

RQT Professional Learning: Action Based Educational Research

In our action research we are looking at the ways colleagues can reflect on their practice and improve it by self, peer and pupil evaluation. This includes trying new ideas taken from research such as The Sutton Trust. Information can be collected in the following ways:

- Lesson observations
- Interviews with teachers
- Interviews with pupils
- Data analysis and pupil tracking
- Learning walks
- Evidence of pupils' work

Three tips for running an action based research project

Read up on research beforehand. Look at the available research and literature. Considering the incredible demands on today's classroom teachers: no activity is worth doing unless it promises to make the central part of a teacher's work more successful and satisfying.

Be aware of the limitations of action research projects. make your project small-scale and individual. The results only tell you about the class you did the project with and any conclusions may or may not tell you much about the wider school or wider education sector.

Consider collaboration. Collaborating with others across the school, or across other schools, to make the project part of something larger. This way, you can discuss methods and share difficulties as they arise. Try to align your project with a broader initiative or school priority, there is more chance that it will have an impact in the school.