



Education
Endowment
Foundation

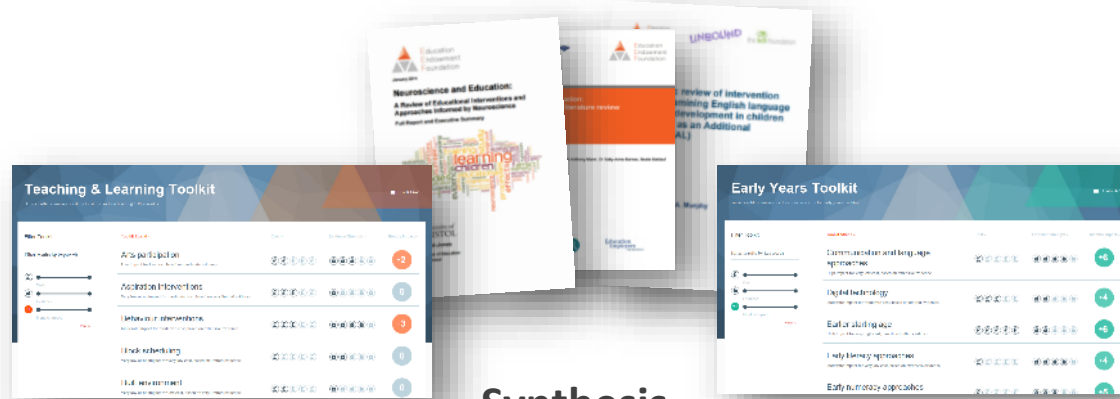


The Research School Network

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What do we do?...



Synthesis



Generation

Mobilisation

Thinking, Doing, Talking Science
Science Oxford

A new approach to teaching science in primary schools.

★ promising project

ReflectED Meta-cognition
Rosedale Primary School

An approach to improving learning skills using digital technology.

★ promising project

Using Self-Regulation to Improve Writing
Caldendale Excellence Partnership

A programme which aims to improve pupils' writing by promoting self-regulation.

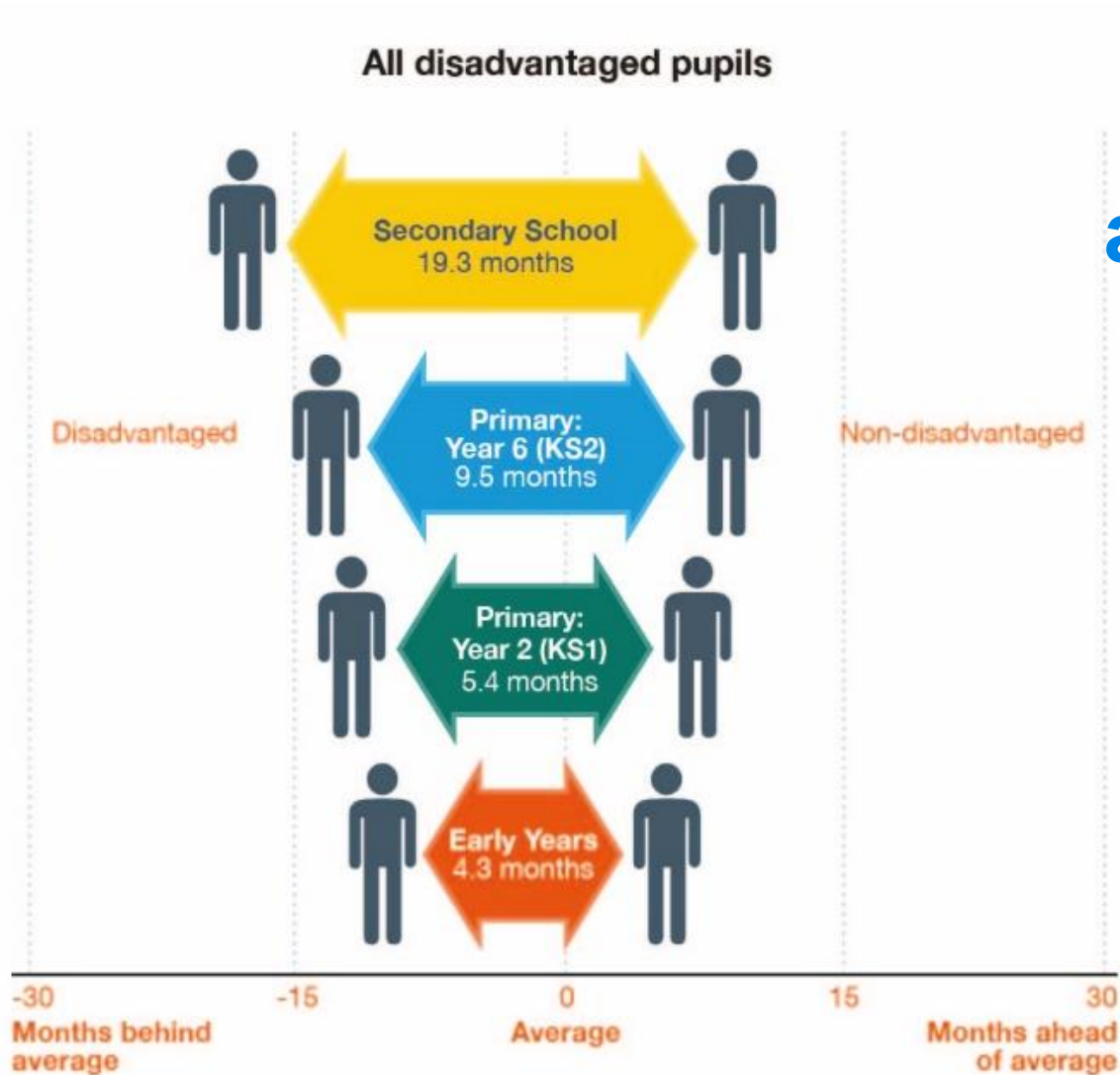
★ promising project



Making Best Use of Teaching Assistants

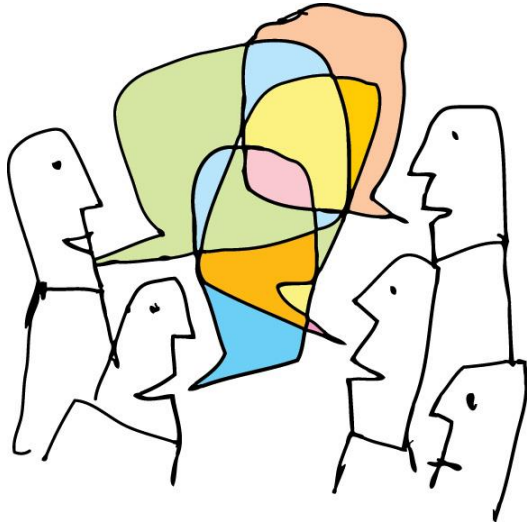
Improving Literacy in Key St

Why we do it?...



The
attainment
gap is
BIG &
grows
throughout
school

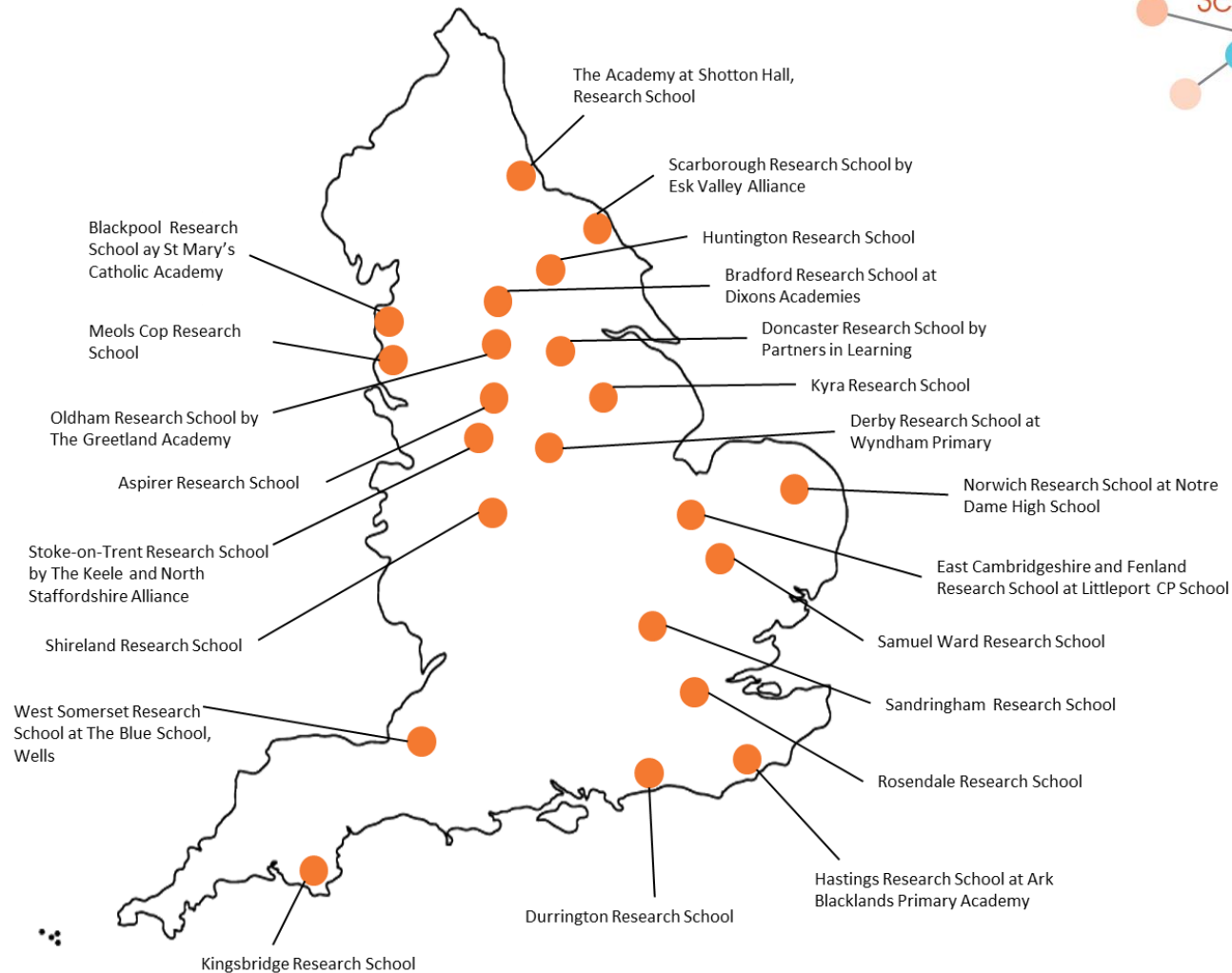
Research use is a social process:



- Research use needs practical application and hands-on support to producing substantive changes in teachers' practice.
- The expertise on how to apply research in schools and classrooms often lies with the profession.
- There is an opportunity in the current political climate for schools to take the lead in driving the school improvement system.

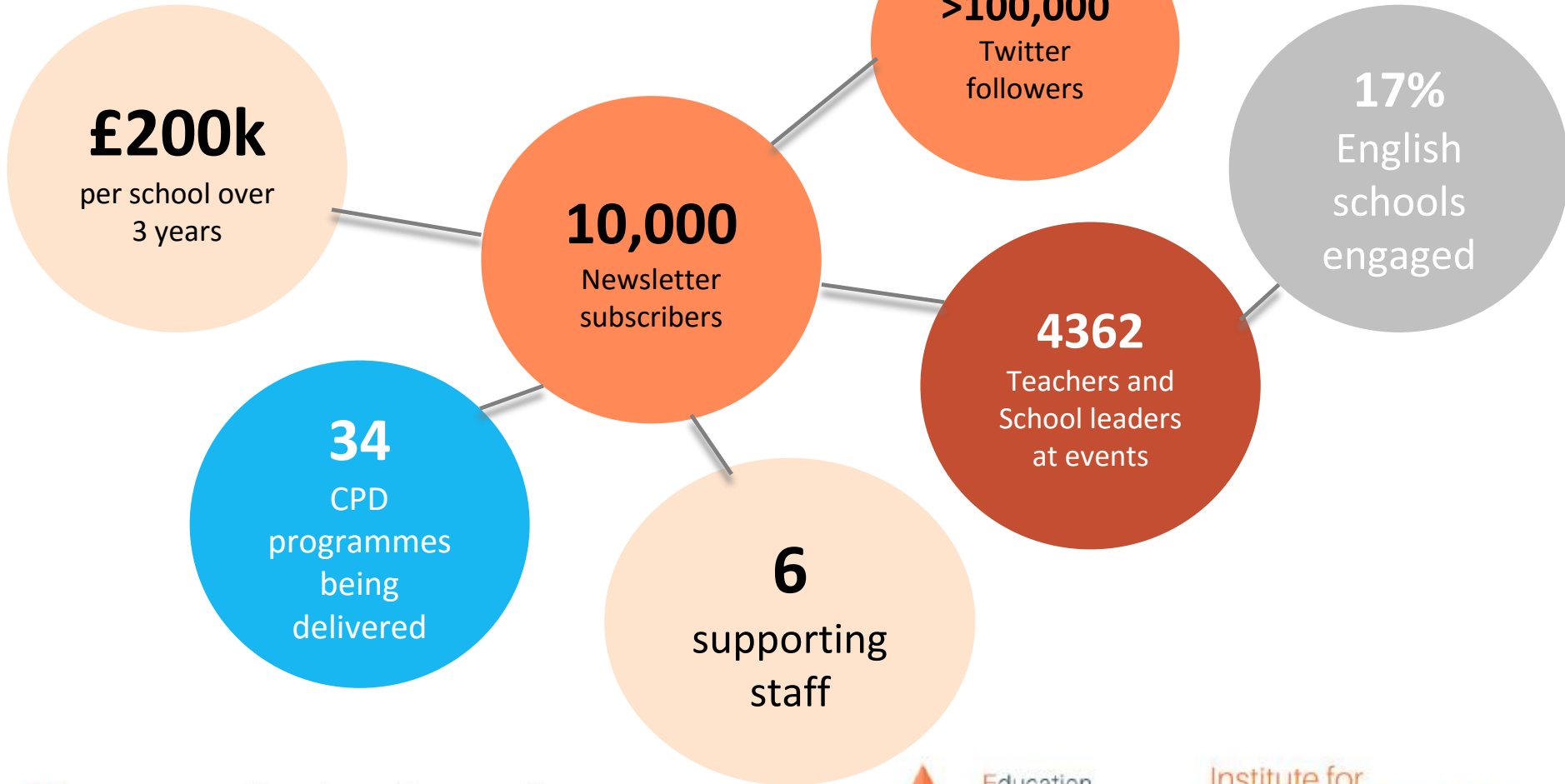


The Research Schools network

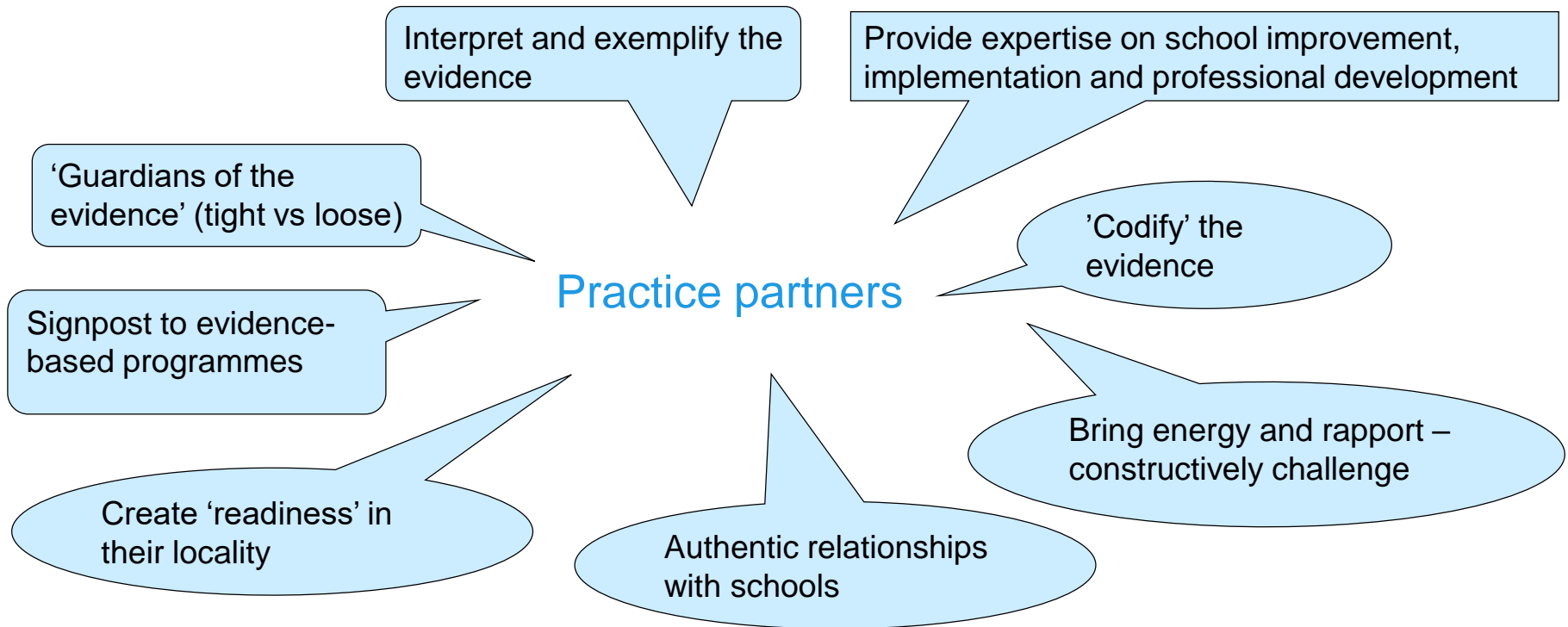




Research School engagement in 2017-18



When it works well...



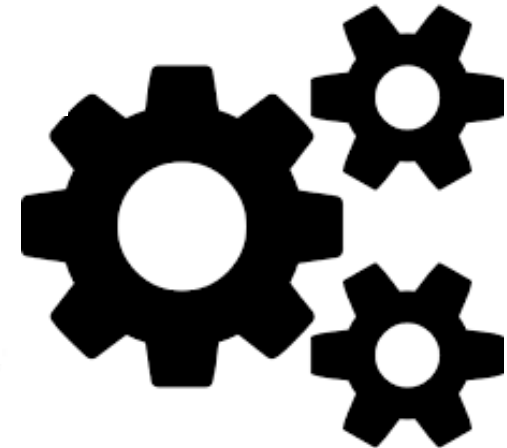
“... blur the distinction between the roles of a knowledge mobilising agency and the normal functions of a service delivery organisation, such as organisation development, service improvement and organisational learning.”

(Davis et al, 2015)

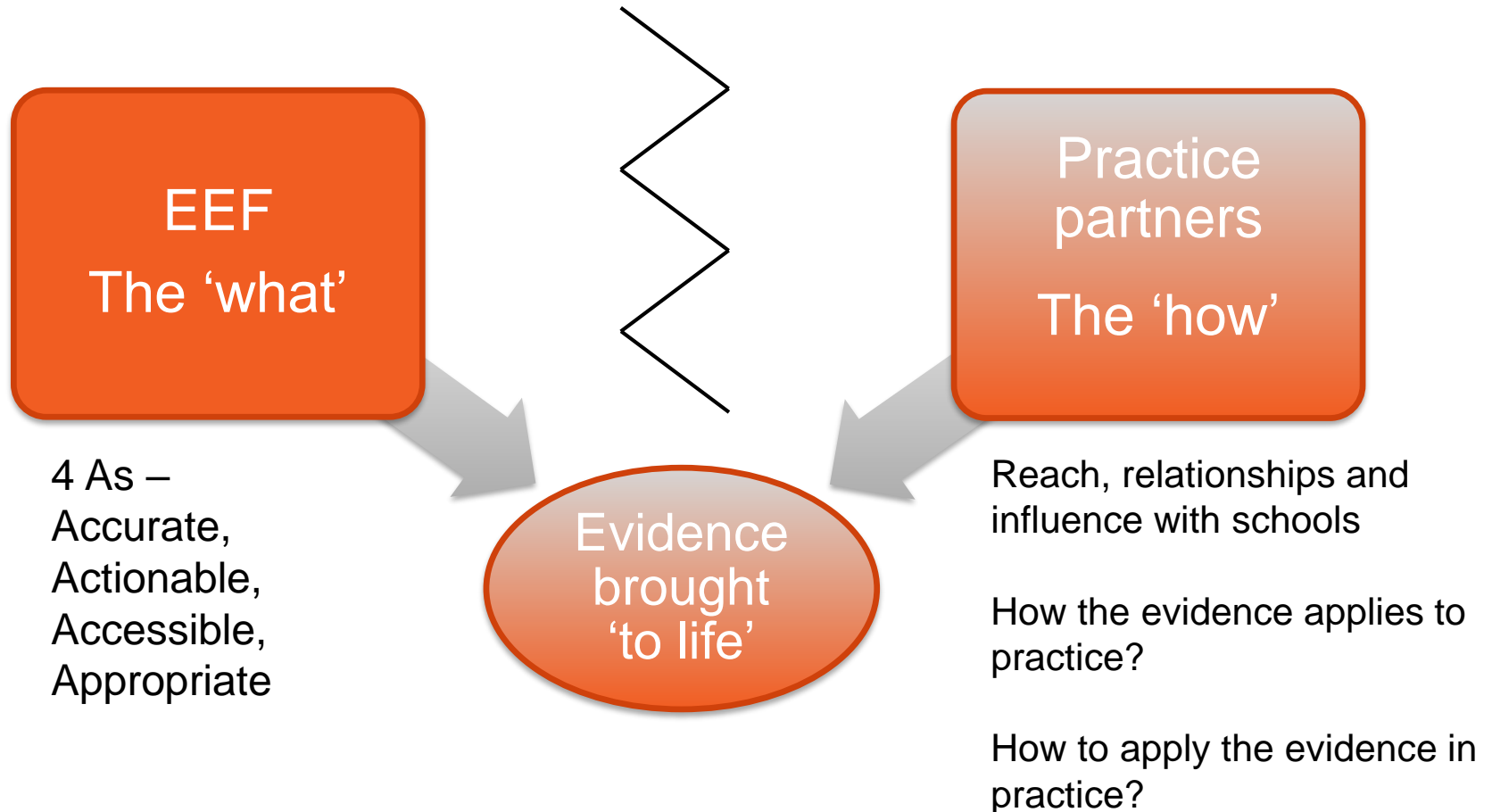
When it doesn't...



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Co-creation – Coordinated but differentiated roles



Evidence is only one part of the art of persuasion – Trish Greenhalgh



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- Aristotle – *On Rhetoric*
 - The evidence – ‘logos’
 - The credibility of the speaker – ‘ethos’
 - The appeal to emotions – ‘pathos’
- Perelman and Olbrechts-Tyteca – *The New Rhetoric: A Treatise on Argumentation*
- Plus... an understanding of the audience’s point of departure

Questions



- How transferable is this approach to different contexts?
- How would it work in more centralised education system?
- What and who's evidence would an equivalent network draw on?
- Who would help coordinate it?