

# Participation , engagement and well being - engaging with the research and putting it to work

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# The research base

- The central research underpinning for this session comes from a large scale, multi methods study for the English Qualifications and Curriculum Agency 2007-2011 all available via CUREE web site. Full Ppt on VLE
- But I have also linked/ illustrated this via;
  - An anthology of research about participation and engagement written for teachers
  - high quality teacher action research - at lots of points ;and
  - to research tools and resources
- All links for the session are pulled together for you on our web site thus...





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TES Resources



## Resources for the Belfast Masters Programme

### Group A

[Improving pupil](#)

[What role does s](#)

[The role of com](#)

[How can we incr](#)

[How can we help](#)

[Getting pupils to](#)

[Sport education](#)

### Group B

[Improving pupil](#)

[How do students](#)

[What difference](#)

[Knowledge and](#)

[How does involv](#)

[Home school kn](#)

[What do we kno](#)

[Making connecti](#)

### Group C

[Improving pupil learning by enhancing participation](#)

[How can we engage students through facilitating a student-focused learning environment?](#)

[Effective classroom interaction: use of questions and feedback to generate discussion](#)

[Use of questions and feedback to generate discussion](#)

[How might we improve the way we handle students' responses to our questions?](#)

[Engaging primary school learners through a creative curriculum](#)

[Developing a need for algebra](#)

Shop



# Resources for the Belfast Masters Programme

## Group A

[Improving pupil learning by enhancing participation](#)

[What role does communication play in co-operative learning?](#)

[The role of communication in co-operative learning](#)

[How can we increase students' participation in learning by promoting their interactions with each other?](#)

[How can we help students understand how we get knowledge from science processes?](#)

[Getting pupils to take greater responsibility for their own learning during collaborative group tasks](#)

[Sport education: a vehicle for inclusion and performance of your under achieving and disaffected pupils](#)

Summaries

[School leadership and student outcomes: what works and why](#)

[Increasing students' motivational efforts in mathematics](#)

[Sing Up reports](#)

['Sauce for the Goose' at Wroxham Teaching Alliance](#)

# Bottisham whole school case study

- Approach based on research “relationship driven approach to teaching that will enable curriculum demands to be met” Vitto 2003
- Via practitioner and pupil enquiry school identified key approaches as:
  - A friendly and flexible approach eg tone of voice that signals care
  - Enthusiastic and engaging lesson delivery eg attentive body language
  - Noticing talent and achievement eg valuing spoken contributions
  - Personal interactions eg positive, good humoured comments
  - Effective classroom management eg specific praise



# Other key approaches at Bottisham

- Students as leaders, buddies and mentors
- Over 70 Y10 pupils apply to be mentors – 35 trained as buddies to Y7&8 pupils and over half as learning mentors
- Frameworks to embed planning for relationships and content
- “They say things that show they understand me/ They ask about how I am and about my personal interests outside of lessons. They talk to us with respect, like we are more mature. They smile at us in the corridor and say hello” ... And teachers say the same things about pupils



# Managing behaviour for learning

- Aimed at increasing achievement, focussing effort, marginalising poor behaviour and enhancing achievement
- Targeted underachieving students *and* their achieving peers
- Used sports team concept and ethos to structure group work
- Specific roles for every team member ( recorder, resource manager, referee, coach, captain) to structure learning
- Interdependent, learning tasks focussed on content and behaviour e.g. punctuality revision quizzes as lesson starters-cards get harder the later you arrive, group score
- Significantly improved – attainment, behaviour, attitudes, confidence, participation, ownership, accountability & engagement

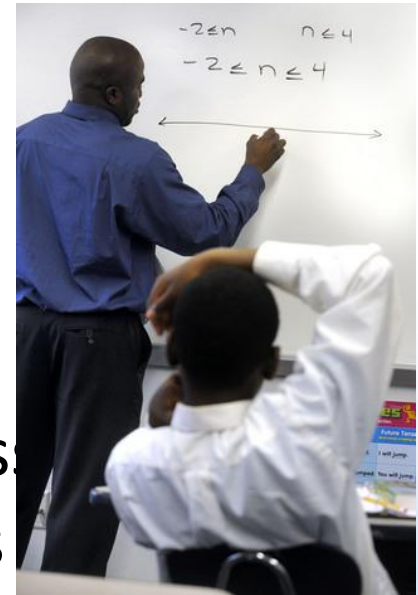
For Eimear Holland's research summaries, please visit

<http://www.ntrp.org.uk/node/87>



# Alf Coles – developing a sense of the purpose of algebra

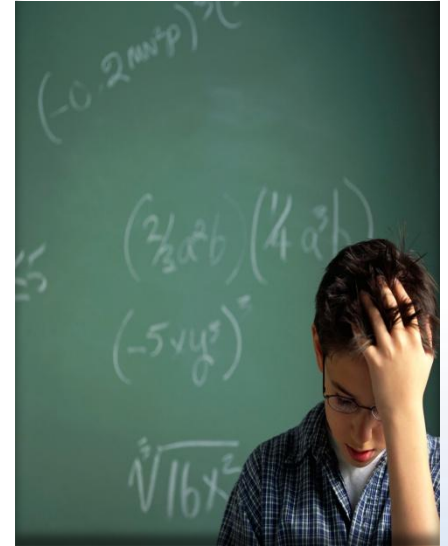
- Aim to make algebra a meaningful, self sustaining strategy for year 7 students by changing classroom culture
- Focus on becoming a mathematician so class researched and agreed that mathematicians are people who;
  - think for themselves,
  - notice and write about what they are doing,
  - ask why things work,
  - are organised; and
  - look for patterns





# Classroom culture changes via:

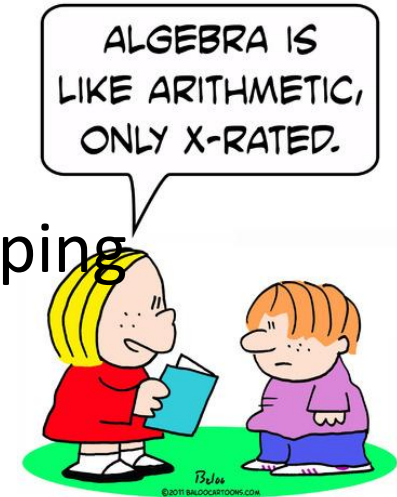
- Emphasising becoming a mathematician
  - Everyone spotting and celebrating these behaviours
  - Creating tasks that generate them
  - Emphasising students writing down and sharing their mathematical actions and reflections
- Choosing tasks to reflect values –eg *Common Boards* where students
  - pinned early work for comment/ checking by others against frameworks on the boards: and
  - recorded results for other students to analyse/ classify
  - Could pose questions for others to answer
  - Could ask for help or chance to help someone else to clarify their own thinking





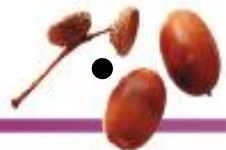
# Results – Students...

- Were confident about depending on and helping each other
- All progressed from no exposure to using symbols to express own ideas in 15 weeks
- Increasingly asked “can we do this for N?” in problem solving
- Understood algebraic statements in different contexts and could identify what was useful
- Increasingly skilful in algebraic manipulations
- Didn’t depend in any way on drill
- Structured their own approach to coursework in similar ways to GCSE students



# Teachers promoted learner wellbeing *and* improved learning and achievement by

- Explicitly recognising importance of relationships by **planning and enacting the curriculum to promote positive relationships**;
- Reflecting on and **modelling beliefs and values in practice and symbolically** via physical resources and cultural protocols emphasising:
  - **respect**;
  - care for and **interest in the individual**;
  - **sensitivity to feelings** and understanding of the role of emotions in learning; and
  - **commitment to the community** of the school.





# Teachers promoted learner wellbeing *and* improved learning and achievement by

- **Recognising** the development of teachers' **professional relationship building skills** to promote wellbeing and achievement in school, modelling them in CPD and seeing their **development and consistent deployment as school improvement priorities**; and
- Harnessing specific features of different subjects and pedagogic approaches to learner wellbeing through **a dual focus on wellbeing and achievement in planning, enacting and assessing learning**



# Teachers promoted learner wellbeing *and* improved learning and achievement by

- Using **tools, protocols and shared vocabulary to structure learning** so *everyone* could work and learn together effectively;
- **Building awareness of personal skills** (e.g. empathy, resilience, etc) that learners could learn and continue to improve to help them do well and feel well in school and beyond;
- Providing opportunities for learners to develop their relationship and learning skills at three interdependent levels, through a combination of:
  - whole school extra curricular programmes such as **peer mentoring**;
  - explicit ‘effective learning **relationship skills lessons**’; and
  - **embedding relationship skills development in subject teaching**



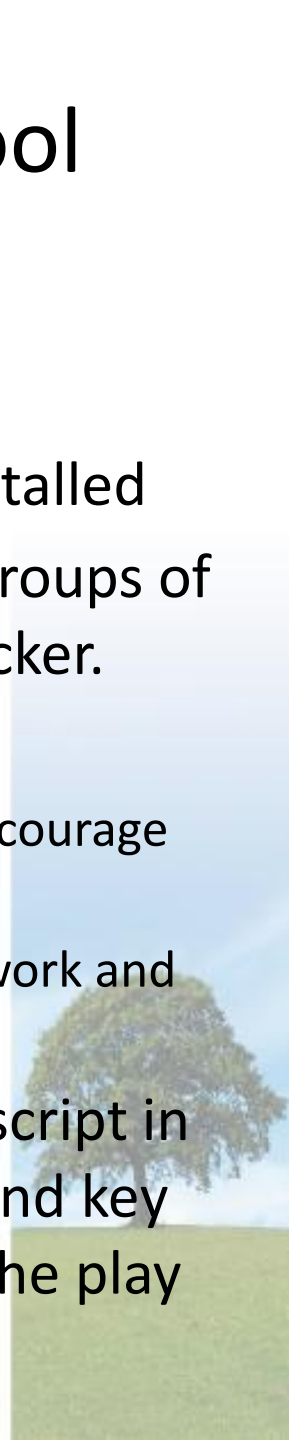
# Participation and engagement

- Refresh your thinking about what Alf Coles was doing.
- We'll think in a minute about what he did that helped secure effective participation and engagement
- We'll do that using another teacher example that encapsulates some of the key findings



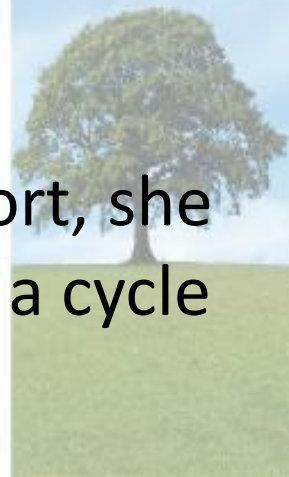
# Sarah Burnell - Birdwell Primary school

- A group of teachers attended CPD together on increasing participation to develop critical skills.
- Response was positive and staff started to use them but stalled
- Key approach was cross curricular mini “Challenges” for groups of pupils with key roles eg recorder, timekeeper, quality checker.
- Teacher decided to investigate:
  - What approach is needed for gradually removing scaffolding to encourage independence and ownership?
  - What kind of formative assessment helps pupils reflect on group work and also helps teachers develop as facilitators?
- Challenge involved using skills from literacy re creating a script in history – can we write a play script that helps us understand key historical issues? Outputs - script and poster advertising the play



# Birdwell Primary

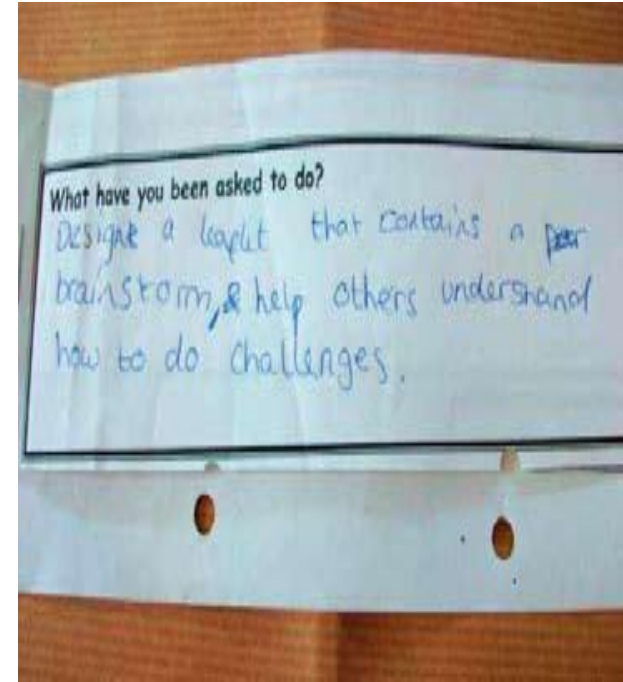
- Started with observation to identify obstacles eg:
  - variations in engagement
  - different views re utility of working in mixed groups;
  - limited group work skills
- Led to a focus on how pupils planned for Challenges and improving understanding of their role
  - Planning – proformas – a range to choose from, also time management planning sheets
  - Group skills chunking, huddling, sweeping
- As teacher started to withdraw eg planning support, she introduced another eg content/ cognitive one- in a cycle





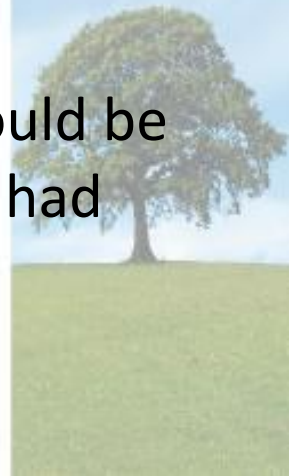
# Birdwell primary

- Some findings/conclusions
- Cycles matter and are repeated e.g. modelling of roles, provision of tools to support roles, photographs and questioning to prompt self evaluation and refining
- Visual images help with ongoing formative assessment for pupils and teachers but selection is critical to ensure review process is challenging and active
- Success criteria are crucial - pupils can be very uncritical
- What we film and photograph has to contain observable behaviours that pupils can link to skills and understanding
- Reviewing photos and films worked well as a focus group activity to elicit pupil views and to help me refine my approach



# Chris Potter Bailey's Court primary school

- No of children coasting/ dipping in English at key stage 2.
- Can involving pupils in planning lessons and co-constructing learning intentions and activities in small groups increase participation and achievement?
- Involved dippers in planning a lesson on information texts re invention - to identify a learning intention & linked activity.
- Started together, worked alone and voted for a front runner –
- “to make notes that can be used by someone and to summarise information seen in a film”
- Activity “to make notes from a video about Brunel that could be used to pass on relevant information to an audience who had not seen the film”





# Chris Potter Bailey's Court primary school

- The lesson worked well, the dippers worked harder than usual and felt motivated
- Dippers then led other, mixed ability teams in setting learning intentions and activities for lessons
- Group processes and outcomes differed but all lessons were successful 9 so it's best to do this at the start of a theme)
- Resulted in different pupils contributing and revealed a need to teach group work skills
- Worked particularly well in mixed age year groups and for less confident learners
- Demonstrated that it is possible to engage all learners and to be engaged in lessons to one and all and so changed expectations



# A lesson

- Enquiry and coaching for infusing thinking skills within subjects
- Lesson on causes of the plague
- Groups of 4-5 elicit key causes from a picture via team process
- 1 person per team - 30 secs each to look at the data source - 2 mins to communicate it to team without words – all 4 in turn
- Teacher debriefs strategies & pools emerging issues mid-way
- Answers pooled in plenary
- Questions to rectify omissions & learning strategies debriefed



# Participation and engagement is effective when

- Curriculum experiences are **relevant** to learners' lives and **linked to experiences outside school**;
- Lessons are planned specifically to enable learners to take an **active role in their own learning**, in particular as enquirers or problem solvers.
- Enquiry and problem solving are used regularly and supported by **preparation** that
  - Teaches pupils enquiry skills; and
  - **models the use of tools and frameworks** to structure learners' engagement with the curriculum and with each other;



# Participation and engagement is effective when

- **No single approach works.** Variety is key. Teaching is varied ie when
  - There is a **range of approaches** from which staff can choose to create a mixed diet of curriculum experiences.
  - **Variety in entry or starting points, learning processes and outcomes** is considered important by staff and valued by learners.
  - There are opportunities for learners **to choose** from a range of options





# Participation and engagement is effective when

- **There is extensive use of dialogue** in whole class settings, particularly skilled use of questions and discussion to promote interest and provoke different kinds of responses from all individual learners
- **Whole school initiatives to research learner perspectives and develop learner participation skills** create a virtuous circle of confidence that core skills are in place and flow from in depth understanding of pupil perspectives that is kept up to date





- Now we will take the activities that influence both strongly and use them to explore the implications of developing participation and engagement for vulnerable pupils...
- This [concept map](#) was used to create a research framework
- It identifies the issues that condition participation and engagement as revealed by the literature review that underpins the large scale evidence explored here
- Individual case studies reflected the issues for the schools and pupils involved. All covered across the piece
- In your context some will be more relevant than others
- We'll use this to explore implications



# Types of resources

- Examples of
- Research bites, tasters, cogs and digests
- Teacher research summaries
- Research for teachers/ teacher learning academy summaries of large scale high quality research hot linking findings to teacher case studies
- Anthology regarding participation and engagement
- Remember locate a couple, work out in a pair what might help with implications
- Feed back to your group
- Be ready to highlight one or two in plenary
- We will send these to QUB to upload on the intranet.





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