

R&D Newsletter

Term 4 of 2022-23

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INTRODUCTION

Welcome to Term 4's newsletter from the **Research and Development Focus Group**.

CURRENT list of this year's members:

Donna Wickens (Leader of Learning for Research and Development)

Ali Cole (Head of School)

Alison Grimmett (Zone 5)

Allen Ince (Zone 3)

Ana Job (Zone 2)

Andy Oleksin (Zone 1)

Donna Maynard (Zone 2)

Elizabeth Hetterley (Zone 2)

Kyle Shore (Zone 3)

Sam Allon (Zone 2)

Vicky Tong (Zone 2)

Remember, you don't have to be a teacher – anyone and everyone is welcome to join the group, even if you can't attend the after school meetings!

Research and Development NOTICEBOARD

We now have a noticeboard in the café area, near the comfy seating, opposite the MAST office. Please do keep an eye on the board, where we aim to post various items of interest relating to Research and Development.

At the moment on the board you can see our names and photos, and below is a synopsis of our particular areas of interest/expertise. Please contact us if we might be able to help in any way.

Donna Wickens - Canada Class Teacher

Leader of Learning for Research and Development (methodology, ethics, sources of research, etc)

Teaching relating to physical and sensory disabilities (including PMLD, and visual and hearing impairments)

National Professional Qualification for Senior Leadership and research-based MA in Management Studies

Interested in differentiation/adaptations within teaching and learning, organisational effectiveness, and coaching

Able to support with evidencing learning and assessments, general writing skills (academic style, referencing, etc)

and has a proofreading qualification

Ali Cole – Head of School

Focus on research design and data analysis

Can support with proofreading

Area of expertise is language acquisition and anything to do with psychology

Able to provide advice on teacher training routes

Alison Grimmett - Zone 5 Pupil Support Officer

Designated Teacher for Looked After Children

Interested in learning in the Early Years and child development

Qualifications include Specialist Leader of Education in Early Years and National Professional Qualification for Senior Leadership

Able to support with proofreading and child development in Early Years

Allen Ince – Morocco Class Teacher

Specialist Music Teacher

Imagining Autism Champion

Interested in data collection and analysis

Able to support with coaching and mentoring to support research (assignments/ in class research projects, etc)

Ana Job – Seychelles and Nicaragua Class Teacher

ABA Lead

Board Certified Behaviour Analyst (BCBA)

Masters in Applied Behaviour Analysis

PROACT Instructor- Supporting behaviour for learning utilising proactive behaviour management strategies

Interested in, and able to support with, behavioural approaches, promoting communication, barriers to learning, differentiated teaching and learning styles, research topics and material

Andy Oleksin - Barbados Class Teacher

Recently completed National Professional Qualification for Leading Teaching

Currently piloting Retrieval Practice with some Zone 3 colleagues

Interested in the Science of Learning, Rosenshine's Principles of Instruction and how children learn, and practical ways for teachers to implement these in lessons

Donna Maynard - Zone 2 HLTA

Worked as a TA, HLTA and unqualified teacher within SEND schools for 20 years

HLTA diploma

Experience supporting students with PMLD, hearing and visual impairment, selective mutism and challenging behaviour

Interested in pupils' wellbeing and development

Able to support with behaviour management, ABLLS curriculum, Speech and Language strategies, life skills

Elizabeth Hetterley – Martinique Class Teacher

Second Year ECT - Lead Support for staff on the BA with QTS pathway

Interested in global education, wellbeing in education and outdoor learning

Can support with proofreading and essay/assignment support

Kyle Shore - Egypt Class Teacher

Foundation degree in Childhood Studies (SEN Pathway)

Completing BA Childhood Studies (SEN Pathway)

PROACT Instructor- Supporting behaviour for learning utilising proactive behaviour management strategies

Interested in ABLLS and strategies to support behaviour

Able to support with child development and supporting candidates throughout the process of teacher training

Sam Allon – Puerto Rico Class Teacher

ECT 2nd Year

PROACT Instructor - supporting behaviour for learning utilising proactive behaviour management strategies

Interested in behaviour management, ADHD

Able to support with behaviour management, proofreading (up to BA level), child development

Victoria Tong – Saint Lucia Class Teacher

Coaching and mentoring support for student teachers and their mentors

National Professional Qualification for Middle Leadership



REMINDER

We have several members of staff around the organisation who are involved in undergraduate and/or postgraduate studies. If you are one of those, please remember that this focus group, and particularly **Donna Wickens** (Leader of Learning for Research and Development, and Kent Evidence Champion), is here to help, guide, support, do your proofreading, etc, etc, so please do take advantage of us! The school really wants to be involved with your professional development, and, additionally, to add your research papers/essays to our database of research evidence! Please do get in touch to let us know what you're studying/investigating/researching.

Donna is based in Canada Class, ext 286/287



donna.wickens@thebeacon.kent.sch.uk

Research updates from within The Beacon

Here's a selection of papers produced by colleagues within The Beacon recently. If you're interested in learning more, please either see them directly or contact Donna Wickens (by email or via Canada Class).

Karen Brough

Cognition and Learning - Planning an inclusive setting for children with Down syndrome

Language and Literacy - The role of nursery rhymes and songs for language development and acquisition

Lucy Swann

Working with a child with Autistic Spectrum Disorder in a special needs school

Tasha Hammer

An Ideal education environment for a child with 22q11.2 Deletion Syndrome

Karen, Tasha and Cerian are all currently looking into SLCN (Speech, Language and Communication Needs), comparing the effects/impacts of typical development with atypical development. *I've seen two of the three papers, which were really interesting, especially comparing the slightly different approaches, so if SLCN is of interest, these are worth a read! (Ed)*



Famous Studies chosen by Ali Cole, Head of School

In each newsletter we are featuring a famous study that might give us some food for thought. What might this mean for our practice and in particular for those who work in SEN settings?

The Bystander Effect, or Bystander Apathy, or Genovese Syndrome, is named after Kitty Genovese, a 28-year-old bartender who was raped and stabbed outside the apartment building where she lived in New York in 1964. Despite the apparent presence of approximately 38 witnesses, none were alleged to have come to her aid or called the police. The incident prompted inquiries into what became known as the Bystander Effect or Genovese Syndrome, a social psychological theory coined by psychologists Bibb Latané and John Darley which states that individuals are less likely to offer help to a victim in the presence of other people – that people in a crowd are less likely to interfere in a crime than a single eyewitness.

The story of Genovese's murder became a modern parable for the powerful psychological effects of the presence of others. It was an example of how people sometimes fail to react to the needs of others and, more broadly, how behavioural tendencies to act pro-socially are greatly influenced by the situation. It happens for a simple reason: when we're in a group, it's easier to assume that someone else will step up and do something, so we don't do anything ourselves. This leads to the bystander effect. The problem is, when everyone assumes that someone else will act, no one actually does.

Latané and Darley attributed the bystander effect to two factors: diffusion of responsibility and social influence. The perceived diffusion of responsibility means that the more onlookers there are, the less personal responsibility individuals will feel to take action.

The Bystander Effect has 4 key components:

- self-awareness**
- social cues**
- blocking mechanisms**
- diffused responsibility**

Focusing on these mechanisms can help us more fully characterise participation patterns observed in different educational environments and use this knowledge in the design of such systems.

There are numerous research studies showing that when a child observes the bystander effect, (s)he may feel that this is a social norm. For example, studies have shown that students are often more willing to participate in educational conversations online than in the classroom; however, other studies have shown that online environments have poor student participation. Why is this the case? What causes participation to vary from one environment to another? By using the Bystander Effect/Genovese Syndrome from the field of social psychology, one could theorise that the online presence of others enables the diffusion of responsibility, but, interestingly, it also places each individual physically separate to others in attendance online so social influence could be considered to be less – therefore, depending on the viewpoint of each individual on whether they are an individual online, or are part of a group online, they could be motivated either to participate more or to participate less.

What other implications/examples might there be for our pupils involving the Bystander Effect/Genovese Syndrome?

Alison Cole | Head of School

Andy O's focus page

ROSENSHINE'S PRINCIPLES OF INSTRUCTION – STRAND 1 REVIEWING MATERIAL

REVIEWING MATERIAL

1 Daily review



10 Weekly and monthly review



Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning – to activate relevant prior learning in working memory.

We learn then we forget. Over the years, I have heard colleagues complain many times that despite explaining a concept over and over, it just doesn't seem to sink in or that despite a seemingly successful lesson, the students forget it soon afterwards. Evidence based research confirms this, after 20 minutes, 42% of new learning is lost. After 60 days, 90% of learning is lost. As educators, should we just throw the towel in and give up now? Luckily, help is at hand from Rosenshine's Principles of daily review and weekly/monthly review.

Daily Review

This is significant, Tom Sherrington writes, because it allows students to 'reactivate acquired knowledge,' and reduces cognitive load at the beginning of a lesson. It allows learners to retrieve information from their long-term memory and commit it to their working memory, allowing them to make sense of the material about to be taught.

Devoting time five to eight minutes at the beginning of a lesson to review and evaluate previous learning, will help students develop a greater understanding of lesson material, make connections between topics, and enhance their critical thinking skills.

Some ideas for Daily Review

- Mini quizzes
- Use of flash cards / pictures to recap
- Write five things you learned about...
- Think-Pair-Share
- Knowledge organiser
- Repetition - Singing along to a Times Table Rap to practice facts
- Match definitions to vocabulary learned in the previous lesson
- Address errors from the previous lesson-either verbally or as short AFL tasks in learners' books

Weekly and Monthly Review

By revisiting material regularly, at least three times, you help flatten the ‘forgetting curve’ and ensure that learned material is not forgotten. Rosenshine explains that through regular review of information and repeated rehearsal students are empowered to make connections in their learning, building networks of ideas and information called schemas. The more fluent we become at retrieving stored information the greater the capacity in our working memory to deal with new learning. I have heard colleagues say, we don’t have time to do that. In short, as an educator, all the evidence now says if you don’t review learning, it will be lost.

Ideas for Weekly/Monthly review

- Take time to review previous assessments before moving on to new ones
- Review books
- Quizzes of something learned last week, last term, last year
- Mind-maps
- Allow learners to create quizzes, board games and posters based on their learning
- Use peer questioning
- ‘Brain dump’ and learning journals

Learners need to have the opportunity to build up fluency: this applies if we are learning reading, driving or speaking a foreign language. Sherrington writes, ‘Think of novice drivers, who become easily overwhelmed by the pressures of traffic and road signs: they are more likely to have difficulty absorbing all the external information as well as focusing on the skill of driving itself’.

Weekly or monthly reviewing provides opportunities for re-engagement with already learned material. This in turn helps commit information to the long-term memory. Last minute cramming the night before an exam should be a thing of the past. Instead we should be carefully choosing the key content, skills and big ideas that we want our students to learn and plan opportunities for them to regularly practise it. This will make the learner more effective at recalling information and develop their understanding of new material by firing the synapses in their brains in order to make new connections.

As Sherrington states – ‘The best way to become an expert is through practise. The more practise, the better the performance.’



(If you’d like to discuss further any aspects of Andy’s monthly articles, he’s the Teacher for Barbados Class (Zone 1, based upstairs) and is always up for a chat about anything relating to cognitive science – he has a wealth of knowledge on the subject!)

Research methods, guidance, hints and tips, etc

What is action research?

Action Research is a systematic enquiry method, mostly seen as a cyclical process. Within the context of professional development in schools, action research provides teachers with reflective knowledge that can be used to advance pedagogical performance. This type of critical reflection can be built into a professional development cycle in a wide range of educational contexts.

This type of development of practice can improve the experience of students very quickly. When facilitated effectively, action research can equip classroom practitioners with a deeper understanding of students' needs. Regardless of whether the findings are written into a project report, the educational experiences can be used to inform curriculum design and delivery.

'Kurt Lewin' (1944) was the first person to propose the term "action research," for a process of inquiry and investigation that takes place as an action is carried out to solve a problem.

Action research involves practitioners investigating their own teaching (that's the 'research') and then using what they find out to make improvements (that's the 'action').



<https://www.structural-learning.com/post/action-research-in-the-classroom-a-teachers-guide>

- Action research is a process for improving educational practice. Its methods involve action, evaluation, and reflection. It is a process to gather evidence to implement change in practices.
- Action research is participative and collaborative. It is undertaken by individuals with a common purpose.
- Action research is situation and context-based.
- Action research develops reflection practices based on the interpretations made by participants.
- Knowledge is created through action and application.
- Action research can be based in problem-solving, if the solution to the problem results in the improvement of practice.
- Action research is iterative; plans are created, implemented, revised, then implemented, lending itself to an ongoing process of reflection and revision.
- In action research, findings emerge as action develops and takes place; however, they are not conclusive or Absolute, but ongoing (Koshy, 2010).

Articles

Research-informed practice: A framework

[Research Summary](#)

Written By: [Gary Jones](#) and [Deborah Netolicky](#)



What's the idea?

Research-informed practice is about trying to make beneficial changes to your teaching, and trying to stop or avoid changes that might be harmful or ineffective – all guided by research evidence of what works (Kvernbekk, 2016).

What does it mean?

Barends et al. (2014) provide a comprehensive definition of research-informed practice. They say it 'is about making decisions through the conscientious, explicit and judicious use of the best available evidence from multiple sources to increase the likelihood of a favourable outcome.' (p. 2)

They suggest that there are six steps to this process that we have adapted for you:

1. Asking – break down your issue into a well-formulated and answerable question
2. Acquiring – devise a search strategy to look for the relevant research evidence
3. Appraising – critically evaluate the quality, trustworthiness and relevance of the research evidence
4. Aggregating – pull together various sources of research evidence
5. Applying – using the best available research evidence when making a decision and act upon it
6. Assessing – evaluate both the impact of your decision and how well you did as a research-informed practitioner (adapted from Barends et al., 2014, p. 2).

Points to remember

- Scientific research is not the only source of evidence. You should also look at school or organisational data, your own expertise and stakeholder views
- Qualitative and quantitative research are equally valuable
- Evidence does not give you the answer. You must use your professional judgment and knowledge of your own context to make decisions
- There is no certainty in evidence-informed practice – it only increases your likelihood of getting favourable outcomes for pupils.

What are the implications for teachers?

Evidence-informed practice can help you increase your chances of:

- Introducing or continuing more effective teaching and learning strategies
- Stopping or avoiding strategies that are ineffective or do more harm than good
- Making effective use of your time
- Developing your own professional skills and expertise.

Want to know more?

- Barends E, Rousseau D and Briner R (2014) *Evidence-Based Management: The Basic Principles*. Amsterdam: Center for Evidence-Based Management.
- Jones G (2018) *Evidence-Based School Leadership and Management: A Practical Guide*. London: SAGE.
- Kvernbekk T (2016) *Evidence-Based Practice in Education: Functions of Evidence and Causal Presuppositions*. London: Routledge.

Introduction to research: Judging the quality and trustworthiness of research evidence

- [Research Summary](#) Written By: [Gary Jones](#) and [Deborah Netolicky](#)



What's the idea?

An essential part of being an evidence-based practitioner is being able to judge the quality and trustworthiness of research. However, not being an expert in research, and without some kind of aide-memoire or heuristic, this can be difficult. Thankfully, there are frameworks in place to help you do this. For example, Professor Steve Higgins of Durham University has developed a framework based on the '6As of the usefulness of research' which can help you to do this. Professor Higgins poses the following question: is the research: accessible, accurate, applicable, acceptable, appropriate and actionable?

What does it mean?

In order to help you make the most of them, Jones (2018) has identified a number of sub-questions for each of the 6 As:

Accessible

- Is the research physically accessible on: Google scholar, The Chartered College of Teaching, the EBSCO database, Open source journals or via direct contact with the author?
- Who is the audience: practitioners, policymakers or researchers?
- How and why are the authors making this contribution?
- Is it a contribution to policy, theory or practice?
- What do the authors assume about the knowledge of the readers?
- What about other issues of intellectual accessibility – easy to read, jargon free, clear messages?

Accurate

- How robust is the evidence?
- Are the methods used suitable for the research aims?
- To what extent are the claims made supported by others' work?
- What evidence that challenges their claims is not mentioned?
- Does the knowledge generated meet the specific standards of that type of knowledge?

Applicable

- What groups of learners might benefit from the findings?
- What degree of certainty do the authors make for their claims?
- How 'generalisable' are their claims?

Acceptable

- What values stance is being adopted – are they implicit or explicit?
- How might the values stances taken by the authors affect their claims and acceptability by colleagues?

- To what extent are the claims consistent with my experience?
- Is the research relevant to the problem which is the most interesting to you and your colleagues?
- Are there any ethical issues arising from the research?

Appropriate

- Is the research relevant to the most recurring problems in your department, key-stage, school or multi-academy trust?
- Is the research related to a problem within your sphere of influence most relevant to your sphere of influence?
- Is the research relevant to problems for which – resources – be it staff, time, expertise and finance – are available ?

Actionable

- Does the research specify causal statements – If this ... then ..?
- Are concrete behaviours specified to bring about the intended outcomes?
- Do the teaching staff have the skills required/or can they be taught the skills required to put the research into effect?

What are the implications for teachers?

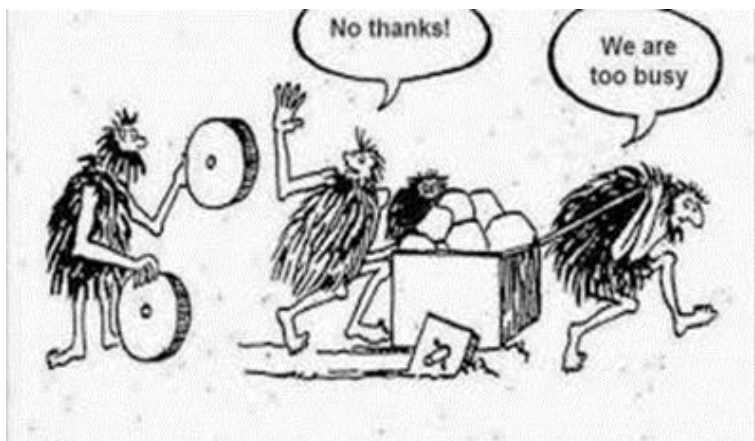
Willingham (2012) has come up with the following four-step process:

- *Strip it.* Get rid of the fluff surrounding the idea and get right to the heart of the claim being made.
- *Trace it.* Where did the idea come from?
- *Analyse it.* What are you – the evidence-based school teacher – being asked to believe?
- *Should I do it?* Is it something which is already being done? Is it an old idea wrapped in new language and terminology?

Both of the above approaches are short-cuts and can't replace the development of high levels of research literacy. Nevertheless, the more you use these frameworks the better you will become at making efficient and effective use of research evidence to bring about improvements in both teaching and learning.

Want to know more?

- Jones G (2018) *Evidence-Based School Leadership and Management: A Practical Guide*. London: SAGE Publishing.
- Wallace M and Wray A (2016) *Critical Reading and Writing for Postgraduates* (3rd ed). London: SAGE Publishing.
- Willingham D (2012) *When Can You Trust the Experts: How to Tell Good Science from Bad in Education*. San Francisco: John Wiley & Sons.





Other Sources

Here are this term's recommendations for sources of information accessible through digital avenues...

Our third instalment provides insight from [Professor Steve Peters](#), who some of you might recognise from Ellie Garrett's recent workshop.



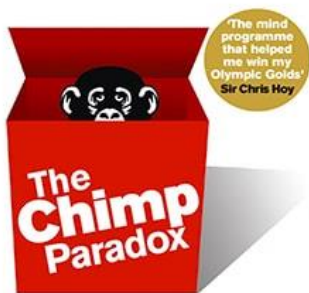
Professor Steve Peters is a Consultant Psychiatrist who specialises in the functioning of the human mind. His work, past and present, in the field of psychiatry and education, includes: the National Health Service (NHS) for over 20 years; Clinical Director of Mental Health Services; Clinical Director at Bassetlaw Hospital; Forensic Psychiatrist at Rampton; Senior Clinical Lecturer of Medicine at Sheffield University for over 20 years; Undergraduate Dean at Sheffield University for over 10 years; and visiting Professor at Derby University. He holds degrees, higher degrees and postgraduate qualifications in medicine, mathematics, education, medical education, sports medicine and psychiatry.

Professor Peters has clients across a wide range of disciplines from health and education to business and elite sport, and he works with members of the public. In all areas, he helps people to understand how the mind works, gain insight into their own unique mind and situation, and then develop skills to optimise individual performance and quality of life.



'He is also the author of the bestselling personal development book [The Chimp Paradox](#) which has sold over 1.4 million copies since it was first published in 2012.'

Prof Steve Peters
CREATOR OF THE **GROUNDBREAKING** MIND MODEL



The
**MIND
MANAGEMENT**
Programme for
Confidence, Success and Happiness

<https://chimpmanagement.com/professor-steve-peters> (2023)

We view the mind as a remarkable machine that represents our greatest asset. If you could better understand and manage your emotions, thinking and behaviours, what difference could it make to you?

Chimp Management specialises in training people to manage their mind more effectively, with an approach grounded in neuroscience. Through The Chimp Model, we help people understand how the mind functions so they can develop the insight and skills needed to get the best out of themselves and others. Our approach can help people to improve success in both personal and professional settings.

Here is where you can access Professor Peters' work:

- <https://chimpmanagement.com/>
- <https://profstevepeters.com/>
- <https://profstevepeters.com/prof-steve-peters-on-tedx/>
(Chimp Paradox TED Talk)
- <https://profstevepeters.com/watch-prof-steve-peters-on-diary-of-a-ceo-with-steven-bartlett/>

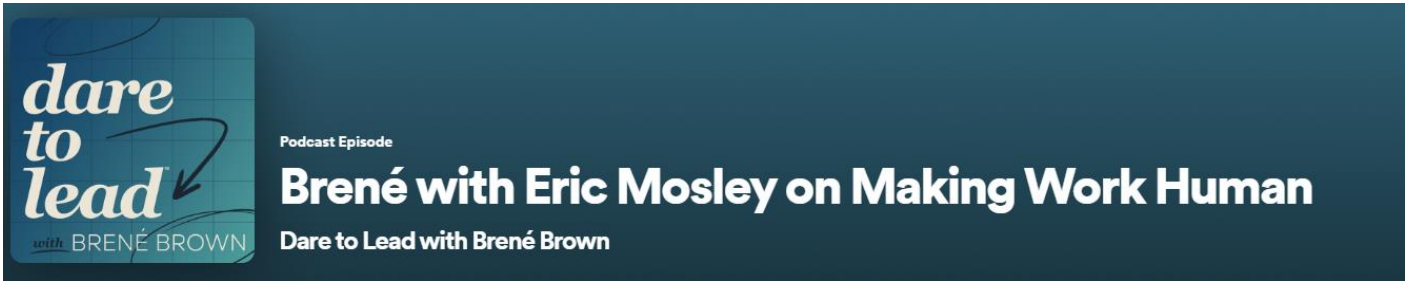
[with-steven-bartlett/](https://profstevepeters.com/watch-prof-steve-peters-on-diary-of-a-ceo-with-steven-bartlett/)



Allen and Elizabeth

have been listening to various podcasts and their recommendation this term is:

<https://open.spotify.com/episode/2lrHMtKQQtJECVWcDSuudd?si=E-SvKUdITIC84Byox2Q3rA>



In this term's recommended podcast Eric Mosley talks about his new book 'Making Work Human' and there are many aspects that chime with our work here at The Beacon. He talks about our human needs of 'Purpose, Meaning and Gratitude'. This reflects our PERMA system as a way of recognising and celebrating one another. Our Beacon community also recognises that life happens both on a personal and working level where we are encouraged to 'Thank, Talk and Celebrate'. We encourage you to listen to Eric Mosley's thoughts and ideas about 'Making Work Human' and if, like us, you fall for the sales pitch to buy the book, just come and borrow it instead!

NEW PODCAST DATABASE

Elizabeth and Allen have started collating recommended podcasts on a database, which can then be used to help direct staff for research/information. More on this exciting development next term...
