

RESEARCH LEARNING COMMUNITIES IN MEDWAY

Chartered College of Teaching – Medway Network at The Howard School in cooperation with Medway Teaching School Alliance are proud to invite you to take part in a programme with Professor Chris Brown to explore Research Learning Communities and the opportunities they present.



Dr Chris Brown is Professor of Education at the University of Portsmouth, School of Education and Childhood Studies.

With a long standing interest in how evidence can aid education policy and practice, Chris has written/edited six

books (including 'Leading the Use of Research and Evidence in schools' and the most recent Network for Learning: Effective Collaboration for Teachers, School and System Improvement), numerous papers and has presented on the subject at a number of international conferences in Europe, Asia and North and South America.

Chris has extensive experience of leading a range of funded projects, many of which seek to help practitioners to identify and scale up best practice. In 2015 Chris was awarded the American Educational Research Association 'Emerging Scholar' award (Education Change SIG). The award is presented to an individual who, within the first eight years of the career of an educational scholar, has demonstrated a strong record of original and significant scholarship related to educational change. Chris was also been awarded the 2016 AERA Excellence in Research to practice award and the UCEA Jeffrey V. Bennett Outstanding International Research award.

Dates :

Friday 2 March 2018

Friday 23 March 2018

Friday 25 May 2018

Friday 13 July 2018

Time : 1.30 - 4.30 pm

Venue :

The Howard School

Derwent Way

Rainham

Kent ME9 0BX

Cost :

£500 per school for
unlimited delegates

or £250 per person for
individual applicants

with a reduced cost of
only £175 per person if a

member of the

Chartered College of
Teaching

[Register](#)

4 Workshops will be held during Spring/Summer 2018 :

Workshop	Component	Detail
1. 2 March 2018	Evidence informed practice	What is EIP? What does it matter? What are the benefits? How can leaders foster EIP in their schools?
	What is good quality research?	How can teachers and school leaders judge the quality of research evidence? Examining concepts such as validity and reliability. How do these differ for qualitative and quantitative research?
	Sourcing research	Where can teachers and school leaders access good quality research? What are the advantages and pitfalls of certain informational sources?
2. 23 March 2018	Identifying a problem to tackle using research	How can teachers use data and other sources to identify key issues that can be addressed using research evidence?
	Interpreting quantitative research	What can quantitative research tell you? What can't it tell you? How might you apply the findings of quantitative research to your classroom or school?
	Interpreting qualitative research	What can qualitative research tell you? What can't it tell you? How might you apply the findings of qualitative research to your classroom or school?
3. 25 May 2018	Understanding impact	The need for teachers to start with the end in mind; determining vision and using data to ascertain current situation.
	Theories of action	Understanding logical pathways from current situation to impact.
	Developing research-informed practice	Taking what we know and what the research tells us, combined with a theory of action approach, to develop new approaches to teaching and learning.
4. 13 July 2018	Trialing research-informed practice	How to use Joint practice Development approaches such as Lesson Study to trial new evidence-informed approaches.
	Embedding research-informed practice	What key aspects of change management do teachers and school leaders need to understand to roll out successful approaches more widely?
	Measuring and sharing impact	How can we use data and other sources of information to ascertain the success of our approach? How can we share impact effectively with others?