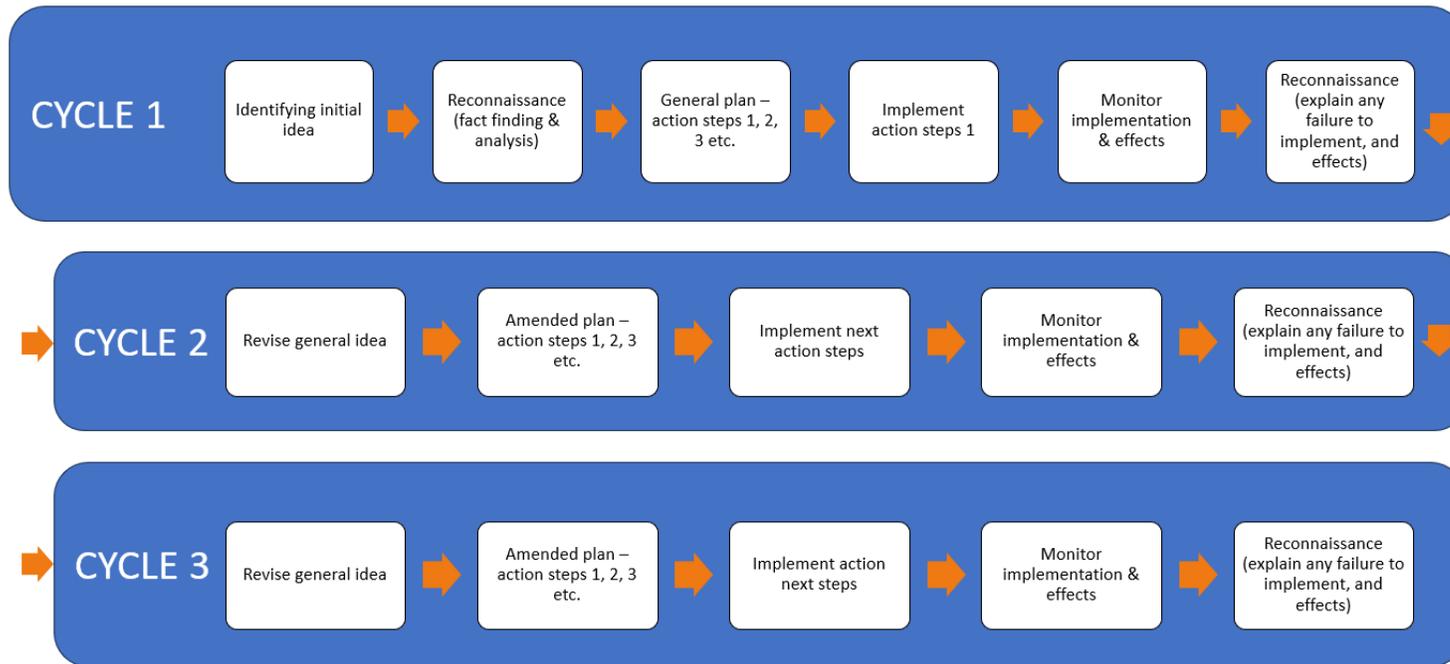
Additional phases 2023-2025

- The 'Inter-Action' Project

- **Cumulative (micro) trials:** academics develop action research **protocols**, train the trainees and support them – look at specific **issue** as well as **process** at **micro level**
- Co-construct **evidence-informed solutions** to priorities that school leaders want to focus on, building in staff research skills - look at **process** and **institutional reach** at **meso level**; potential for **macro level**
- Global research schools network – choice of customised **process** or implement shared **protocol** – case studies of **process** at **meso level** as well as at **macro level**



Individual cycles



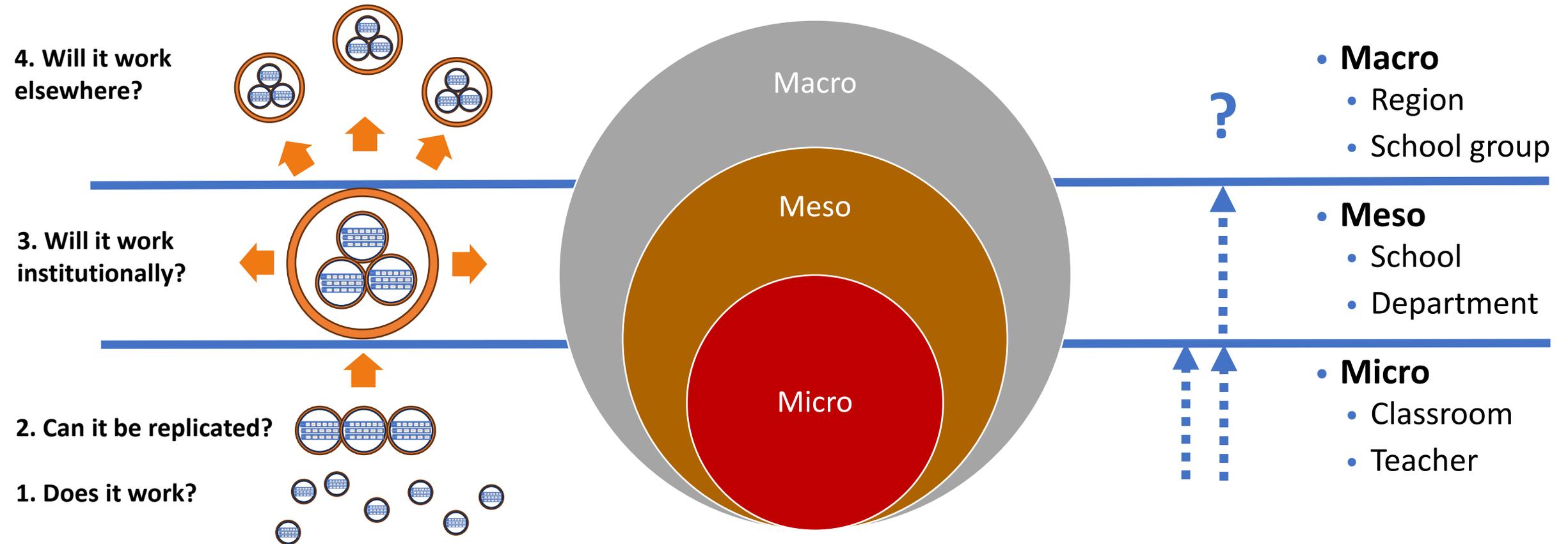
e.g. English for Chemistry



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Planning for impact at the micro, meso and macro levels



Questions, comments, insights, suggestions?

- From me... **challenges** of practitioner research and the CtP debate.
 - It's "amazing what can be accomplished when you do not care who gets the credit" (attributed to 33rd US President Harry S. Truman) **BUT** still 'under the radar'?
 - Challenges of ephemeral project outcomes not being **cumulative** in the trial sense, but continued cycles test '**validity**'? The 'problem' gets solved/developed.
 - '**Impact**' in schools needs to be less PAR, more process/evaluation-driven to be seen as '**rigorous**' and worth reporting? Impact in HE/**REF**? Publish or perish?
 - We risk losing the **participatory** element in the drive for '**credit**' / '**impact**' – how can practitioner researchers research, report and disseminate CtP research with **integrity**? We are all within the systems we want to change. METHODOLOGY.
- From you...?



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Thank you

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