LJMU Research Online

Pratt, A and Tynan, RJ

 The journey from reflection on practice to research informed practice: the contribution of MA practitioner research

http://researchonline.ljmu.ac.uk/id/eprint/12233/

Article

For more information please contact researchonline@ljmu.ac.uk

The journey from reflection on practice to research informed practice: the contribution of MA practitioner research

Andrea Pratt and Rick Tynan
Liverpool John Moores University

Abstract
This paper examines how one higher education institute (HEI) in the Northwest of England has devised and developed an innovative Master of Arts (MA) in Education practice with a curriculum designed to meet the needs of newly and recently qualified teachers. The research considers that in the early stages of initial teacher education (ITE), learning to teach may involve an apprenticeship model where the teacher educator must model learning, teaching and assessment strategies and inspire their mentees to find out those that will work for them through models of reflection and policy in practice. Later, successful teachers must be able to choose and critically evaluate strategies and pedagogies for themselves, a defining factor in the design of the programme and curriculum. Emerging from a course review, we consider evidence based practice and practitioner research through a progression route (MA) from ITE. Furthermore we determine that the research focus of early career teachers in this context enables research at a personal level for professional development of emerging and focused targets for context dependent research. This paper concludes that the current programme does indeed meet serving teachers' needs, and represents the move from reflection on practice to research informed practice evident through a consideration of the contemporary issues facing beginning teachers and their foci of study. This research also informs how we develop our recruitment strategy and next steps for the future to encourage a more sustained approach to research as teachers. It highlights clear steps for taking this research further and tracking beginning teachers' research journey over time.

Key words
Professional practice; impact; reflection; transformation; professional development; teacher researchers, early career, Masters, profession, curriculum design.

Background
This paper focuses on the introduction and innovation of a professional Masters award, the MA in Education Practice at an HEI (Higher Education Institute) in the North West of England (2017-18). The design of the course aimed to address the professional development needs of those entering the teaching profession, encompassing the theory of early research approaches, as newly or recently qualified teachers (NQT/RQT). The rationale for the programme built on the existing provision of a Postgraduate Diploma in Education (PGDE) with Qualified Teacher Status (QTS). In September 2014 the PGDE replaced the School's Postgraduate Certificate in Education (PGCE) programme as the main vehicle for its postgraduate Initial Teacher Education (ITE) provision although the PGCE remained through partnership with school consortia and the School Direct (getintoteaching.education.gov.uk) route in teacher education. The vision for the programme was for emerging teachers to contribute to the development of approaches to knowledge in the field of education practice and for the institution to support the early professional learning needs of NQTs and RQTs. The early career framework introduced in 2019 clearly states that *'early career teachers should be entitled to 'learn about' and learn 'how to do' based on expert guidance and the best available research evidence'* (DfE 2019:5).

Introduction

The aim of this research project was:

> To consider newly and recently qualified teachers' (NQTs and RQTs) research foci during one year of an Education Practice MA and early completion of Masters. It also considers their engagement with and performance of practitioner research through an innovative programme and curriculum design.

Currently those entering the teaching profession following initial teacher education programmes predominantly carry Masters level credits in the UK, principally a PGCE award with 60 credits. However this does exclude some school centred initial teacher education (SCITT) programmes (UCAS 2019) which have qualified teacher status (QTS) only route. The HEI undertaking this review in the north west of England has a successful record in developing and delivering such programmes, with large numbers of teachers graduating each year in both primary and secondary teacher education across the partnership (approximately 500 in 2018). In September 2014, the School of Education introduced a PGDE award with 120 credits at level seven (QAA) as the normal route for its postgraduate ITE programmes. It was determined that new entrants to the teaching profession for the first time in our institution had the potential for completion of a full MA award within their first years in the teaching profession. Demand for such an award was evident through student consultation prior to validation and consultation with school partners. Locally there was a positive demand from school partners to provide an award targeting the needs of NQT/RQTs. Indeed the original proposal came from school partners working in partnership and exploring the progression routes for beginning teachers. It was determined through a rationale for the programme that this HEI was well positioned to meet a growing need, having a base of experience and expertise gained from a successful record of traditionally delivering 60 credit PGCE programmes and involvement in the Masters in Teaching and Learning (MTL 2009). This initiative was introduced in 2009 in response to a call for 'all teachers to achieve a Masters qualification over the course of their career' the rationale being to bring parity with the 'highest performing education systems in the world' (DfCSF, 2008 4.2.2). Our institution also supported the Teach First initiative recruiting the highest calibre teachers into the profession to schools facing the biggest challenges (teachfirst.org.uk). A new programme design and implementation brought new challenges in working with NQT's in their first teaching posts. This review considers the research areas of early career teachers having completed two cycles of practitioner action research within their school context and presented as two research reports.

The journey from reflection on practice (graduate) to research informed practice (teacher) informed by curriculum design

The PGDE programme design, like many other teacher education programmes is underpinned fundamentally by reflective practice and is a practice that is well-established (Zeichner and Liston 1987). Reflection however is not to be presumed as an indicator of a good teacher (McLaughlin, 1999). Teacher education programmes can be criticised for superficial reflection and a lack of understanding of the foundation of reflective practice (Hebert 2015). Valli (2000) acknowledges the positive contribution universities are making in developing skills of enablement through critical reflection on practice in supporting teachers in applying structured reflective models. What is clear, is that the curriculum needed careful consideration and an approach that works alongside the demands of early career teaching and the constraints that still remain current as stated here by Ross (1987):

> The demands of first-year teaching and the structural constraints of most teaching contexts make it highly unlikely… that graduates or novice teachers, will conduct formal action research projects during their beginning years of teaching
>
> (Ross, 1987:147).

Before designing the curriculum, the vision needed to be clear; would trainees value M-Level study further beyond the PGDE year and value evidence based practice and practitioner research? Are both only useful on a personal level for professional development? In addition, would students make the move from structured reflection on practice to research in action as teachers driven by personal constructs?

The design of the MA Education practice programme was an opportunity therefore to shift the focus to early career teacher research approaches and evidence based practice through practitioner enquiry as a natural progression for early career teachers and researchers, thus building on and developing research methods acquired during the PGDE programme. Evidence-based research is highlighted as an area of significant research potential (Mujis and Reynolds (2017). Darling-Hammond (2008) however debates a quandary in teacher education through the assimilation of theory in institutions and the difficulties student teachers face in relating abstract concepts to their own classroom context. The challenge for the programme was to encourage co-construction and meaning to theory and research in practice. Murray and Passy (2014) stress that theoretical perspectives are required to develop practice. However, these are not always valued by student teachers early in their practice (Knight 2015). There was therefore an opportunity to support the natural progression of research skills and value, to maintain the momentum for student teachers working at Masters level and further develop a richness of practice through evidence-based practice of what matters to the teachers in the appropriate context, shifting the focus to teacher research. McLaughlin, Black-Hawkins and McKintyre (2004) describe the three purposes of teacher research founded in practice; the resolve from a personal, political and school improvement perspective are identified as key drivers. McLaughlin alludes further to the fact that these are entwined and are not, as may be assumed, without complications. This course design sought to embrace the move from a focus on directed assignment structured reflective practice to a more critical engagement and immersion in personal research driven wholly by a personal resolve and motivation that would surely encourage study alongside the demands of the teaching year (Ross 1987). Therefore moving the focus from student teachers to teachers needed to consider how to bridge the gap between the academic and teacher (Flores 2018) and to encourage transformation in practice.

The challenges were clear; our student teachers were now teachers and may still have a predisposition to reject educational research (Knight 2015). Cain (2015) asks us to consider the rationale for the research we present to teachers and this would be a foundation on which we needed to build through practitioner research and community of practice. The responsibility of our core team is reflected below and highlights an obligation to support and respond:

> As teacher educators, we need to be open to shifting our purposes and our designs in response to changing institutional, political, and practical circumstances. Doing so in principled ways and in dialogue with partners is central to responsible innovation
>
> (Jurow, Horn and Philip, 2019:94).

The approach above was exemplified through the consultation with all partners prior to validation and the changes and shifts in the political landscape and the inception of the programme to ensure a responsible approach. Korthagen (2017) is clear in stating that sometimes teacher research just does not work and therefore suggests there are still challenges in teacher research. The climate and support needs to be there and that is why the responsibility of the University is one that was not taken lightly and needed careful consideration.

Blended learning approach

The curriculum approach to learning for the programme is a blended approach (Graham 2013), a method predominantly found in the higher education context and a familiar model to most in this setting. The blending of face to face teaching and online materials and support were provided through a virtual learning environment (VLE) and thoughtfully approached (Garrison and Kannuka 2004). Teaching and module assessment were designed to meet the challenges and development of intellectual, analytical and research skills relevant to the needs of the emerging professional in education practice. With this in mind the VLE needed to support this through rich resources, and create a purposeful online community of practice. Three focused teaching days and associated materials were designed to expand the knowledge and understanding of students to further consider teaching and learning in education. Through learning based on critical engagement with current education theory, research, policy and practice, the focus was determined by the teachers' own early career targets and personal focus (McLaughlin, Black-Hawkins and McKintyre 2004).

The blended approach supports independent study to encourage beginning teachers to make an original contribution to research applied to teaching, and learning relevant to their professional learning needs and educational settings. The longitudinal aim was to enable students to participate in lifelong professional learning leading to further specialised study (PhD/EdD) or indeed continue with research practice throughout their career.

Module and Curriculum design
The main rationale for the programme builds on the foundation of practitioner inquiry through one 60 credit module with two component parts equivalent to a traditional Masters level dissertation. Timperley and Alton Lee (2008) recognise that practitioner inquiry is complex. However the shared goal is improvements in curriculum and teaching methods. Practitioner research/inquiry is part of the *'family of action research'* (Kemmis and McTaggart, 2005:560). Furlong and Oancea (2009) further define practitioner research as connected by academic activities and informing practice through research. Groundwater-Smith and Mockler (2006:107) state that *'those involved in practitioner inquiry are bound to engage with both theoretical and practical knowledge moving seamlessly between the two.'* Therefore the role of the University is to enable beginning teachers to navigate through a complex landscape balancing the day to day demands of early career teaching. Through the practitioner inquiry module the action research model is used to examine problems that the early career teachers identify and encourages further critical engagement with solving those problems (Darling-Hammond 2010) in depth.

Baumfield, Hall and Wall (2013) highlight the foundation for research emerging from questions from the classroom and experience does indeed find itself in-between reflection and action research. The move from reflective practitioner to research informed practice mirrors the progression from PGDE students to the education practice programme. Connected to and exemplified by the rationale of British Educational Research Association (BERA 2014) who clearly establish the importance of the role of universities to develop a more systematic approach to teachers' continued professional development this is reflected in the course design. BERA (2014:12) also recommended that *'every teacher should have the confidence, ability and capability to engage in research and enquiry'.* Aspirational in nature, the report further exemplifies the need for a 'self-improving education' system that is research informed and research inquisitive, and the need for cultural change to create a new paradigm that is 'research rich.' The DfE (2016) states that it is indeed time to embrace evidence based practice. Our shared goal is reflected by the Department for Education in the UK and we establish a foundation on which to build for our early career teachers:

> Effective teaching requires considerable knowledge and skill, which should be developed as teachers' careers progress
>
> (DfE, 2016:1).

Leat, Lofthouse and Reid (2014) identify that the path to research engagement is not always progressive and can be perceived negatively, and adversely linked to a target driven agenda, and concede that this can inhibit creativity. While tensions can exist, effective leadership of the process is key. However, BERA (2014) provides further affirmation of the 'innovation and change' being very 'powerful' as a result of successful commitment to research. The continuum of the programme as a bridge for the teacher researcher also ties in with the agenda of evidence informed teaching (DFE 2019) and is a clear benefit of the programme design. Biesta (2007) challenges the principle of 'effective practice' and highlights that just because something is effective, the moral practice should be more important than the initiative. Biesta (2007) therefore places here a value judgement and consideration for paying due diligence to the work. Also in this case thinking about the moral responsibility of improving and 'what is appropriate for these children in these circumstances' Sanderson (2003:340) forms a core value at the heart of the programme.

Beginning teachers as researchers
Acknowledging the demands on the wider teaching community to engage in research as teachers (BERA, 2014; Leat, Lofthouse and Reid, 2014; Goldacre, 2013 and DFE, 2019) is by no means a new concept (Campbell and Jaques 2004). The continuity design of our programme enables our students to situate their emerging research in a new context and this can be a complex and indeed 'new' environment. In doing so early in their career, beginning teachers can continue to build on the foundations of research practice and academic momentum from the PGDE while extending their knowledge of evidence based practice and practitioner enquiry.

The role of the university is crucial and recognised as significant in supporting the transition of teacher researchers (Ginns et al 2001), and how this can support professional development in the NQT/RQT year. Timperley (2008) highlights the benefits of those engaged in professional learning and emphasises the benefits of effective practice and observable implications when teachers can see the impact in the classroom. Expertise is also something that Timplerley also acknowledges is essential and the course does indeed allow us as a group to '*challenge existing assumptions and develop the kinds of new knowledge and skills associated with positive outcomes for students'* (Timperley 2008:20). Moving beyond a one year PGDE course also allows for an opportunity to consider how this can impact further on pupil outcomes however does require '*sound theoretical knowledge evidence informed inquiry skills, and supportive organisational conditions'* (Timperley 2008:24). Time to conduct research and reading is a key concern identified in many an introductory session on the Masters programme. Leat, Lofthouse and Reid (2014) further highlight that research can be experienced as:

> A burden, a conflicting agenda or a contradiction or at the very least an addition to overcrowded workloads. Given this, teachers need some surety in the quality of relationship
> (Leat, Lofthouse and Reid, 2014:4).

Transforming practice
Our course aim is not small or transitory, the goal is to sustain effective practice and embed a culture of enquiry beyond the formative years in early career teacher research. This aim may be aspirational in nature. However, it is something we intend to consider in the research and subsequent research beyond the remit of this paper. This goal is in line with Zeichner (2003) in considering school based research can make a difference but is dependent on thinking together, therefore allowing for meaningful discourse in a collegiate and supportive environment that questions and challenges existing practice for the benefit of the learners in the classroom. In asking beginning teachers what they perceive the teaching concerns are as they commence their career, we are, as an institution, mindful of their emotional development and their resilience and we consider 'their potential' (Korthagen 2017:399). A responsibility in the course design that we take seriously moves the focus

from ITE and what they need to know to be teachers. A focus on personal development is a definitive and perhaps obvious shift in the paradigm. We commence teacher education with a focus on what we think student teachers should know and determine the content of the course. The shift in what is important to the teacher becomes the priority and the research tools required become the emphasis of delivery.

It is clear in the conception of this programme that the skills embedded in early career teachers' research practice need to continue to develop beyond reflection to both engage and respond; to '*make sense of their practice and problems they face.'* (Darling, Hammond and Snyder 2000:540). This is a reassuring aspect of the programme and design, however the shift in the teaching and personal foci determined by what is important to them relies on balancing the blended learning approach to a community of practice and support network and it is this that will encourage transformation (Hargreaves 2003). Timperley and Parr (2009) further reinforce that to lead to improvement there must be the space to make errors, and supervision and personal contact will aim to counteract this. A focus on pupil learning has been established on the PGDE programme and the Education practice programme design and is a fundamental requisite for any innovation in teaching and learning and changes in school teaching cultures (Wall 2008).

Data gathering
Data was collected through a mixed methods approach, employing the combination of qualitative data to facilitate explanations and quantitative data. It was identified that the current cohort of students would help to substantiate research findings to give a context to the research and contribute to a balanced line of enquiry. The type of data collection is documentary evidence (Bowen 2009), programme leader course evaluation, analysis of the foci of the practitioner research conducted by students and detailed descriptions (Creswell 2009), and falls within the ethical considerations set out by BERA (2011) for anonymity required. Documentary research and analysis of the data enabled the research to consider the conception of information (Cohen, Manion and Morrison 2011). This piece of research analysed a range of documents produced for course evaluation and analysis excluding the evaluation of students and views and opinions. These documents included student foci and external examiner comments following scrutiny of the student research undertaken. The research projects of the 2017-18 cohort (n=38) were scrutinised to find out the attributes of their investigations and the research approaches employed. One investigation constitutes 3% of the sample in the findings. However, no pre-existing models or conceptual frameworks were applied to the qualitative data. As such, we used categories or codes and adopted a grounded theory approach (Saldana, 2015) to identify if a theoretical link is evident in the research. Ethical adherence was considered at all stages (BERA 2011).

Presentation of findings
Foci of research for NQTs and RQTs
The majority of studies attempted action research cycles but a few approached full case study proportions. The majority of interventions (58%) were tightly focused and very specific but there were a significant number of studies (42%) involving the implementation of strategies that were really combinations of discrete interventions. The majority of the investigations (68%) employed mixed methods for data gathering but some were solely quantitative (13%) or qualitative (18%) in their approach.

Investigations could have multiple categories associated with the research area. The 38 investigations were described using 210 categories grouped under 11 major themes (Table 1.).

Table 1. Major themes for research projects.

Themes	% of statements coded under each theme
Pedagogy	22
Psychology	20
Assessment	17
Inclusion	14
Classroom management	8
Methods	7
Literacy	4
Curriculum	3
Social Psychology	2
Cognition	2
Health	1

Table 1 indicates that the NQT and RQT research projects were most concerned with pedagogies and psychology in the classroom followed by assessment and inclusion issues.

General pedagogical approaches investigated included examples such as: intervention classes for new arrivals, problem based learning activities, scaffolding, self-regulation and small group interventions. A number of so called 'hot topics' were of interest to NQT and RQT practitioner researchers who sought to interrogate and validate these in their classrooms. Such areas included accelerated learning, context dependent memory cues, flipped learning, Kagan strategies, manipulatives, mastery, reciprocal teaching styles, repeated retrieval practice and the Singapore bar model.

Personal psychology and cognition studies together equalled pedagogies in the frequency they were the focus of studies (Table 1). Confidence, engagement, motivation, attitudes and perceptions of learners were the common psychological categories. Together with inclusion studies these are examples of the learner centred concerns that formed the basis of many research projects and demonstrated great engagement with whole learner issues. Inclusion projects raised important issues such as: disadvantaged learners and the use of pupil premium, EAL learners, gender issues for both boys and girls in the classroom, and closing attainment gaps. Investigations into underachieving and disaffected learners focused on both high and low attaining learners.

Nine studies used learners' attainment to evaluate the impact of interventions and sometimes linked this to other psychological measures such as engagement or motivation. Others attempted to use less easily defined measures e.g. progress, effectiveness, achievement and proficiency. In some projects, specific new assessment approaches were part of the intervention, e.g. a literature extract question in modern languages. Other themes included formative and summative assessment, ipsative assessment, grading as feedback, pre- and post-the testing and assessment of non-academic skills. Classroom management issues were also of concern in 16 investigations. Behaviour management themes included: behaviour for learning, disengaged learners, low-level disruption, and talking out of turn. Studies also looked at the role of teaching assistants in the classroom and models for their deployment. Others looked at teacher behaviours such as the consistent implementation of praise, support, high expectations and routines. A small number of projects (7) focused on curriculum

innovations and several projects examined reforms to the GCSE curriculum and assessment. Literacy was a focus for 8 studies.

Table 2 indicates the school subjects represented in the profile of research areas chosen, reflecting also the subject specialisms of the beginning teachers recruited to the programme. Core subjects comprise 50% of the foci for projects.

Table 2. Subject focus for the action research projects undertaken (n=38).

Subject	%
None specified	11
Art	3
Art and Design	3
English	16
Food Technology	8
Geography	5
Mathematics	18
Modern Languages	8
Music	3
Physical Education	11
Science	16

Course review data

External examiner comments stated that:

> The work shows that they [NQT/RQT's] have been equipped and encouraged, by the programme, to interrogate their practice, relate this to relevant, current models and discourse, and undertake focussed action research
>
> (Examiner A).

> The programme is very well-designed and obviously based on a deep understanding of the professional needs and circumstances of NQTs. It is well understood throughout the sector that this group of learners requires a high level of scaffolding and support and it is evident that the architecture of the programme successfully provides these
>
> (Examiner A).

In terms of student feedback the following quotes captured through one of the teaching sessions recognise that:

> The MAEP Programme will enable us as new practitioners to utilise the momentum of the PGDE course and further develop our personalised approach to tackle relevant classroom tensions for the benefit of our student progress
>
> (Student A).

> An excellent opportunity to continue professional development through academic research in your educational setting. Another advantage is the chance to discuss practice with peers
>
> (Student B).

Quantitative data responses:

The percentage of students recruited to the programme from the secondary sector is around 67% and from the primary sector 33%. The cohort completion and pass rate has been around 97% with cohorts

of between 40 and 60 since the start of the programme. The beginning teachers asked to consider their rationale for doing the course cited their professional development (75%) and personal development (83%) as a key aspect of their decision to participate in further studies after their PGDE or PGCE. When considering educational research, 92% of the respondents stated that the course had resulted in their valuing educational research more than when on the PGDE training year. 8% of the cohort stated that this had remained the same but that was because they had already valued educational research highly during the ITE programme. 83% of respondents stated the research they had undertaken had made a positive impact on their or others practice. The other 17% considered that it was too early to claim this but that they expected this to be the case in due course.

Discussion

Through the research presented in this paper, empirical evidence suggests that although it is an aspiration to create evidence based practice, in practice it just may not work (Korthagen 2017). However our rationale was about creating a course community that is supportive and functions well and a place where *'effective learning can take place'* (Korthagen 2017:399) and the role of the HEI is vital (Ginns et al 2001). Therefore our programme relies on the sharing of professional expertise and equality (Newman and Mowbray 2012) whilst maintaining support for the demands of the NQT through a blended learning approach (Graham 2006). With this in mind one of the perceived benefits of the programme in its inception was the quality of sustained relationships from the progression of the PGDE. Leat, Lofthouse and Reid (2014) distinguish the importance of having the support and space to engage in dialogue exploring a range of perspectives is vital. Students in this study value space provided in a network of peer support in their early years of teaching and the environment is a safe space to make mistakes and engage with colleagues (Timperley and Parr 2009).

What is clear through the course review (Examiner A) is there is an observed difference in research informed approaches provided by course design and this is evident in student outcomes of confident *'criticality and challenge of existing theory to inform practice'* (Programme leader) and the necessity to structure that support (Leat 2014). The focus of research and attitudes shifts in line with the research to become more valued as time goes on (Knight 2015) to less of a transactional and technical focus (reflective practice). The personal and context specific engagement with research demonstrates an immersive understanding of the research in school through action research and intervention (deliberate practice) and is motivated by personal goals and early career target setting.

Classroom management and focus on behaviour is identified as a significant area of research for the beginning teachers in this study (n=15). This concurs with research that classroom teacher instruction and pupil and teacher communication are a focus of continued teacher research (Beycioglu, Ozer, and Ugurlu, 2010). Considering the motivation to complete the course, the data supports that beginning teachers in this study do indeed have a personal motivation for completing the course, linking to the personal drive (McLaughlin, Black-Hawkins and McKintyre 2004) and clearly focus on a personal perspective, not driven by politics or the wider school improvement agenda. Beginning teachers in this study demonstrate their research is not linked to the target driven agenda (Leat 2006).

There are many challenges identified in the research of teacher research (Goldacre 2013; BERA 2014, DFE 2019). By curriculum design and thoughtful design (Garrison and Kanuka 2004), it is perceived that we can negate the issues in navigating teacher research informally (BERA 2014) to encourage structure and the climate for success. It is also acknowledged that this study has limitations in terms of exploring the challenges in beginning teachers and is a recommendation for further research, however is acknowledge that it may reflect the constraints identified by Leat, Lofthouse and Reid (2006).

Conclusion

This paper aimed to share how an innovative MA in Education practice was designed to meet the needs of newly and recently qualified teachers. It reported on trainee teachers' focus of study in line with their own personal educational research (McLaughlin, Black-Hawkins and McKintyre 2004) and motivation. The paper explored the transition from reflection on practice to conducting in-depth action research through practitioner inquiry. The course design encouraged exploration of teacher research and informed practice to affect and perhaps transform learning in the classroom designed to consider the demands of early career teaching. This paper concludes that through thoughtful curriculum design our early career teachers are more equipped to critically evaluate strategies and pedagogies for themselves and demonstrate and increased engagement and value of research and a choice to continue study motivated by both a personal and professional level linked to meaningful contexts in a community of practice.

Research within this paper explored the tensions and challenges in conducting teacher research, however demonstrated how the programme was able to harness opportunities to design an innovative programme to maximise potential for transforming practice. From the literature and acknowledgement of a small-scale context of early career teachers' foci, this paper acknowledges that the programme does indeed meet the needs of early career teachers. Furthermore it exemplifies that the programme successfully supports personal professional development, and makes a significant link to the effective practice of the fundamental skills (progression) learned on the PGDE programme and is an appropriate progression route. Finally the limitations of this study do highlight there is limited research on emerging and beginning teacher research and therefore we would like to explore the limitations of this study in a longitudinal study. This study would look to the impact of research in the classroom, the likelihood of teachers adopting research approaches throughout their career, and the value this holds through intrinsic motivation rather than a wider school improvement agenda (McLaughlin, Black-Hawkins and McKintyre 2004).

Challenges in teacher research are widely explored in existing research (Leat, Lofthouse and Reid 2014) so we make the recommendation for continued research beyond the initial reflection on the initial stages of the programme in order to consider the progression of early career teacher research and the position of teachers' research after a number of years in the profession. Through research beyond this initial study of 2017/18 we will consider the alumni of the course to gather further research data from the programme over time. The authors acknowledge this paper is a foundation of research that needs to be developed in more depth in terms of the impact in the classroom and tangible outcomes for pupils.

Recommendations and next steps
- It is the role of the HEI to consider closing the gap between primary and secondary beginning teachers and the recruitment of primary early career teachers and address the low male recruitment and increased engagement of foundation subjects in secondary education.
- The core team will explore in more depth the link to the course design and impact in practice and tangible outcomes for classroom practice. Through purposeful research of early career teachers experiences of conducting research in the classroom.
- The researcher will explore attitudes to research in more depth, the challenges and motivation to continue research practice and the challenges by widening the scope of participants over time following completion of the programme.

References
Baumfield, K., Hall, E., Wall, K. (2013) Action Research in Education: *Learning Through Practitioner Enquiry*. Sage Publications, London
BERA (2011) BERA Ethical Guidelines for Educational research
https://www.bera.ac.uk/publication/bera-ethical-guidelines-for-educational-research-2011

BERA (2014) *Research and the teaching profession* accessed through: https://www.thersa.org/discover/publications-and-articles/reports/research-and-the-teaching-profession-building-the-capacity-for-a-self-improving-education-system

Beycioglu, K., Ozer, N., and Ugurlu, C,T., (2010) *Teaching and Teacher Education: An International Journal of Research and Studies*, v26 n4 p1088-1093

Biesta, G. 2007. "Why 'What Works' Won't Work: Evidence-based Practice and the Democratic Deficit in Educational Research." Educational Theory 57 (1): 1–22.

Bowen, G. A., 2009, 'Document Analysis as a Qualitative Research Method', *Qualitative Research Journal,* vol. 9, no. 2, pp. 27-40.

Cain, T. (2015) Teachers' engagement with published research: addressing the knowledge problem. *Curriculum Journal, 26*(3), 488-509.

Campbell, A., Jaques, K. (2004) Best Practice researched: teachers expectations of the impact of doing research in their classrooms and schools. *Teacher Development* 7:1

Cohen, L., Manion, L. and Morrison, K. (2011) *Research Methods in Education* 7th Edition. London: Routledge.

Creswell, J.W. (2009) *'Research Design'.* Sage Publications. London, pg. 148

Darling-Hammond, L., and Snyder, J. (2000). Authentic assessment of teaching in context. *Teacher and Teacher Education, 16*, 523-545

Darling-Hammond, L. (2008). Introduction: Teaching and learning for understanding. *Powerful Learning: What We Know About Teaching for Understanding* (pp. 1-9). San Francisco, CA: Jossey-Bass.

Darling-Hammond, L. (2010). Teacher Education and the American Future. *Journal of Teacher Education*, *61*(1–2), 35–47

DfE (Department for Education) (2016) Standard for teachers' professional development https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537030/160712_-_PD_standard.pdf [Accessed 02.10.19]

DfE (Department for Education) (2019) Early Career Framework https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/773705/Early-Career_Framework.pdf [Accessed 02.10.19]

Flores, M, A. (2018) Linking teaching and research in initial teacher education: knowledge mobilisation and research-informed practice, *Journal of Education for Teaching*, 44:5, 621-636.

Furlong, J. and Oancea, A. (2005) A framework of quality for the assessment of applied and practice-based, Oxford University Department of Educational Studies.

Garrison, D.R., and Kanuka, H. (2004) Blended learning: Uncovering its transformative potential in higher education. Internet and Higher Education 7 (2004) 95–105

Ginns, I. Heirdsield, A. Atweh, B. and Watters, J. (2001) Beginning teachers becoming professionals through action research, Education Action Research 9 (1) 11-134

Goldacre, B. (2013) Building Evidence in Education. Department of Education. https://www.gov.uk/government/news/building-evidence-into-education

Graham, C. R. (2013). Emerging practice and research in blended learning. In M. G. Moore (Ed.), *Handbook of distance education*, (3rd ed., pp. 333–350). New York: Routledge.

Groundwater-Smith, S. and Mockler, N. (2006) Research that counts: practitioner research and the academy. In: *Counterpoints on the Quality and Impact of Educational Research, Special Edition of Review of Australian Research in Education,* Number 6, pp. 105-117.

Hargreaves, D, H. (2003) *Education epidemic: transforming secondary schools through innovation networks*

Hebert, C. (2015) Knowing and/or experiencing: a critical examination of the reflective models of John Dewey and Donald Schön. *Reflective Practice*, 2015 Vol. 16, No. 3, 361–371

Jurow, S. L.S. Horn, T, M. Philip (2019) Re-mediating knowledge infrastructures: a site for innovation in teacher education, Journal of Education for teaching 45:1, 82-96.

Kemmis, S. and McTaggart, R. (2005). Participatory action research: Communicative action and the public sphere. In N.K. Denzin and Y.S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed. 559-603). Thousand Oaks: Sage.

Knight, R. (2015) Postgraduate student teachers' developing conceptions of the place of theory in learning to teach: 'more important to me now than when I started', *Journal of Education for Teaching*, 41:2, 145-160

Korthagen (2017) Inconvenient truths about teacher learning: towards professional development 3.0, *Teachers and Teaching*, 23:4, 387-405.

Leat, D. (2006) Conditions for teachers' collaborative learning: The importance of learning space. Paper given at the *European Conference on Educational Research* Geneva, Switzerland. September

Leat, D., Lofthouse, R., and Reid, A. (2014). *Teachers' views: Perspectives on Research Engagement. Research and Teacher Education: The BERA-RSA Inquiry* London: British Educational Research Association.

McLaughlin, T. (1999). Beyond the reflective teacher. *Educational Philosophy and Theory,* 31, 9–25.

McLaughlin, C. Black-Hawkins,K., and McIntyre, D (2004) Researching Teachers, researching schools, researching networks: A summary of the literature. Cambridge, University of Cambridge.

Mujis, D, and Reynolds, D. (2017). *Effective Teaching: Evidence and Practice* (5th edition). London: SAGE Publications Ltd.

Murray, J., and R. Passy. (2014) "Primary Teacher Education in England: 40 Years on." Journal of Education for Teaching: *International Research and Pedagogy 40* (5): 492–5

Newman, L. and Mowbray, S. (2012) We were expected to be equal.' Teachers and academics sharing professional learning through practitioner inquiry. *Teachers and teaching:* Theory and practice, Vol. 18 (4), pp 455-468.

QAA (The Quality Assurance Agency for Higher Education) https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf

Ross, D. (1987) Action research for preservice teachers: A description of why and how, *Peabody Journal of Education,* 64:3, 131-150,

Saldana, J. (2015) Thinking Qualitatively, SAGE

Sanderson, I. (2003) Is it 'what works' that matters? Evaluation and evidence-based policy-making, *Research Papers in Education*, 18:4, 331-345 https://www.teachfirst.org.uk

Timperley H.S. and Alton Lee, A. (2008) *Reframing Teacher Professional Learning:* An alternative policy approach to strengthening valued outcomes for diverse learners, review of research education, 32:328-369.

Timperley H. S. (2008) Teacher professional learning and development; International academy of education. *Education practices.* Series 18

UCAS (The Universities and Colleges Admissions Service) (2019) https://www.ucas.com/teaching-option/school-centred-initial-teacher-training-scitt

Valli, L. (2000) Connecting teacher development and school improvement: Ironic consequences of a preservice action research course. Teaching and *Teacher Education*16 (7) 715-730.

Wall, K. (2008) Understanding metacognition through the use of pupil views templates; Pupil views of learning to learn. *Thinking skills and creativity* pg.23-33.

Zeichner, K. (2003) Teacher research as professional development for P-12 education in the US. *Education Action Research,* 11 (2), 301-25.

Zeichner, K. M. and Liston, D.P. (1987) Teaching student teachers to reflect. *Harvard Educational Review 56* (1), 23-48.