Judy Durrant, Canterbury Christ Church University. 18th January, 2010.

Action Research to support Curriculum Innovation and Pupil Participation

Types of evidence in school-based enquiry

From Durrant, J. and Holden, G. (2006) Teachers Leading Change: doing research for school improvement. London: Paul Chapman Publishing

EVIDENCE THAT ALREADY EXISTS	ADDITIONAL WAYS OF COLLECTING EVIDENCE
• Pupil performance data • Minutes of meetings • Specifications (e.g. from manufacturers making claims for equipment and materials) • Baseline data • Policies and other documentation • Children's work • Other people's evidence – the web, reading, journals, conferences etc • Marking and assessment • School self-evaluation data • Professional development documentation (e.g. performance management summaries, notes from workshops, courses, mentoring)	• Records of discussion – notes, tapes, flipcharts • Observations in class, in playground etc • Photographs annotated by different groups • Observations of tutorial / mentoring work and follow-up conversations • Observations and conversations in other schools • Video or audio recordings (digital cameras can camcorders can be used by students to present their own perspectives) • Interviews – parents, pupils, teachers…. • Classroom journals or research diaries - paper, computer, Dictaphone… • People's reflections expressed verbally, in writing (poetry, story, analogy and factual) and in pictures or diagrams • Conversations – recorded as notes • Critical incidents (analysis based on incident log) • Questionnaires, audits and surveys • Email and discussion board correspondence

be creative...

be realistic....

be critical...

Children, Families & Education

Kent County Council

Canterbury Christ Church University

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