



# Collaborative Exploration

Aiming High Reaching All

# Collaborative Exploration

## Professional Development Propels Powerful Classroom Practice

An approach to professional development that connects research and practice.

### Timeline

#### End of Spring Term – Summer Term

Launch Day - Embedding research into practice.

Pre reading and selecting a focus for your inquiry question. (Complete evidence-based reading)

Staff will complete a short brief (What question am I going to answer? Complete my hunch).

Complete a logic model identifying your inquiry question.

#### Autumn Term

Start trialling something new.

The CPD will consist of:

- Check ins
- Coaching teams
- Working collaboratively with peers/sharing your learning with others
- Recording observations and reflections (collect your evidence, reflections, and anecdotes of the changes you are observing)

#### Spring Term

Analyse the impact of the approaches. You will complete the Reflection Tool.

Share and celebrate the learning with other staff, Governors, learners, parents.

Learning from research informs SIP priorities for the next year. What went well?

What do we need to keep doing? What can we stop doing?

What are our next steps?



**Aiming High Reaching All**

# Collaborative Exploration

Professional Development Propels Powerful Classroom Practice

**There are a range of opportunities you are entitled to support your collaborative exploration.**

Your CE entitlement includes:

- Coaching - 90 minutes
- Peer review - 60 minutes
- 2 sessions of pupil voice
- Being part of a collaborative exploration group
- Calendared time for self-directed CPDL
- Calendared development time for research, resources, collating evidence and data.



**Aiming High Reaching All**

### Why?

What are the main things the project will do/provide?  
How does it link to the SIP?



### What?

What sort of immediate results/outcomes will be achieved?



### How?

What will occur as a follow-on from immediate results? E.g. changes in knowledge, skills, attitudes.



### How well?

What results should follow on from the initial outcomes?  
What do you ultimately want to achieve within the scope of your project?



### So what?

What overall goal does your project contribute to?

Name



# Evidence-Based Reading



Name:	
Focus:	

## My area(s) of interest

## What do I already know and what do I need to find out about to inform the planning of my question?

*If you are continuing along a line of enquiry, what did you find last year?*

## What were the article(s) you read? Summarise the salient points in bullet points below.

## How does the research help inform the planning of your inquiry question?

## What are your initial ideas about your question (e.g. working groups, classes, controls)?

# Collaborative Exploration

Professional Development Propels Powerful Classroom Practice

## What learner cohort have I identified for my inquiry and why?

Some considerations:

- **How small or large is my learner cohort?** In terms of delivering successful classroom inquiry, small is good, although the more learners you have the more individual anomalies you can discount in your results.
- **Does the learner cohort span across different ages, ability ranges teaching classes etc. and how much does this matter to the efficacy of the results?** Typically, the narrower or clearer the focus, the more variables you can discount.
- **Am I selecting a 'treatment' and 'control group' from my learner cohort?**
- **Will the learners know about the inquiry or not?**

## What will give me the most useful results?

Some considerations:

- **Do I have a quantitative assessment that is reliable?**
- **Do I have any qualitative assessments that can support my quantitative assessment?** Learner voice is less reliable than testing, but useful in different ways and often provides a very useful 'evaluation'.
- **Are my assessments practical and manageable?** Are the assessments something I would usually do in my classroom?
- **Do I have enough data to triangulate my assessment data?**  
It is good to have more data points.



**Aiming High Reaching All**

# Collaborative Exploration

Professional Development Propels Powerful Classroom Practice

## What are the limitations and obstacles that could affect my inquiry?

Some considerations:

- **What methods will reduce the number of variables that limit my ability to prove that the intervention had an impact?**
  - Having a realistic time frame;
  - Having peer support to devise a reliable inquiry;
  - Having multiple assessments (within reason);
  - Creating more objectivity, e.g. peer marking.

## What are the results of my inquiry?

Some considerations:

- **Do the results fit an expected hypothesis?**  
If so, why? If not, why?
- **What limitations and obstacles should make us cautious about interpreting the data?**
- **What should we stop doing as a result of the inquiry?**
- **Are the results across learner cohorts, different teachers, different subjects, etc.?**
- **Is there a case for doing nothing as a result of the inquiry?**  
If so, what have we learnt from the process evaluation?



**Aiming High Reaching All**



# Collaborative Explorations

Name: \_\_\_\_\_

Focus: \_\_\_\_\_  
Ofsted Ref: \_\_\_\_\_

## Why?

What do you want to change or develop?  
What are the main things you want to do/provide?

### Learners



### Parents



### Staff



### Systems



### Leadership



## - What?

What actions/activities do you need to take to make it happen?

## - How?

How you do it?  
What strategies will you use?

## - How well?

How will you know that it is working?

## - and so what?

What is your overall goal?

### Short Term:

### Medium Term:

### Long Term:



# Coaching

Professional Development Propels Powerful Classroom Practice

Try to follow a structured approach to your conversation.

Try using the GROW model.

**GOALS - What do you want to achieve?**

--

**REALITY - What is the current situation?**

--

**OPTIONS - What could you do to achieve your goals?**

--

**WILL - What will you do?**

--

# What am I going to do?



## About the project

What am I trying to find out?

What strategies will you be trialling with your learners?

Start/End date of trial

How often will you trial your chosen activity with learners?

## Learners

Which learners are participating?  
(Year group and class)

Why?

Are there any control/comparison groups and if so please specify?

## What happens next?

What outcomes will you be looking for? E.g. specific skills/attitudes/progress

Describe any areas for potential bias in your findings and how will you mitigate this?  
(e.g. single teacher/TA assessment of own class – ask a colleague to observe trial and/or moderate results)

Add here any other comments you would like to report

# Reflection Tool



To help you reflect on the impact of your action research, you will submit this short report about your learning.

<b>What did you hope to achieve?</b>	<b>What did you do?</b> <i>Who, What, When?</i>	<b>What was the outcome?</b> <i>Include any evidence</i>
<b>What new learning did you gain this?</b> <i>(E.g. from the research, books, CPD, peers, doing)</i>	<b>Advice for somebody else about to trial this approach</b>	<b>What will you do next?</b>
	<i>I used to think...</i>  <i>Now I think...</i>	<i>When?</i>
<b>Advice for somebody else about to trial this approach</b>	<i>One thing which went really well was...</i>	<i>Who else will it involve?</i>
	<i>One thing I would change is...</i>	<i>What additional support would you like?</i>



The  
**Aspire**  
FEDERATION

Aiming High  
Reaching All