

Professional development through action research

Robert Gratten

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“**S**eeing to understand and acting on the best we know” (Calhoun 2002). This is the desired state for all teachers at all levels - it is axiomatic, inarguable. How often do we consciously adopt this paradigm in the midst of the hustle and bustle of everyday teaching? I suggest that most busy teachers are just not able to afford the time needed to seek understanding beyond immediate issues. However, it may be possible to use the teachers’ daily work to gain a better understanding and improve practice at the same time. The improvement sought may be to directly impact on student learning or to act indirectly by developing leadership facilities in the practitioners. This leads us to look at action research as a tool to improve practice - for professional development. The concept of action research has been in use in New Zealand for some time now (Robinson 1993). In the field of curriculum issues, action research has been used to improve educational outcomes in curriculum areas through collaborative activity (Apland, MacPherson et al. 1996).

The cyclical nature of action research (the cycle of investigate, plan, implement and evaluate) lends itself to issues where long-term, sustained change is sought (Piggot-Irvine 2002). In fact, action research has the aims of “staff development, improved school practice, and contribution to theories of teaching and learning” (Hessick 1997).

Action Research for Professional Development

This professional development is one issue that action research lends itself to. Calhoun (2002) describes action

research as “continual disciplined inquiry conducted to inform and improve our practice as educators.” On this basis, action research is well positioned for use in the professional development process.

Action research can change the social system in schools and other education organisations so that continual formal learning is both expected and supported. *It can replace superficial coverage with depth of knowledge.* And it can generate data to measure the effects of various programmes and methods on student and staff learning (emphasis added) (Calhoun 2002).

At an individual level, action research lends itself to changed practice (Piggot-Irvine 2001). Beyond changes to teacher practice, it is claimed that a feature of practitioner control of the outcomes can lead to improved student outcomes (Blase and Blase 2002), particularly if they are “voluntary teacher-developed initiatives.” Action research is clearly situated as an avenue for effective professional development as it is centred entirely on the participants and their practice. Learner-centred professional development like this has been described as necessary (Lewis 2003). Guskey (2003) comments that, of the thirteen professional development programmes he investigated, only four were based on research evidence. The structure of the investigation (reconnaissance) phase ensures that any changes are based on research evidence.

The Leadership Learning Programme

With our understanding of the potential for action research to produce sustained professional development, we at the New Zealand Principal and Leadership Centre (NZPLC) developed two similar programmes for use with clusters of schools. The principals of these >>

Professional Development Through Action Research In Educational Settings

Christine O'Hanlon



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Action Research: A Methodology For Change And Development Somekh, Bridget, 2005-12-01 This book presents a fresh view of action research as a methodology uniquely suited to researching the processes of innovation and change Drawing on twenty five years experience of leading or facilitating action research projects Bridget Somekh argues that action research can be a powerful systematic intervention which goes beyond describing analyzing and theorizing practices to reconstruct and transform those practices The book examines action research into change in a range of educational settings such as schools and classrooms university departments and a national evaluation of technology in schools The opening chapter presents eight methodological principles and discusses key methodological issues The focus then turns to action research in broader contexts such as southern countries health business and management and community development Each chapter thereafter takes a specific research project as its starting point and critically reviews its design relationships knowledge outcomes political engagement and impact Action Research is important reading for postgraduate students and practitioner researchers in education health and management as well as those in government agencies and charities who wish to research and evaluate change and development initiatives It is also valuable for pre service and in service training of professionals such as teachers nurses and managers

Professional Development Through Action Research in Educational Settings Christine O'Hanlon, 1996-01 This book offers readers an international perspective on the role of action research in professional development at all levels in education Among many important and timely issues the international contributors discuss action research in relation to initial teacher training school inclusion and equal opportunities underachievement feminism political and environmental education and distance learning The book affirms the position of action research as a process for transformational practice in professional development contexts It emphasizes the potential of action research to improve teaching and promote collaborative change The discourse around student and teacher education validates the place of practical enquiry in teaching and learning and its potential for reconstructing stale and

outmoded practices **The Wiley Handbook of Action Research in Education** Craig A. Mertler, 2019-02-06

Comprehensive overview of the theoretical conceptual and applied practical presentations of action research as it is found and conducted solely in educational settings The Wiley Handbook of Action Research in Education is the first book to offer theoretical conceptual and applied practical presentations of action research as it is found and conducted solely in educational settings Covering primarily PK 12 educational settings the book utilizes a cross section of international authors and presentations to provide global perspectives on action research in education Part I of The Wiley Handbook of Action Research in Education focuses on various foundational aspects and issues related to action research Part II is centered on chapters that present theories and principles that help to guide the use of action research in educational contexts Part III focuses on specific applications of educational action research in practice Part IV provides an outlet for seven educational practitioners to share their experiences in conducting action research Each of these authors also discusses the importance and value that action research has had on him or her both professionally and personally Discuss action research in PK 12 as well as in higher education settings The first book to focus on the importance and application of action research exclusively in educational settings Offers world perspectives on action research in education Written by a team of international scholars The Wiley Handbook of Action Research in Education is an excellent book for advanced undergraduate students graduate students and scholars studying and or researching educational action research Advancing Critical Pedagogy and Praxis across Educational Settings ,2023-11-13 Advancing Critical Pedagogy and Praxis Across Educational Settings is both an inquiry and response of gratitude to the work of critical scholars educators practitioners and researchers who honor the complex realities of partnerships between school communities and institutions of higher education This volume centers the voices of those who explore across time and in between spaces to illuminate synergistic approaches pathways to new ideas and consciousness relationships of mutual respect and human centered perspectives This collective of narratives reveals the power of local schools and communities partnering with universities and organizations to disrupt inequitable social processes The authors interrogate the creation and permeation of boundaries to understand interconnectivity of educational practices community and the impact of social contexts **Action Learning and Action Research** Ortrun Zuber-Skerritt, 2009-01-01

These songlines sing into history the personal story of Action Learning and Research ALAR by an ALAR founder Ortrun Zuber Skerritt Revealed through a collection of interviews conducted by scholars from six countries these engaging informative intimate stories record her ALAR journey to document history and more importantly to help develop skills and innovation in workplace community and lifelong learning for everyone including the disadvantaged and poorest Reviewers comments This book is a must read for action researchers of all stripes and experience levels Ortrun Zuber Skerritt a principal architect of ALAR who has pushed the boundaries of AR conceptually and methodologically has now created a unique book built out of orchestrated interviews that provide us with much insight into who she is why and how to learn from her and invitation to

collaborate in further developing our practice for the benefit of everyone Davydd Greenwood PhD Goldwin Smith Professor of Anthropology Cornell University USA Science Education in the 21st Century Ingrid V. Eriksson, 2008 This is hardly another field in education which is more important for a country's future than science education Yet more and more students elect to concentrate on other fields to the exclusion of science for a variety of reasons 1 The perception of degree of difficulty 2 The actual degree of difficulty 3 The lack of perceived prestige and earnings associated with the field 4 The dearth of good and easy to use texts 5 The lack of society in comprehending the significance of science and creating attractive incentives for those who enter the field This book presents new issues and challenges for the field **Action Research in Organisations** Jean McNiff, Jack Whitehead, 2002-01-04 The current orthodoxy is that knowledge is the most powerful resource for organisational success So how can managers develop the appropriate knowledge base to make their organisations grow The answer lies in action research Action research is increasingly perceived and used as a powerful methodology to promote professional awareness and development However there are very few texts that demonstrate how this can be utilised to promote management and organisational improvement or that emphasise the reflective nature of improving professionalism Action Research in Organisations fills this gap Aimed at both practising managers and university students alike key features of this title include the location of management and organisational theory within a framework examination of the principles and practice of action research real world examples and case studies of people attempting to improve their own situations through action research **Professional Learning in Higher Education and Communities** O. Zuber-Skerritt, M. Fletcher, J. Kearney, 2015-02-05 By integrating neuroscience and social science this book introduces a bold new vision of Participatory Action Learning and Action Research PALAR The authors explain and enhance the art of action research through PALAR as a philosophy methodology and theory of learning and as a facilitation process for professional learning and social justice A Handbook for Action Research in Health and Social Care Carol Munn-Giddings, Richard Winter, 2013-04-15 Presents a clear theoretical rationale for the importance and viability of action research in a variety of professional settings The book exposes the limitations of existing models of the relationships between professional theory and professional practice Contains credible case studies of work undertaken by practitioners and service users Offers practical guidance and strategies for carrying out such work **Research and the Quality of Science Education** Kerst Boersma, Martin Goedhart, Onno de Jong, Harrie Eijkelhof, 2006-02-23 In August 2003 over 400 researchers in the field of science education from all over the world met at the 4th ESERA conference in Noordwijkerhout The Netherlands During the conference 300 papers about actual issues in the field such as the learning of scientific concepts and skills scientific literacy informal science learning science teacher education modeling in science education were presented The book contains 40 of the most outstanding papers presented during the conference These papers reflect the quality and variety of the conference and represent the state of the art in the field of research in science education **Teaching and Learning through**

Reflective Practice Tony Ghaye, 2010-12-09 Now in its second edition Teaching and Learning through Reflective Practice is a practical guide to enable all those involved in educational activities to learn through the practices of reflection The book highlights the power that those responsible for teaching and learning have to appraise understand and positively transform their teaching Seeing the teacher as a reflective learner the book emphasises a strengths based approach in which positivity resilience optimism and high performance can help invigorate teaching enhance learning and allow the teacher to reach their full potential This approach busts the myth that reflection on problems and deficits is the only way to better performance The approach of this new edition is an appreciative one At its heart is the exploration and illustration of four reflective questions What s working well What needs changing What are we learning Where do we go from here With examples drawn from UK primary teacher education the book reveals how appreciative reflective conversations can be initiated and sustained It also sets out a range of practical processes for amplifying success This book will be a must have for undergraduate and PGCE students on initial teacher training programmes It will also interest practising teachers teacher educators and those on continuing professional development courses

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Action Leadership Ortrun Zuber-Skerritt, 2011-04-15 Action leadership is a creative innovative collaborative and self developed way to lead It eschews the hierarchical structure usually associated with leadership and is based instead on the democratic values of freedom equality inclusion and self realization It take responsibility for not control over people through networking and orchestrating human energy towards a holistic outcome that benefits the common interest Action leaders are passionate

people who abide by the motto that Learning does not mean to fill a barrel but rather to ignite a flame in others And in this time of rapid economic political technological social and ecological changes action leadership and action leaders are precisely what s needed to improve how people and organizations engage constructively to address the myriad complex issues challenging society at all levels Action Leadership Towards a Participatory Paradigm explains and illustrates how action leadership can be developed through participatory action learning and action research PALAR It addresses real life issues by people who choose to work collaboratively towards shared goals while developing their learning insights knowledge people skills and personal relationships through involvement in a PALAR project The book provides a conceptual framework for action leadership and for the integrative practical theory of PALAR and examples of applications in higher education management education for organization development and community development Readers are encouraged to adopt adapt and further develop the evolving concepts of action leadership and PALAR in a participatory paradigm of learning research and development

Developing Teachers Chris Day,2002-01-04 Effective schools or improving schools are fashionable terms in the rhetoric of recent education movements yet the heart of these movements is often more to do with teaching quality than with school practice This book takes a holistic view of teacher development examining the contexts and conditions of teaching school leadership and culture teachers lives and histories change teacher learning competence and expertise and the moral purposes of teaching Day looks at the conditions under which teacher development may be enhanced and brings together research and other information from the UK and overseas

International Action Research Sandra Hollingsworth,2005-06-21 How groups of people from various educational settings worldwide conduct research together is the subject of this book Rather than wait for top down policy changes in education many practitioners are conducting research in order to implement reform from the bottom up the aim of this research being to progress action necessary for educational reform The authors look at different aspects and the impact of action research on educational reform around the world including how do geography and philosophy affect differences on this work worldwide what is the political nature of groups currently taking action to improve education and what are the tensions between personal and instructional changes that come from participating in action research The text also considers the effects of action research on changes in the professions including education social work nursing and management

Handbook of Counselling Psychology Ray Woolfe,Windy Dryden,Sheelagh Strawbridge,2003-04-03 Counselling advice services

Images Of Educational Change Altrichter, Herbert,Elliot, John,2000-05-01 This important book takes a fresh look at educational change a concept which is in frequent use but rarely examined for the variety of meanings it conveys It brings together the ideas of major educational change theorists from three continents and invites the reader to explore the idea of educational change at a number of levels and from a variety of perspectives

Practitioner-Based Enquiry Brenda Lawrence,Louis Murray,2013-04-15 Written specifically for postgraduate students carrying out small scale research projects in and around their work environment and

for those undertaking research projects as part of their higher education courses

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