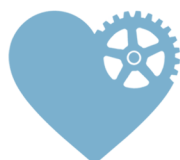


DEVELOPING ACTION RESEARCH

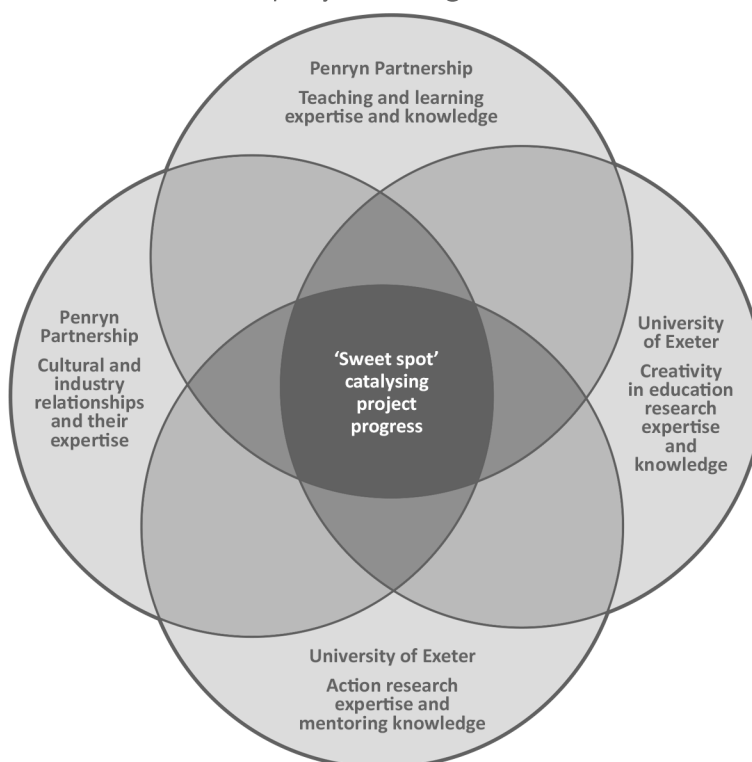
Using research to document and develop creative pedagogies and skills



At the heart of PCC is the combination of the Penryn Partnership, (an existing schools partnership), a group of cultural/industry partners and the University of Exeter School of Education.



A project diagram:



Working with this integrated expertise offered a strong framework to use research productively to document and develop creative pedagogies and skills and evidence the impact of the programme. Wherever possible we would suggest adopting a research model that acknowledges the varied expertise that different partners bring to your context. Our model was grounded in University researchers researching 'with' rather than 'on' teachers and empowering teachers to own both the research process and the creative skills and pedagogies. It involved shining a light on teachers as reflective practitioners and appreciating their 'art' of teaching.

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Planning your own action research

Use the table below to start reflecting on what your own model of action research might include:



What partnerships with other schools could we include?
(*MATs, secondaries, feeder primaries and other partnerships.*)

What partnerships do we have with industry or cultural partners?
(*via careers team, through local cultural education partnerships.*)



What model of creative skills and pedagogies will we use?
(*Penryn Creative Skills and Pedagogies Frameworks (LINK!)*)

What research expertise can we draw on?
(*local University partner, in-house expertise as Research School or colleagues undertaking study*)



What does the research leadership look like for us?

Who is in a leadership role who can both support practice and effect change as a result of the research?

What will our Action Research programme include?

Our model, including training, mentoring, practice support and a teacher-led action research process, is shown above: what will yours include?



Resources

Finding the resources for action research can be hard, but is essential to consider in advance. How will teacher time be made available to conduct the research? Can parts of it fit into any existing professional development, strategic development or other programmes that you are undertaking? Can any of the partnerships you have identified above help with this?

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What the action research involved

University researchers rigorously trained and mentored teachers as action researchers, collaborating with industry partners, which led to teachers' ownership of the process of creative teaching and learning. Each teacher-researcher produced a report [make hyperlink to list of AR reports] to share their learning externally. The model also allowed the University researchers, working with the PCC lead practitioner, to synthesise understanding from across the action research, together with other data that the University researchers collected, to make evidenced claims [make hyperlink to main report] about PCCs progress in relation to creative skills and pedagogies:



If you would like to know more about how to use action research collaboratively to develop creativity these are all good starting points, freely accessible online:



Penryn Creativity Collaboratives Year 2 report

<https://penryn-college.cornwall.sch.uk/wp-content/uploads/2023/11/Penryn-CC-Year-2-Report.pdf>
Particularly pages 19-20.

Penryn Creativity Collaboratives 13 Action research reports

<https://penryn-college.cornwall.sch.uk/creativity-collaboratives/year-2>

Paul Hamlyn Evaluation Resource Pack

<https://www.phf.org.uk/wp-content/uploads/2014/10/PHF-Evaluation-Resource-Pack.pdf>
For a useful guide to data collection tools.

NFER Action Research Guides

<https://www.nfer.ac.uk/for-schools/free-resources-advice/research-in-schools-how-to-guides>

Office for Students information on University-Schools partnerships

<https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/schools-and-school-partnerships/example-partnerships>

