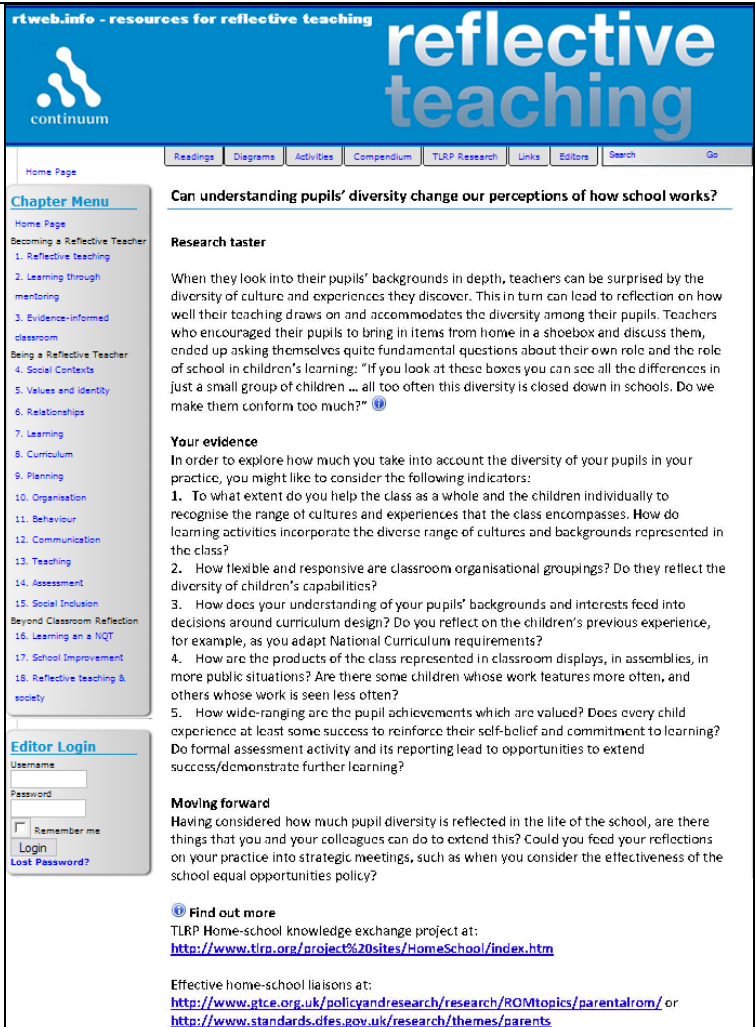


Gathering evidence via teacher-led enquiries

Use this tool for...	
<p><i>Narrowing the Gap</i></p> <ul style="list-style-type: none"> Helping partnerships gather evidence about how students experience specific elements of teaching practice thought to have an impact on NTG e.g. working with parents Valuable in the early stages of development, the mini-enquiry can provide a benchmark 	<p><i>Leadership (learning)</i></p> <ul style="list-style-type: none"> Enabling leaders to promote a culture of seeking evidence for the projects that they are undertaking Enabling leaders to draw on evidence that is useful to teachers and students in taking the work forward to monitor progress

What it is	
<ul style="list-style-type: none"> There are a large range of “Research Tasters” which each include a specifically structured teacher-led mini enquiry to collect evidence. They consist of a nugget of important research evidence, followed by an easy-to-use tool for immersing yourself in how your learners experience those phenomena now, and for reflecting on how these experiences could be adapted. “Research Tasters” then suggest ways of trying out new approaches to teaching and learning through structuring an enquiry process and offer access to further evidence and tools. These tools were developed by CUREE for the Teaching and Learning Research Programme and for the GTC Research for Teachers resource. There are over 300 tasters covering a wide range of student needs and teaching and learning strategies and contexts including: <ul style="list-style-type: none"> Improving the quality of talk, Structuring group work for learner success, Assessment for learning, Beliefs about learners, Behaviour that promotes learning behaviour amongst pupils, Working with parents and community Thinking Skills, as well as a wide range of subject specific issues 	 <p>The screenshot shows the 'reflective teaching' website. The main article is titled 'Can understanding pupils' diversity change our perceptions of how school works?'. It includes a 'Research taster' section with a paragraph of text and a 'Your evidence' section with five numbered questions for reflection. There is also an 'Editor Login' form and a 'Find out more' section with links to related resources.</p>

Some of the questions it answers	Effect on the evidence	Output
<ul style="list-style-type: none"> What types of “on the ground” evidence can we gather about a particular group of learners? What kinds of evidence collection tools can we use to help us choose interventions and track progress? What might we do about what we find? 	<ul style="list-style-type: none"> They make the collection of evidence accessible and manageable The evidence gathered is focused on specific groups of learners Interventions build on a larger evidence base. 	<p>Tangible evidence of a snapshot in time, which can be repeated for different groups and over time, to track progress and shared across a group of researcher practitioners.</p>

What using it involves
<p>A practitioner or a pair of practitioners use the “Research Taster” tool to gather evidence in the classroom upon which they can then reflect and test out new approaches</p>