

**Prosiect Dysgu Cydradd
Facilitating Teacher Engagement in More Inclusive Practice**

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RESEARCH REPORT

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Background

Literature and experience suggest that inclusion in schools is usefully conceived as an issue of 'reducing barriers to learning and participation for all students' (Booth & Ainscow, 2002p.3). It involves teachers and others who work in education posing questions about the engagement of young people in their learning and then actively addressing the issues through the organisation and practice of schools, subjects and lessons. As some successfully inclusive schools demonstrate, inclusion is not a quick fix that can be bolted on (Corbett, 2001) but requires that teachers are engaged with the experience and perspectives of learners. However, possible means of promoting such teacher engagement remain relatively untested. Action research is one such method, given its potential to empower practitioners to make changes through a critical engagement with everyday problems (Armstrong & Moore, 2004). An earlier TLRP project (Ainscow et al, 2006) found that action research could create valuable spaces for teachers to reflect on their practice, in order to develop inclusion; but also found that a whole-school model largely failed to engage secondary school teachers in this way. This project aimed at a better understanding of the facilitation and school conditions which would promote their engagement, and of how such engagement impacts on pupils' experiences. Although previous studies have examined the factors conducive to action research (for example see review of this literature in McLaughlin et al.,2004) this to our knowledge has not been explored in relation to inclusion.

A note on the project title: 'Prosiect Dysgu Cydradd' embodies an inclusive aspiration to learn and teach on equal terms, with and from each other. The Welsh word 'dysgu' means both 'teaching' and 'learning', whilst 'cydradd' ('equal') has a stem 'cyd' ('together'). To utilise resources available in the English and Welsh educational systems, the project invited educational psychologists (EPs) to act as project facilitators in schools, in line with current moves in the profession to move towards more systemic work (Farrell, 2004).

Objectives

The original aims of the project were to:

- 1) *Generate knowledge and understanding of the factors facilitating and hindering secondary school teacher engagement in a process to increase inclusion.* Data was generated from teachers, pupils, headteachers and EPs about factors that impacted on teacher engagement (Results RQ1 and RQ2 below).
- 2) *Identify relationships between teacher engagement in collaborative action research and pupils' learning and participation.* Teacher engagement was mapped, together with pupils' changing perspectives on their teachers' practices and of themselves as learners, and teacher perspectives on the impact of projects on pupils.
- 3) *Generate and test theory about the means of support needed to maximise teacher engagement and learning in a change process to increase inclusion.* A theory was developed of the key characteristics that need to be present to a) facilitate teacher engagement and b) make the 'space' created for action research productive and useful to develop inclusion (see analysis and interpretation, and Nominated Output 1).
- 4) *Contribute to knowledge and practice among educational psychologists in regard to their possible role in facilitating such action research.* Systematic feedback from participating EPs reveals much about the tensions that can hinder a shift in EP role towards facilitation (Davies et al, 2006; Davies et al, in press). This has resulted in a toolkit being developed for practitioners (Davies et al in Nominated Output 2).
- 5) *Use and develop research methods to develop and explore change processes in schools and practitioners.* Design Study was a useful reference in the overall two-cycle design, critiqued in Howes & Davies (2006). The Theory of Change approach was used extensively in mapping influences on action (Howes & Davies, 2005).

Methods

We worked in seven secondary comprehensive schools located in six local authorities (four in Wales, two in England) on developing inclusive practice using action research. A group of teachers in each school developed a piece of action research to enhance pupils' attitude to and engagement with

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learning, and EPs facilitated this process through regular contact with the group. Selection criteria and characteristics of schools and teachers are in Annexes A and B.

The project took place in two successive cycles (June 2005-March 2006 and June 2006-March 2007), with teacher, pupil and EP data collected for each cycle. Cycle 2 processes were modified after analysis of Cycle 1 data. All project data was analysed after Cycle 2 in relation to the four research questions (Annex D). Teacher (N=46), EP (N=6) and Headteacher (N=7) findings were analysed firstly on a within schools basis and factors that were identified and triangulated across more than one data source were regarded as reliable. These themes were then compared across schools, and judged to be significant where they identified in more than one school (Annexes E-K).

Evidence was generated at three different levels of participation (teacher, school and pupil). Interview data was translated into English where necessary, and recorded and transcribed. Information about the instruments used and the schedule of administration is given in annexes C and D respectively.

The nature of the research project was explained to teachers and EPs on first contact, and to pupils whenever involved. Schools sought parental permission, through either project-specific or general consent forms. All participants were informed of their right to withdraw at any stage, that data would be treated confidentially and anonymised if made public.

Teacher level

Teachers' initial knowledge and opinions of inclusion and action research were assessed before any project meetings using two project questionnaires to identify any significant influences on subsequent engagement. Teacher perspectives were also gauged during teacher focus groups, facilitated by the EP. These followed the format of the Theory of Change, and additionally provided a starting point for teacher thinking around their project.

Formal interviews and informal discussions were conducted with teachers when researchers visited schools, and on the four networking days involving teachers from the different schools, with video conferencing between Welsh and English groups. An end-of-project questionnaire invited teachers to reflect on the factors that had helped and hindered the approach, the impact on them and their pupils and how it compared with other methods of continuing professional development. Seeking teacher perspectives through their projects provided a rich source of data about their engagement, and what affected it.

Data from EPs (their views of inclusion, knowledge of action research and typical school role) was generated during regular project meetings, supplemented with interviews where appropriate. An EP questionnaire after each cycle invited them to comment on the factors that had impacted on the teacher project, the teachers' engagement and their own involvement. This data provided information about school factors at teacher and EP level that affected teacher engagement.

School level

Information about the school context was collected by LA and headteacher interviews at the start of the project and headteacher interviews at the end. Teachers and EPs gave opinions and feedback about school level factors by their responses to questionnaire items and verbal feedback given during network days and on researchers' visits to school. On visits to project schools, researchers made ad hoc classroom observations, engaged in discussions in staffrooms, and observed interactions between staff and pupils, providing an opportunity to observe how teacher projects were developing in the schools.

Pupil level

To identify any relationship between changes in pupil responses and teacher engagement, three questionnaires were administered to relevant pupils before and after the teacher projects. In the absence of any directly relevant published instrument to test pupils' assessment of inclusivity of lessons, two related published questionnaires were adopted (MALS, ICEQ), and a further questionnaire was designed and trialled in the project (WITAS). Additionally, pupil focus groups were held with a cross-section (Annex A) of pupils assessed by the questionnaires, in which researchers encouraged pupils to consider the impact of teacher projects, and their general perspectives on inclusion.

Teachers evaluated the impact of their projects on pupils in third teacher questionnaire and during follow-up interviews.

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The pupil data set was large (N=649) and so t-tests on the results of the repeated administration of the three questionnaires for pupils of each teacher was carried out using SPSS. Pupil focus group transcripts were examined to answer RQ3 including categorisation of teacher practice that they regarded as promoting inclusion.

Synthesis of all this data into comprehensive case studies is ongoing.

Results

A data summary for each school for all data sources except pupil questionnaire data is given in Annexes F- L. A summary of pupil questionnaire data is given in Annex M. School groups are referred to by their name and cycle, so 'Bont1' means Bont School cycle 1.

RQ1. What factors relating to teachers and their learning environment facilitate or hinder schools / teachers from engaging in collaborative action research with the aim of developing inclusion?

Teacher level

Inclusion, although sufficiently known to teachers to be readily defined (Bont1, Cwrt1&2, Neuadd1&2, Parc1&2, Pentre2, Hightown1&2, MainRd1&2) can be experienced as difficult to grasp and implement (Bont1, Cwrt1&2, Parc1&2, Neuadd1&2). Action research is an unfamiliar concept and not clearly understood by most teachers (Cwrt1&2, Neuadd1&2, Bont1, Pentre2). It can be perceived and experienced as vague and open-ended (Cwrt1, Bont1) but is accessible when understood (Main1&2, Parc1).

Teachers value guidance on and facilitation of, the process of action research (Parc1, Pentre2). If this does not happen effectively, teachers may bypass reflection and 'fast forward' to action (Bont1, Cwrt1) or experience a lack of direction (Cwrt1) and loss of momentum (Neuadd1&2).

School level

The characteristics of the teacher group are important, and these are usually the consequence of decisions by senior management. The method of group selection makes a difference to the engagement of the teachers. Competition between departments can stimulate enthusiasm (Main2); volunteering ensures that participants are interested (Neuadd2); conscription may mean that there is resentment (Bont1). Too large a group (Neuadd1&2) or too small (Parc1) may present greater challenges for facilitation. If group members come from different subject areas this can make it more difficult to identify a common focus (Neuadd2, Cwrt1) although once overcome this can lead to new networking opportunities (Neuadd2, Cwrt2).

Aspects of school context are particularly influential. Senior management does not need to lead the group, but if their 'backstage' support is not present the group may not be as productive (Cwrt2, Pentre2). An effective group leader is important, and was found to be often best when 'grown' by the opportunities presented by the process (Hightown1, Main1). A school culture that values reflection will understand and prioritise the 'space' for the group's work to happen (Main1&2); but too frequently this did not occur (Cwrt1&2, Neuadd1&2, Bont1). This sometimes manifested itself in a lack of protection from competing agendas (Neuadd1&2, Bont1, Parc1).

There is a need for the group to meet regularly to build collaboration and maintain momentum. Group size can be an influence on this - too large a group can create problems finding meeting time (Neuadd1&2); a smaller size may offer possibilities of timetabling shared protected periods (Main1&2). Most importantly, regular meetings require senior management support, prioritising and enabling them (Pentre2, Main1) or not (Cwrt1&2, Bont1, Neuadd1&2).

RQ2: What features of practice, organisation or external support can enhance these facilitating factors, or mitigate hindering ones?

Teacher level

Facilitation by educational psychologists was understood by teachers new to action research as providing necessary structure through regular and practical support (Parc1, Pentre2, Hightown2) – but only to the extent actually required by the group (Main1&2). A facilitation model of distant persistence (Hightown1&2) was sufficient to keep some projects moving forwards, but teachers' perceptions (Hightown2, Neuadd1, Cwrt1) often reflected a difficult balance for the facilitator between taking too

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much ownership and providing insufficient support. A facilitator’s process toolkit helped (Pentre2) except when followed inflexibly (Neuadd2).

EPs’ specific skills, knowledge, and pupil-oriented perspectives were valued (Parc1, Pentre2, Main1&2), along with their long view, often associated with theory of change in teacher focus groups (Pentre2, Hightown2) – as long as their emphasis was on practical action (Cwrt2). Being outside teachers’ chain of accountability helped EPs build a space for teachers’ critical reflection (Main1&2, Parc1).

Comparison with action research groups in other schools was a source of ideas and motivation for teachers (Parc1, Hightown1&2).

School level

The context for action research was best addressed by facilitators at an early stage, in processes such as group selection and determining group size (Main1&2, Hightown2), and in the exploration and clarification of the senior management (SMT) role (Hightown2). These features were difficult to influence later on (Cwrt1). Successful negotiation with SMT new to action research involved facilitators highlighting the value of group process as well as measurable outcome (Hightown2), and therefore the need for adequate group time.

SMT who offered sustained practical support to an identified group leader were able to exploit productive links between different agendas: the action research focus, attainment pressures, the engagement of staff involved, promotion and CPD opportunities (Main1, Hightown1&2). Where SMTs did not protect projects from competing agendas, this heightened tensions for the staff involved (Neuadd1&2, Bont1, Parc1).

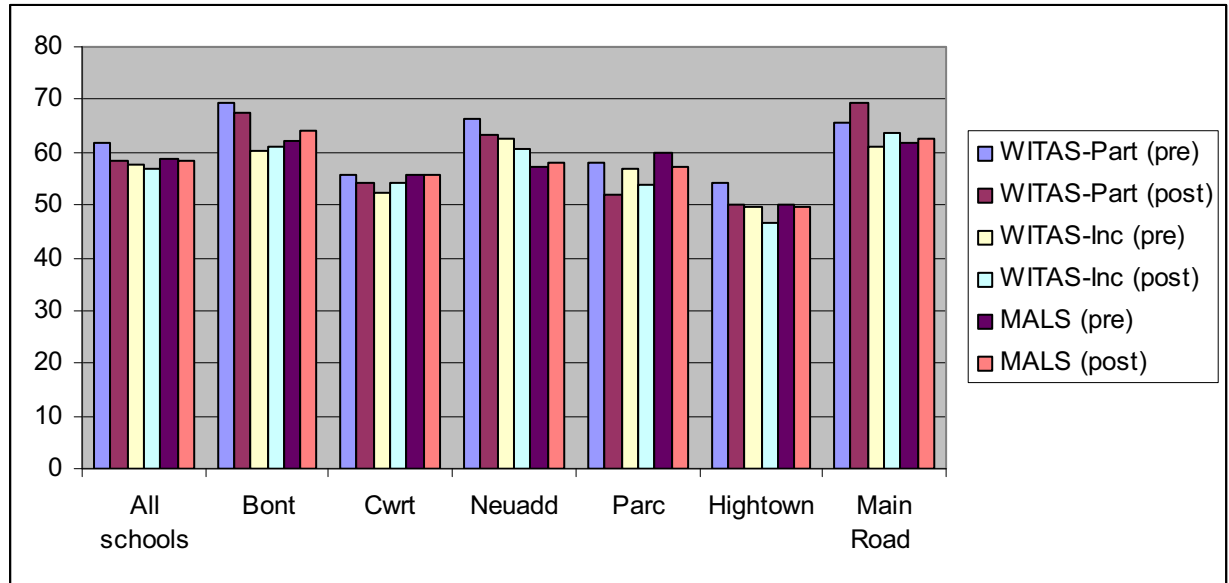
RQ3. What evidence is there of a relationship between teacher engagement in collaborative action research towards more inclusive practice and the learning and participation of pupils?

Pupil level

The three pre and post project pupil questionnaires across the 11 projects revealed no conclusive trends across the pupils involved in projects. Table 1 and the associated graph indicate that pupils in the different schools held slightly differing perceptions about their opportunities for participation and inclusion. However the changes before and after the intervention on key measures were small, suggesting that scales provided reliable measures and that pupils typically indicated very little shift in their perceptions of participation and inclusion in their lessons.

Cycle 1	All schools	Bont	Cwrt	Neuadd	Parc	Hightown	Main Road
WITAS-Part (pre)	61.74	69.41	55.87	66.21	58.13	54.28	65.51
WITAS-Part (post)	58.56	67.64	54.03	63.13	52.05	49.87	69.44
WITAS-Inc (pre)	57.73	60.16	52.22	62.53	57.04	49.62	60.91
WITAS-Inc (post)	56.73	61.09	54.38	60.62	53.98	46.73	63.60
MALS (pre)	58.90	62.03	55.90	57.16	59.91	49.86	61.86
MALS (post)	58.49	64.20	55.70	58.15	57.44	49.49	62.46

Table and Figure 1: Standardized (percentage) measures of pupil perspective, Cycle 1 (high scores are positive).



Many teachers reported an impact on their pupils, with target groups participating more (Bont1, Hightown1, Main1&2), feeling more motivated (Neuadd1, Pentre2, Cwrt1, Parc1, Hightown2), and attaining more highly (Bont1, Hightown1, Main1). In some of these schools, teachers also reported less stressful lessons.

There was a match too between pupils' perspectives of what greater inclusion means in practice (as discussed in pupil focus groups), and the focus of the teacher projects. For example, pupils valued opportunities for active involvement, reflected in projects on the use of individual whiteboards, and on pupils setting group targets for lessons. They needed to understand the work, and this was reflected in project work on language aids for Welsh, and on formative marking schemes. They wanted more choice, reflected in project work on learning materials, increasing group work in line with pupil preference, systems for teacher responsiveness to pupil views and in mentoring schemes. Finally, pupils valued mutually respectful and warm relationships with their teachers, and this was the subject of discussion and indirect effort in many projects.

Teacher level

However, most teachers reported greater consideration of their pupils' learning and participation, and opportunity to 'rethink' their teaching (Neuadd1 Neuadd2, Cwrt1&2, Parc1, Main1&2, Hightown1). They reported better understanding of class dynamics, placed greater value on understanding how each individual pupil learns, and had come to see inclusion as

discovering what works with a particular group. They looked at lessons from the pupil perspective. Some valued the sustained nature of action research as an extended opportunity to focus on and learn relevant skills (eg. in teaching and assessment), teamwork (with colleagues, including LSAs), awareness/ understanding (of pupil needs), quality of relationships with colleagues and pupils, academic knowledge of research methods (Eraut, 2005). By contrast, some teachers felt that the project had made little difference, either seeing themselves as already skilled, or confirming their view of inclusion as unattainably idealistic (Bont1, Cwrt1, Hightown1), and the process of action research as too unfocused for their needs.

School level

Some teachers and headteachers reported an impact on other staff, and hence on other pupils (Main1, Hightown1&2, Parc1), or planned to continue with action research (Neuadd1&2, Pentre2) as a strategy to offer to groups of teachers, as a way of unlocking staff potential (Hightown1&2, Main1&2). Others regretted the relative isolation of the group involved (Cwrt1).

RQ4. In respect of these questions, what are the significant differences between the Welsh and English contexts?

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Teacher level

With respect to RQ1 and 2, there were no significant differences that can be identified to be a result of the different national contexts. Results for RQ2 demonstrate many differences in how schools responded to strategies for improving teacher engagement, but explanations can be more readily found in local contexts.

School level

Welsh language and bilingual education distinctively influences school contexts in Wales. Data from the predominantly Welsh-medium schools (Bont and Cwrt) found evidence that teachers' concerns about pupils' Welsh language skills underlie a lot of thinking about inclusion. All LA representatives were familiar with the language of inclusion but practice and resource distribution focuses predominantly on the SEN agenda. Whilst policy is similar in both countries, there are differences in implementation at the local level, with support from the Assembly Government for localism in public sector decision making. This decentralisation can make local services more responsive to local needs but was perceived by some Welsh LA interviewees as a lack of strategic leadership (Neuadd, Bont/Pentre). The LA's influence on schools' approaches to inclusion varied from strong (Bont/Pentre) to weak (Neuadd) but SEN funding remained a strong lever (Parc, Hightown, MainRd).

Pupil level

With respect to RQ3, in neither qualitative focus group nor quantitative data is there evidence to suggest any difference in the relationship between teacher engagement and its impact on pupils that results from the different national contexts.

Analysis and interpretation

Findings from eleven school projects indicate both the challenges and resources involved for teachers engaging in a process of action research (RQ1), and how facilitation and support in school can make that engagement easier and more effective for pupils (RQ2). The processes elaborated in this project can help teachers to effectively engage (RQ3) with issues of inclusion in secondary schools, in a way accessible to all teachers, requires minimal additional training, and utilises existing resources (in school, and in psychology services).

In summary, the project has developed understanding of how to improve the context for inclusion in secondary schools. Further analysis maps this understanding by identifying the conditions necessary to create and maintain a space for teachers to sustain a practical focus on inclusion.

Teacher level: Creating and structuring a space for teachers' engagement

It is clear from RQ1 above that space to discuss and reflect is in itself not necessarily of value to teachers. Space can be seen as empty and wasteful, given the many daily demands on teachers. However, given other necessary conditions, such a space provides a respite from the everydayness of teaching, and the opportunity for sustained conversations and enquiry focusing on a shared problem. In this way, collaboration is a necessary condition for effective action research. Evidence suggests that a collaborative space can be created, even where teachers are constrained by other agendas (for example Main1&2, Pentre2). A group can be helped towards a shared focus, either through early joint activity (Neuadd2, Parc1), or through more extended initial reflection (Hightown1, Main1). Teachers' talk emerges as an important part of the process of change in which teachers as agents talk through the possible external causes of problems (for example Bont1, Cwrt1), and about possible actions (for example Parc1, Neuadd1), rather than starting with a discussion of values (Howes Fox& Davies, 2006)). Facilitators need to be alert to the specific context of the teachers involved, but it is useful where they are at least partly outsiders, have little investment in the institutional norms, some knowledge of possible alternatives to current practices (Cwrt1&2), and the ability to raise critical questions (Main2) and to make meaningful connections (Parc1).

The groups of teachers who most fully engaged in an action research project had an opportunity to decide their specific focus of action for themselves (Parc1, Pentre2, Main1&2, Hightown1&2). Such ownership appears to be a second necessary condition. Where teacher involvement or their focus was imposed by others, for example through departmental hierarchies and by senior management, teachers' commitment to the project was much less evident (Bont1, Neuadd1). However, pupil questionnaire data across schools does not reflect these different levels of engagement, with only Main1 indicating consistently improved pupil perceptions of classroom practices. There is an inconsistency between the

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actions reported by teachers and the changes reporting by pupils via these instruments. There were however connections between teacher actions and pupils' suggestions for greater inclusion (from pupil focus groups). This suggests that whilst changes made by teachers accorded with those suggestions, they did not go far enough to register on the relatively crude pupil questionnaire instruments.

Collaboratively-owned action research can only be partly a rational, planned and systematic activity. It is also an emergent process, in which possibilities are created and socially constructed over time (Hightown1, Neuadd2). Clear structure and expectations are helpful, but surprises occur, and the facilitator needs to tap into modes of change as they emerge, by remaining flexible and alert to opportunities (Hightown1; Neuadd2 is an example of when this did not happen). Groups require different elements of facilitation at various times, including consolidating the group itself, asking critical questions, maintaining momentum, and sustaining through difficulties. Facilitators need to be responsive, without assuming ownership. Their tangential relationship to management appeared helpful here.

A third necessary condition emerges from the evidence: empirical attention and reflection. Many school groups found it difficult or strange to systematically evaluate the success of the changes they have introduced (Main1, Cwrt1). But the groups that spent time focused on the consequences of their practice were eloquent about the value of that effort, whether it involved getting pupils' perspectives (Parc1, MainRd1&2), observing pupils in their own or each others classes (Neuadd1, MainRd1), or evaluating their own practice (Neuadd2, Pentre2, Hightown1). A relatively large shift by teachers in Main1 towards taking account of pupil perspectives may reflect the improvements in participation and inclusion reported by pupils above.

In many schools, inclusion is not a sustained theme; it is in focus at particular moments (eg. in policy-making) and unconsidered at other times, rather than being addressed in a systematic and creative process. Collaboratively-owned empirical action research proved to be a means of extending the range of timescales over which teachers seriously considered inclusion, upwards into the year-long cycles of a CPD timescale, and downwards to minutes in lessons. EPs were helpful as facilitators here, because the timescale of their interventions is characteristically much longer than that of teachers, as for instance they follow individual pupil careers. But most of their interventions with teachers are one-shot efforts – training on behaviour management, etc. with relatively little use made of the possibility of a sustained, systematic perspective. This is part of the EPs' contribution in this project. Pupil questionnaire data did not pick up sustained developments in all the projects that were successful in these terms, however, perhaps because the timescale for sustained (and therefore observable) change is longer than the two terms between questionnaire administrations.

School level: Connecting the space to the institution

This structuring and maintaining of the space for teacher engagement was necessary but insufficient to guarantee impact. In several projects (Parc1, Pentre2, Main1) the space was well-structured, but poorly connected, and had less impact on the wider institution than was merited. Teachers' work on some projects was undervalued (Cwrt1&2, Bont1) whereas in others teachers' engagement was celebrated, with outcomes understood by other teachers and senior staff (Main2, Hightown1&2). So a second key question emerged: what is necessary to connect a well-structured teacher engagement into the wider institution? Such connection involves some shifts in the norms, divisions of labour and communities of the school. There is a weight of connection and linkages here, which is why we focused on departmental and similarly-sized groups of teachers, rather than attempting direct whole-school intervention.

We identified a stepwise process of facilitation to anchor the group process in the management and practice of the school. In **preparing the ground**, managers and teachers need to learn about action research and inclusion to own and move forward with the project. Ownership in school results in more time and resources for teacher groups. In **shaping the project**, co-construction of a project focus by teachers, using theory of change, is a powerful way to build collaboration and ownership. Helping SMT to locate this focus within the whole school context begins a process of whole school interest. **Keeping it going** addresses the crowded school lives of many teachers. In offering a model of structure and forward planning, the facilitator can also foster contacts within and beyond the school, strengthening a project and its impact. **Closure and sustainability** is about embedding the project as a way to address inclusion, by taking stock of what has changed, and exploring links with other developments and activities.

We found no evidence of significant differences between Welsh and English schools, despite the adoption in Wales of some distinctively different education policies. There are three possible

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explanations for a lack of the 'clear red water' hoped for by Wales' First Minister. Firstly, despite the increasing diversity in types of English secondary schools, those in our study were both state comprehensive schools, like the five Welsh schools. Secondly, whilst school league tables are not produced by the Welsh Assembly Government, evidence from more than one Welsh school (Bont1, Neuadd2) indicates a continuing 'pressure for results' on Welsh school and teacher performance, perhaps because newspapers continue to construct and publish these tables. Finally, the ending of compulsory pupil testing at the end of key stage 3 in Welsh secondary schools came into force only in 2006 and may not yet have affected teacher attitudes and practice. Compulsory testing (or lack of it) was not identified in our data as a factor affecting teacher engagement.

More of the affordances identified in RQ1 and 2 were apparent in English than in Welsh schools, but data for each school suggests that this is best attributed to local circumstances; eg. one school and EP, though not the teachers involved, had prior experience of action research (Main1).

Activities

Networking was a strong feature of the project at all levels. Regular meetings were held between researchers and EPs, including a twice yearly Anglo-Welsh meeting. At these meetings progress was shared and discussed, and support provided for EPs. Teacher network meetings were held 3-4 times during each cycle, teachers from all participating schools attended, and the events were used to offer information and support, share progress and ideas. Video conferencing enabled Welsh-English communication during these meetings. The Welsh schools in both cycles received additional financial support to enable attendance at these meetings via GTCW Networking grants which the project coordinated. A full calendar of project network activities is provided in Annex M.

In September 2007, two dissemination workshops were held in Swansea and Manchester. The workshops utilised basic elements of the 'change laboratory' which draws on Activity Theory (Engestrom, 2006). We invited teams of practitioners (teacher and EP from a particular school) to attend, and engage with our distinctive approach to action research. Participant feedback was very positive. Total attendance was 70 and the participants now constitute a practitioner network, with varying levels of involvement in the further development of materials from the project.

The project has presented papers each year at both the BERA and ISPA conferences, as well as contributing to other events, for example EP training days.

Outputs

Two books are in preparation:

Nominated output 1: Improving the Context for Inclusion: How teachers and educational psychologists can use action research to work together to develop inclusion. This has been accepted for publication as part of Routledge's 'Improving Learning' series and is due for publication in 2008. A synopsis and draft chapter are appended as nominated output 1.

Nominated output 2: Collaborative Action Research for Inclusion: A Guide for Practitioners. This has been commended for publication by the TLRP and is being considered by Routledge for their 'Improving Practice' series. This has been developed into a draft form by the team of EPs and researchers who have worked on the project. The benefit of an additional Impact grant from the TLRP is enabling this collaboration to continue till July 2008. The draft materials were shared with a wider pool of education professional (mostly EPs) at the dissemination workshops (see above) and the participants at these workshops now constitute a practitioner network, some of whom are trialling the draft and offering feedback.

We have liaised with the Welsh Assembly Government and Estyn and it is our intention to produce a briefing document for the Assembly to inform the development of policy and practice in Wales.

Impacts

The response to the dissemination days from the EP community (see above) is evidence that our research work chimes with a growing interest by EPs in adopting more systemic aspects into their work in schools. The guidance materials are already being used, in draft form, in some LAs.

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Future Research Priorities

Our immediate priorities are to complete the synthesis of data to produce comprehensive case studies of the seven schools involved, to be reported in book by Howes et al (nominated output 1); to revise the draft materials for practitioners in the light of further analysis (Davies et al, nominated output 2), and to produce briefing documentation for the Welsh Assembly Government.

We are interested in the following lines of research:

- 1) Further joint work with EP community to explore systemic methods for developing inclusion
- 2) Follow up work in some project schools, plus new work in additional schools to enable further understanding of the factors that contribute to the wider impact and sustainability of this approach in secondary schools. There are indications that this approach can spread in the right conditions.

(5000 words)

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