

and resources which would comprise the **intervention**. They needed to provide meaningful feedback on the effectiveness of this intervention, so **evaluation** methods were discussed and agreed in order to provide both valid and reliable information.

Conclusion

All teachers improved their practice and engaged in professional learning which they used to benefit learners. They were able to identify changes which were successful and elements which did not work as well. They then adapted their practice in response to the self-evaluation.

A common factor in teachers' learning was that they realised learners could do more and it was possible to increase challenge given the right learning environment. Through a greater understanding of their classes they were able to balance the degree of challenge with the need to build and maintain learners' confidence. Teachers were more aware of the impact of the planned teaching and learning activities and therefore became more able to plan for impact. Within this planning and subsequent teaching many teachers provided more explicit instructions and more frequent modelling or exemplars. Teachers found that it was better to extend the amount of time spent on a topic when the time was used to explore a range of problems, developing patterns and connections in learning and thinking.

Teachers found that by giving learners more time to think, discuss, work with others and investigate, outcomes could be improved. Learners became less dependent on directing every action and were able to make decisions about their own learning and use learnt strategies for tackling new ideas which they could use before seeking help from the teacher. Teachers recognised that they had to invest in cultivating positive habits of mind and creating a culture of resilience in the classroom which in turn would improve independence. With the changes to practice there was a need for shared vocabulary with clear success criteria, structures and resources to support learning.

The teacher who is a researcher in the classroom will become a more reflective practitioner. Teaching becomes increasingly precise and designed to reflect the needs of the class. Teachers who research begin to make more and better use of external research which they then interpret and adapt to their own classrooms.

One teacher commented:

The process allowed me to have greater autonomy and creativity for tailoring the teaching and learning process, to suit the needs of my children and I felt empowered as a professional to make informed decisions, rooted in theory and research.

The energy and enthusiasm that came from this activity led to teachers extending the new initiatives beyond their classrooms. Dialogue within school and between schools had a positive impact on both learners and teachers. All teachers found that research-based practice was a valuable form of professional development. They were empowered to continue to approach teaching in this manner and to share this practice with those around them.

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