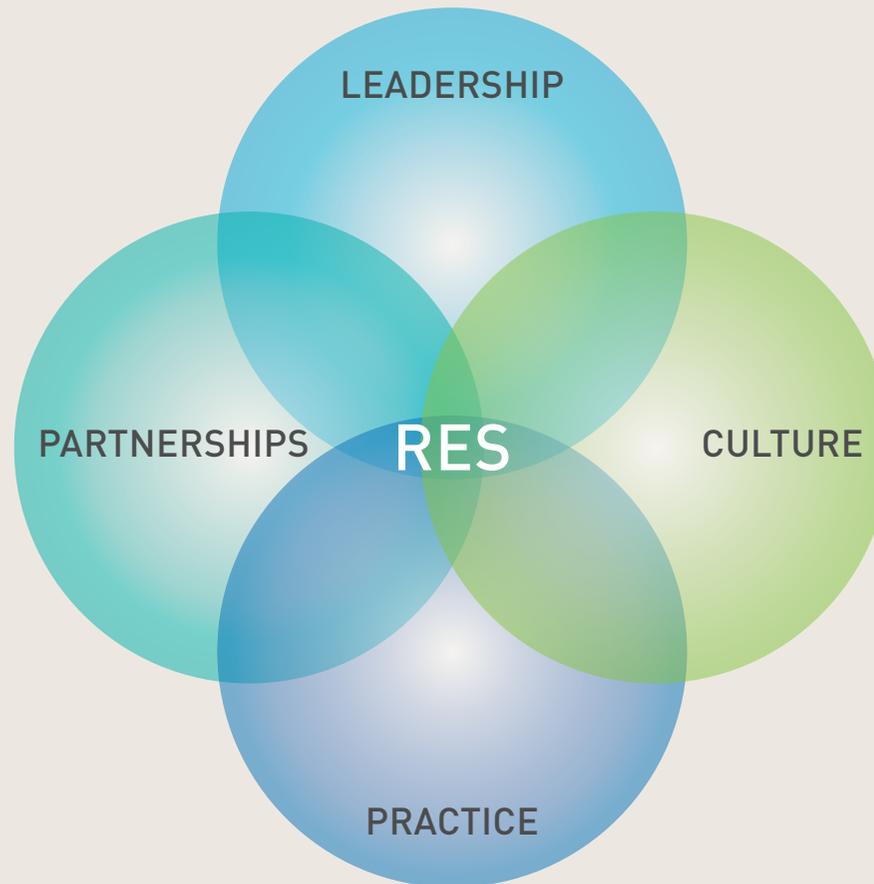


Research Engaged School (RES)

Engagement in* and with** research helps schools improve. Schools that adopt a culture of enquiry, underpinned by an understanding of academic or professional research, are most likely to improve teaching and learning and improve outcomes for young people (CUREE 2011). For a school to become 'research-engaged', time and dedicated effort is required within four interdependent drivers – leadership, culture, practice and partnerships.

*When we say engagement 'in' research, we mean schools participating in projects led by external researchers, and staff doing their own research or enquiry in the school.

**When we say engagement 'with' research, we mean schools accessing and using academic research and evidence to inform their thinking, planning and practice.



Informed by:

Bennett, T 2016, *The school Research Lead*, Education Development Trust.

Brown, C & Zhang, D 2016, *How Can Schools Leaders Establish Evidence Informed Schools*.

Centre for the Use of Research & Evidence in Education (CUREE) 2011, *Report of Professional Practitioner Use of Research Review: Practitioner Engagement in and/or with Research*.

Dagenais, C et al. 2012, *Use of research-based information by school practitioners and determinants of use*.

Dimmock, C 2016, *Conceptualising the research–practice–professional development nexus*.

Godfrey, D 2016, *Leadership of schools as research-led organisations in the English educational environment*.

Judkins, M et al. 2014, *Teachers' Use of Research Evidence: A case study of United Learning schools*. NFER.

Prendergast, S & Rickinson, M (Forthcoming), *Understanding School Engagement in and with Research*.

Sharples, J 2013, *Evidence for the Frontline*. Alliance for Useful Evidence.

LEADERSHIP

School leaders actively **encourage** and **model** research engagement, setting the right climate and practice conditions for teachers to engage in research and use evidence.

Dedicated role or team (e.g. Research Lead) to coordinate research projects, translate and disseminate research, establish learning and support mechanisms and establish research partnerships.

CULTURE

School culture is focused on teacher **learning, improvement, innovation** and **trust**. Staff regularly **reflect** on practice, **collaborate** together, and are able to **take risks** and try different approaches based on evidence.

PRACTICE

Staff have dedicated time, space, resources and opportunities to:

- **Think** about research, read, reflect, share and discuss implications
- Use research evidence to **inform** planning and decision making
- **Learn** about research evidence and build their own capability to engage in and with research
- **Act** on research evidence, combined with their own experience.

PARTNERSHIPS

Create partnerships with universities and researchers to support in-school research, local data analysis, knowledge mobilisation and research capability building.

Create partnerships and networks with other schools to collaborate on research projects, share evidence and effective practice, and build collective research capability.

Take an active approach in externally-led research projects – link with other learning initiatives, PL for staff, research workshops for students, request school-specific feedback.