

A collaboration between:



MONASH
EDUCATION

Collaboration for Quality Use of Research in Education

“Teacher Quality and School Improvement”

**BNU-University of Durham-Monash University Joint
Online Conference, February 2021**

 @MonashQProject @MonashEducation

#QURE #UsingEvidenceBetter #researchinaction

**Mark Rickinson
Jo Gleeson**

- To connect collaboration and research use
- To share practitioner insights
- To introduce a possible heuristic



Growing expectations for increased and better research use to improve practice

(e.g., APC, 2016; BERA, 2014; Cain, 2019; Nelson & Campbell, 2019; Tripney et al., 2018).



Linking of research use in practice with improved teacher quality and professionalism

(e.g., Godfrey, 2016; Godfrey & Brown, 2019; Mills et al., 2020; Mincu, 2014; Sachs, 2016; Winch, 2017).



Increased recognition of important role of relational processes in effective research use

(e.g., Brown et al., 2018; Finnigan et al., 2015; Rickinson & Edwards, 2021; Sharples, 2013).

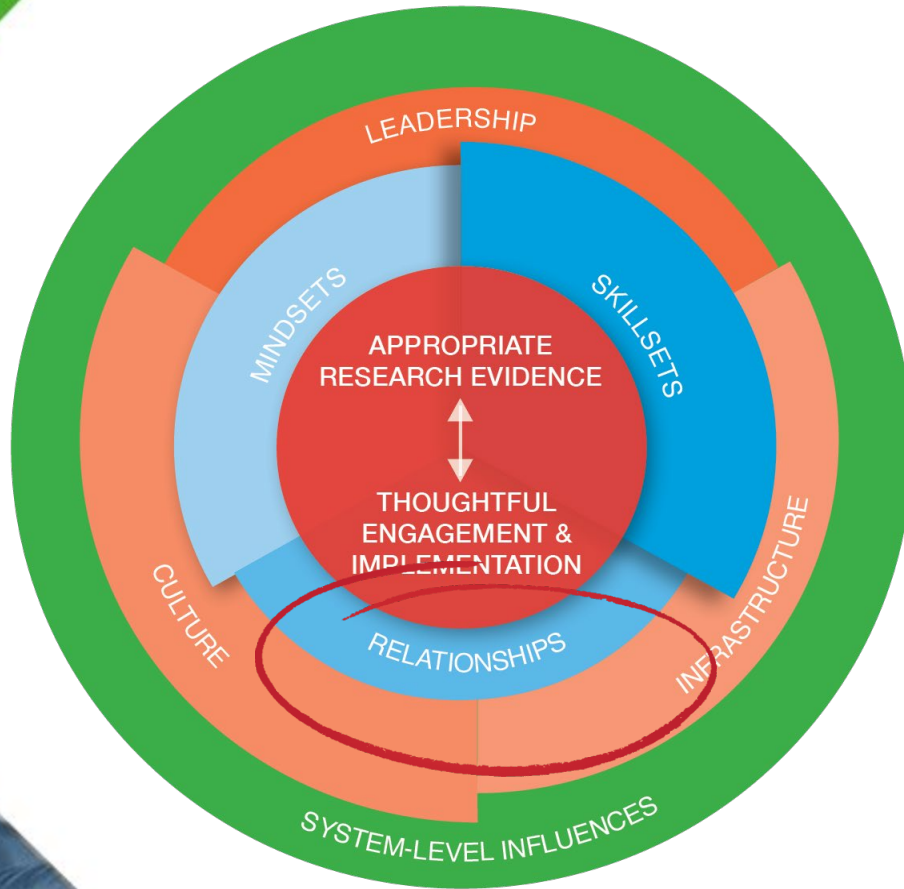


Long-established renown of the role of collaboration in school improvement

(e.g., Chapman, 2019; Datnow, 2018; Hargreaves & O'Connor, 2018 a & b; Muijs et al., 2011).

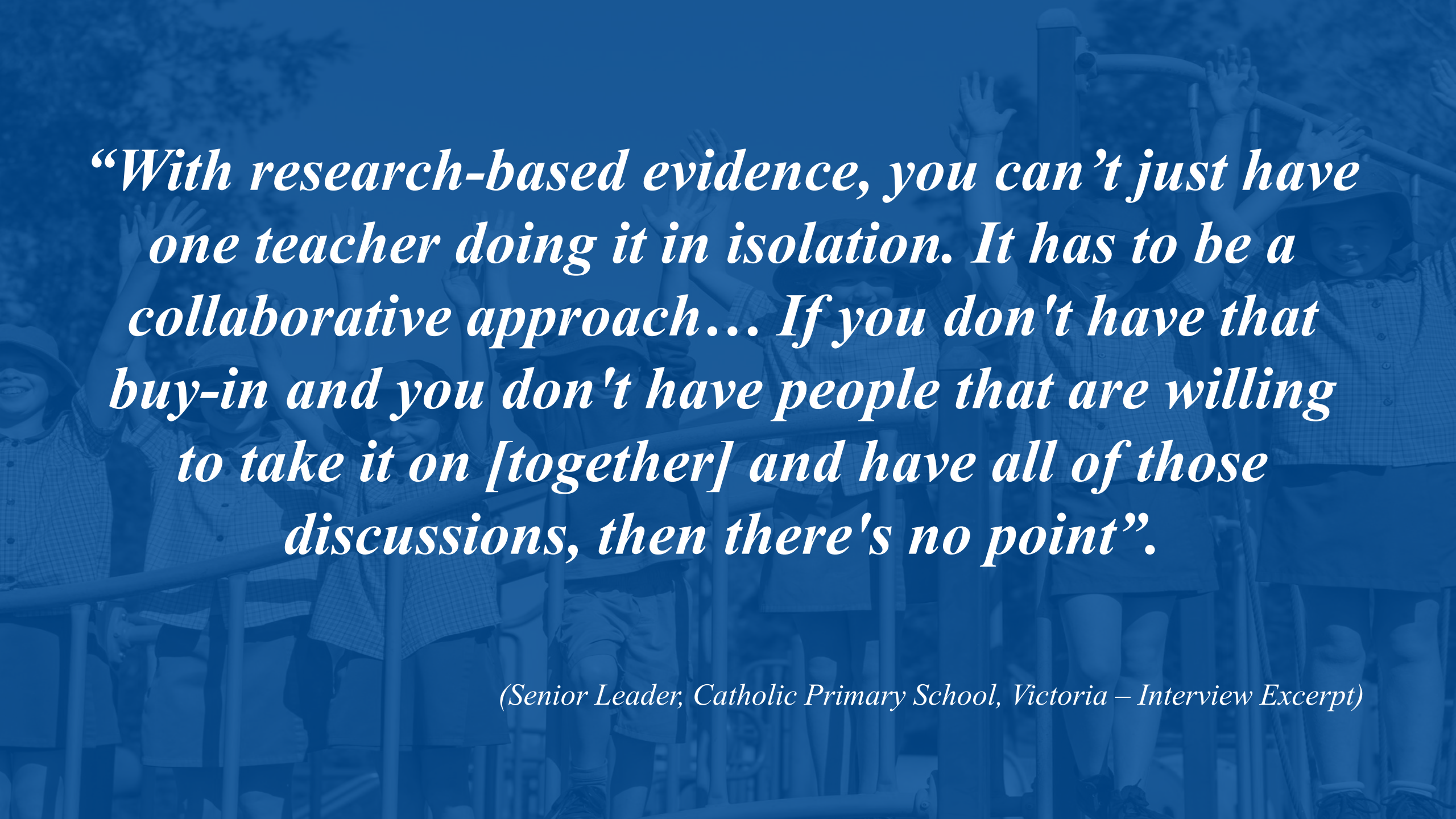
Quality Use of Research Evidence

MONASH Q PROJECT
'Using Evidence
Better'



Quality use of research evidence in education is:

the thoughtful engagement with and implementation of appropriate research evidence, supported by a blend of individual and organisational enabling components within a complex system.

A background image of a group of children in a schoolyard, with their hands raised in the air, suggesting an active or celebratory moment. The image is overlaid with a semi-transparent blue filter.

“With research-based evidence, you can’t just have one teacher doing it in isolation. It has to be a collaborative approach... If you don’t have that buy-in and you don’t have people that are willing to take it on [together] and have all of those discussions, then there’s no point”.

(Senior Leader, Catholic Primary School, Victoria – Interview Excerpt)

Practitioner Insights

Qualitative themes:

- ✓ **Collaboration (60%)**
- ✓ **Sharing of ideas with others (55%)**
- ✓ **Discussion and debate (52%)**
- ✓ **Building a shared research-related capacity and language (45%)**
- ✓ **Consultation (25%)**

Quantitative responses:

- **Sourcing evidence** - 'word of mouth recommendations' top 5 ranked reason
- **Assessing evidence** - 40% used 'word of mouth' and 'critique with others'
- **Attitudes towards research** - 62% wanted opportunities to partner with researchers
- **Using research** - 76% use research to 'discuss best practice with colleagues'
- **Reasons to use research** – 'colleagues recommendation' top 5 ranked reason
- **School support** - nearly 90% agreed their schools support PLCs and collaboration

We found the research through “networking with other schools [and seeking out] a variety of sources [including] university and professional recommendations [and] external agencies who are elite in their niche”

(Teacher, Government Secondary School, New South Wales)



Sourcing can't be about “[finding] something on Twitter that has not been looked at critically...[or] that ‘fits’ a particular trend or fad that doesn't [suit everyone]”

(Senior Leader, Government Primary School, New South Wales)

“Research evidence from [both] internal and external sources should be studied and examined carefully in a collaborative way so that it is not one person’s interpretation”

(Senior Leader, Independent Primary School, Queensland)



Poor research use means “one person/group implementing research that they thought was correct without consultation, collaboration or without dissecting its reliability and suitability to our college”

(Teacher, Independent P–12 School, New South Wales)

Effective implementation involves “subsequent debriefing along with colleagues after a suitable trial period and trial of other methods to gather group evidence of what works or not”

(Teacher, Catholic Secondary School, New South Wales)



Poor research use involves “the introduction of a [research-based] initiative where staff are told to do it...no room for adaption...no reflection or collation of [different views] to ascertain impact. [There is] lots of jargon and no collaboration”

(Middle Leader, Government Secondary School, Victoria)

Using research well means “unpacking the research together to gain a common understanding. [We] would be working together to plan and implement the research evidence effectively in the classrooms”

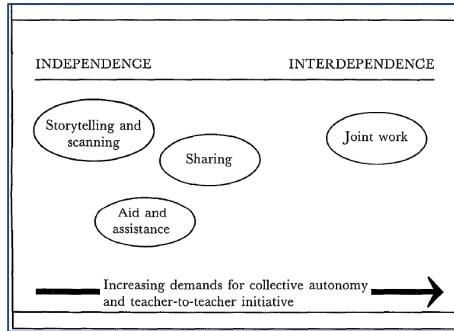
(Senior Leader, Government Primary School, Victoria)



Poor implementation is when “research [doesn’t] really apply to the [situation]. Not all staff are on board, nor applying it uniformly. [There is] no group reflection afterwards about what worked and what the outcomes were”

(School Services Officer, Government P-12 School, South Australia)

Collaboration



(Little, 1990).
(e.g., Van Gasse et al., 2017).



(e.g., Himmelman, 2002;
Kelchtermans, 2006; Reeves
et al., 2010; Vangrieken et
al., 2015).



Education-based Studies

(e.g., Datnow & Park, 2013;
Kwakman, 2003; Nguyen &
Ng, 2020; Vangrieken &
Kyndt, 2020; Webs &
Holtappels, 2018).

Relationship



(e.g., Finnigan & Daly, 2014; Graves &
Moore, 2018; Williams & Coles, 2007).

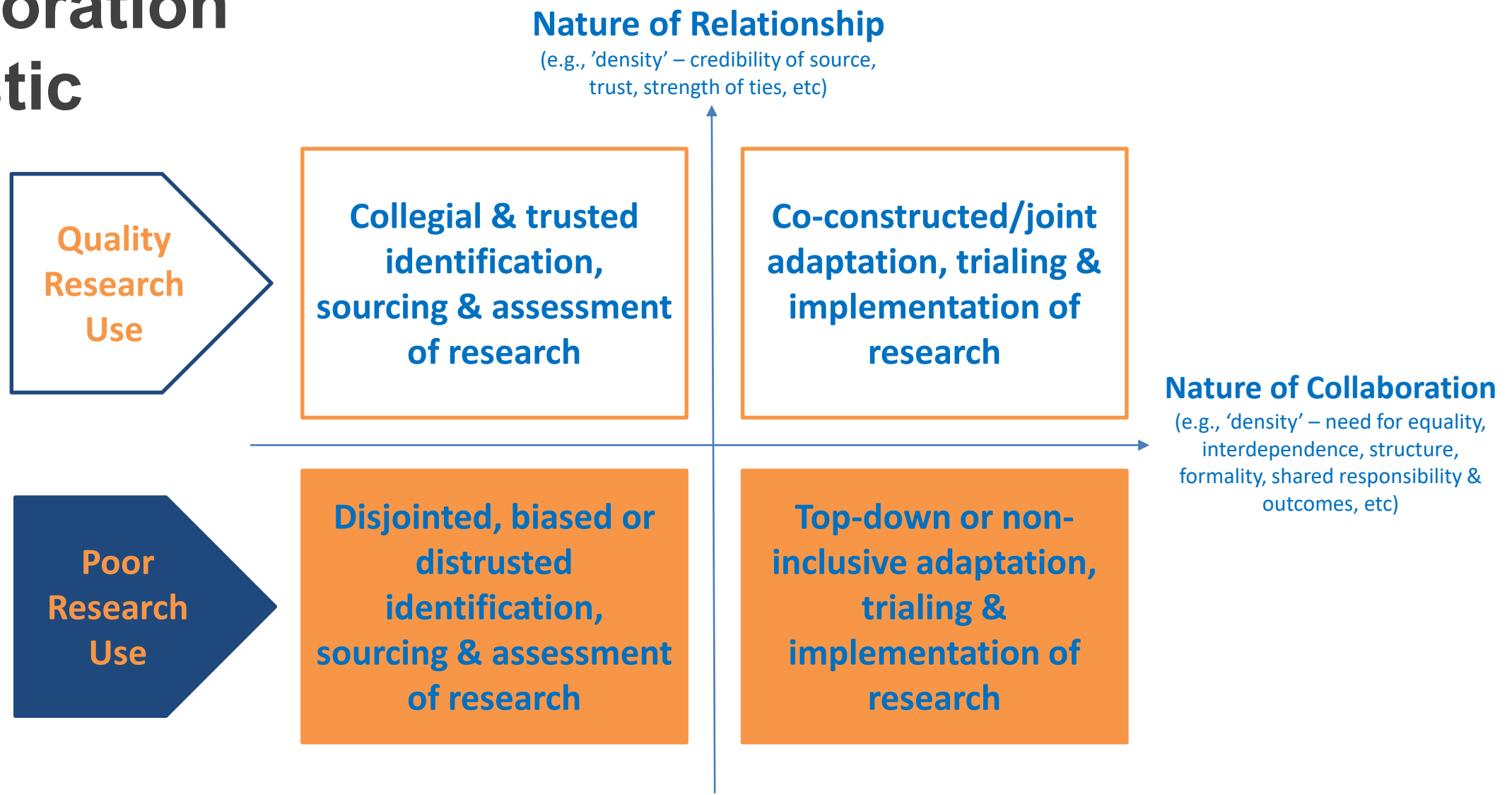
(e.g., Daly, 2010; Daly et al., 2014;
Siciliano, 2016) .

(e.g., Brown, Daly, & Liou, 2016; Bryk et
al., 2010; de Jong, Meirink, & Admiraal,
2019; Finningan & Daly, 2012).

		Trust	
		Low	High
Precision	High	Contrived Collegiality	Collaborative Professionalism
	Low	No Collaboration	Informal Collaboration

(Hargreaves &
O'Connor, 2017, 2018).

Collaboration Heuristic



Significance

- Deepens knowledge about quality collaborative research use
- Differentiates collaborative research use supports
- Guidance especially for school leaders – importance of their own leadership and school culture

A collaboration between:



MONASH
EDUCATION

We encourage you to connect with the Q Project and contribute to ongoing conversations about the quality use of research in educational practice.



@MonashQProject @MonashEducation

#QURE #UsingEvidenceBetter #researchinaction



monash.edu/education/research/projects/qproject

mark.rickinson@monash.edu

jo.gleeson@monash.edu