

# Teachers as Researchers: Reflections on their Creativities LIC Away Day in Cambridge Friday 1 July 2016



# Creating a splash / ripples



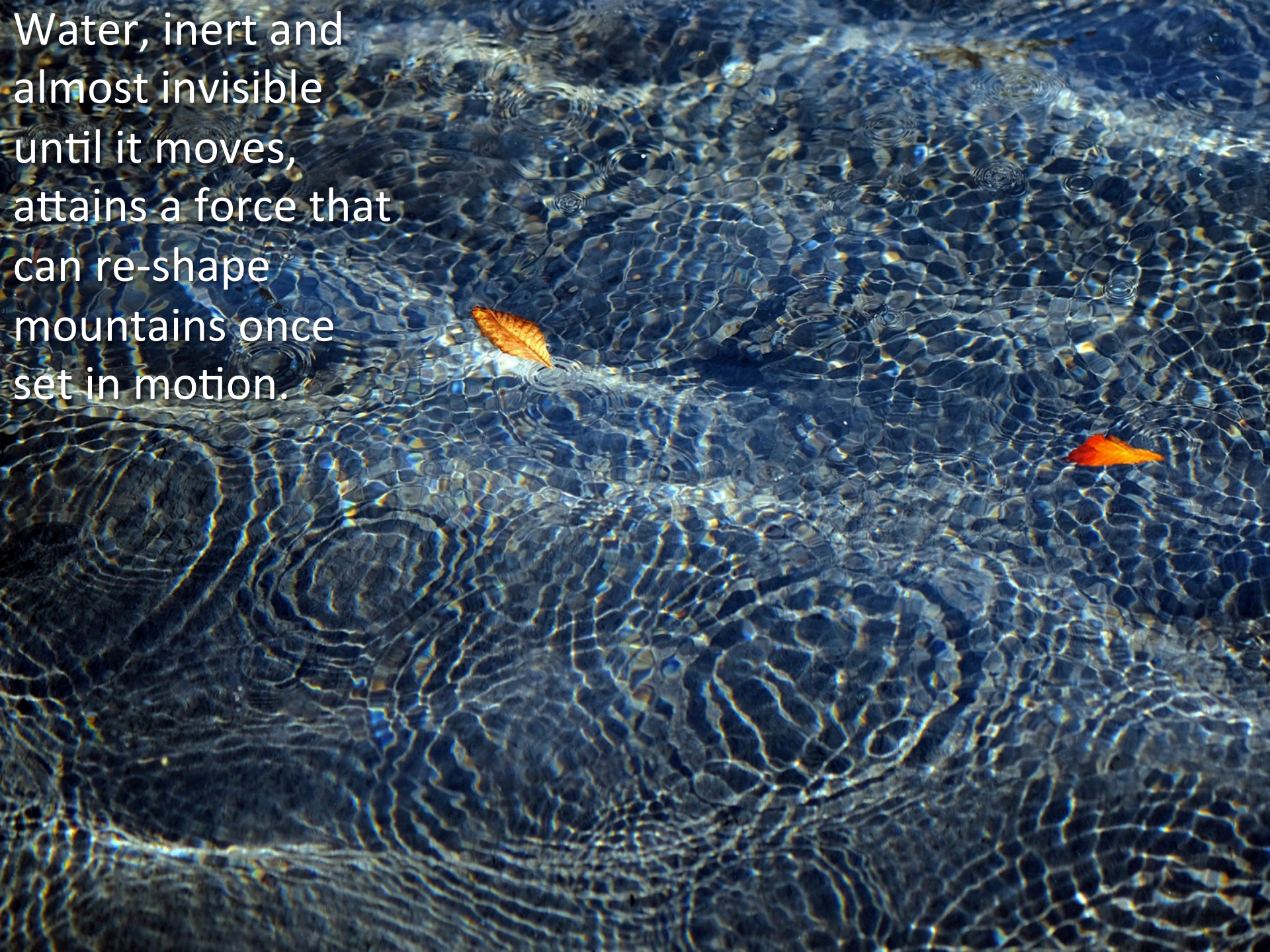
# LIC Initial Findings

## Generating a Splash and Ripples

- **Questioning:** Asking good questions is a key skill
- **Higher Order Thinking:** The role of higher order thinking is significant in composing, Bloom's taxonomy alone may not be sufficient
- **Valuing pupil work:** The 'green shoots' of pupil creativity need nurturing, what is said to a pupil at this stage needs consideration
- **Intentionality:** What pupils want to compose matters
- **Planning:** Is fundamental to learning taking place
- **Partnership roles and power:** Who is the expert, when? How do roles shift during a project?
- **Structured reflection:** Being prompted to reflect works well
- **Learning:** 'Doing' alone is never sufficient, it intertwines with learning
- **Process and development:** Composing is a process, it is also developmental - pupils can get better at composing
- **The place of final performances:** Are these always essential?

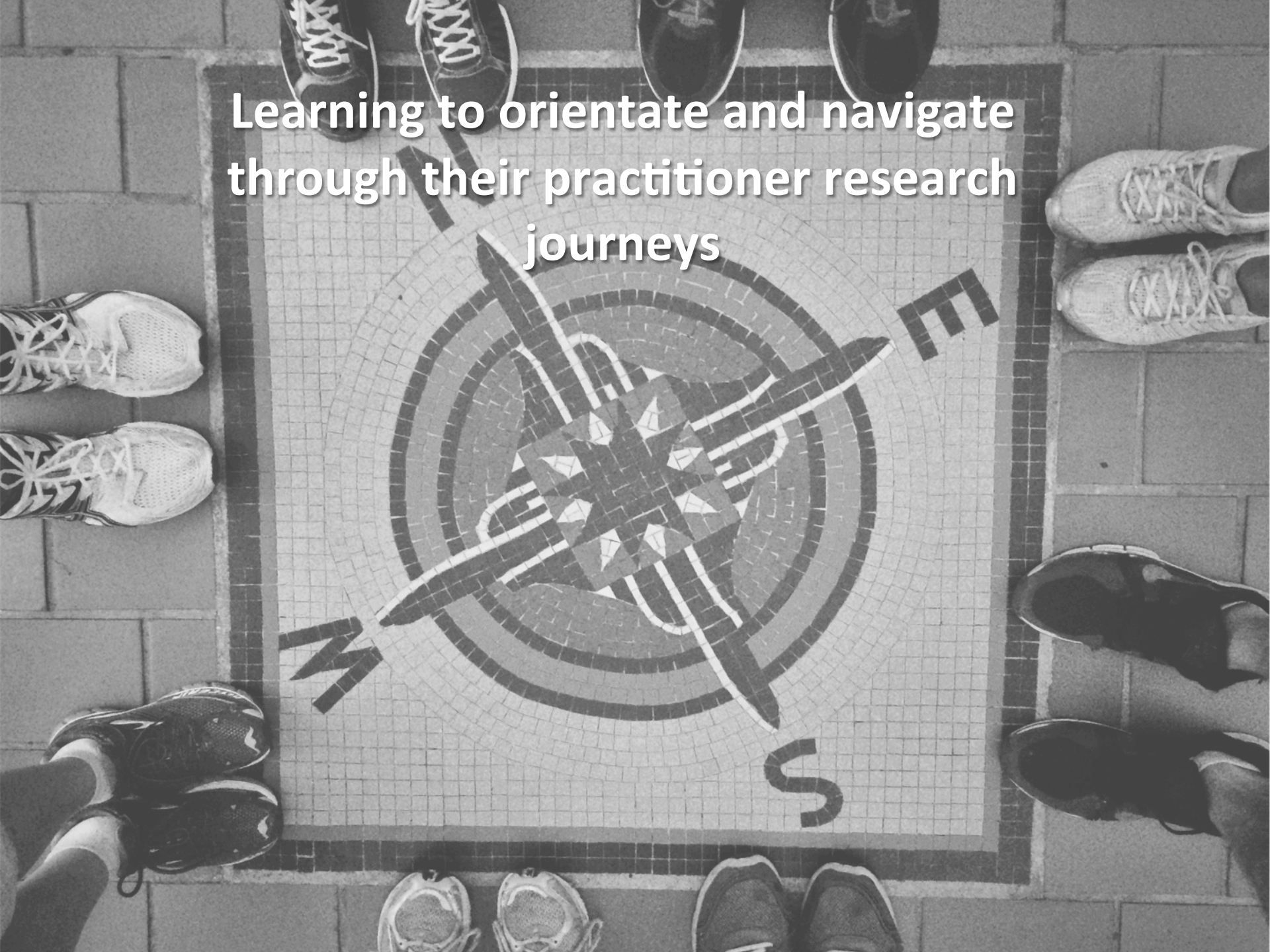


Water, inert and  
almost invisible  
until it moves,  
attains a force that  
can re-shape  
mountains once  
set in motion.





Learning to orientate and navigate  
through their practitioner research  
journeys



# Learning to juggle many things





# ACTUALITY

I feel like a circus performer  
Spinning all the plates in the air  
Carefully balancing each support  
This one on my knee  
This one on my head  
This one on the ring finger of my left hand.

Yet my fingers on the right  
Are tapping at the keyboard  
Shooting idea after idea  
In-between  
Flicking the pages of a book.

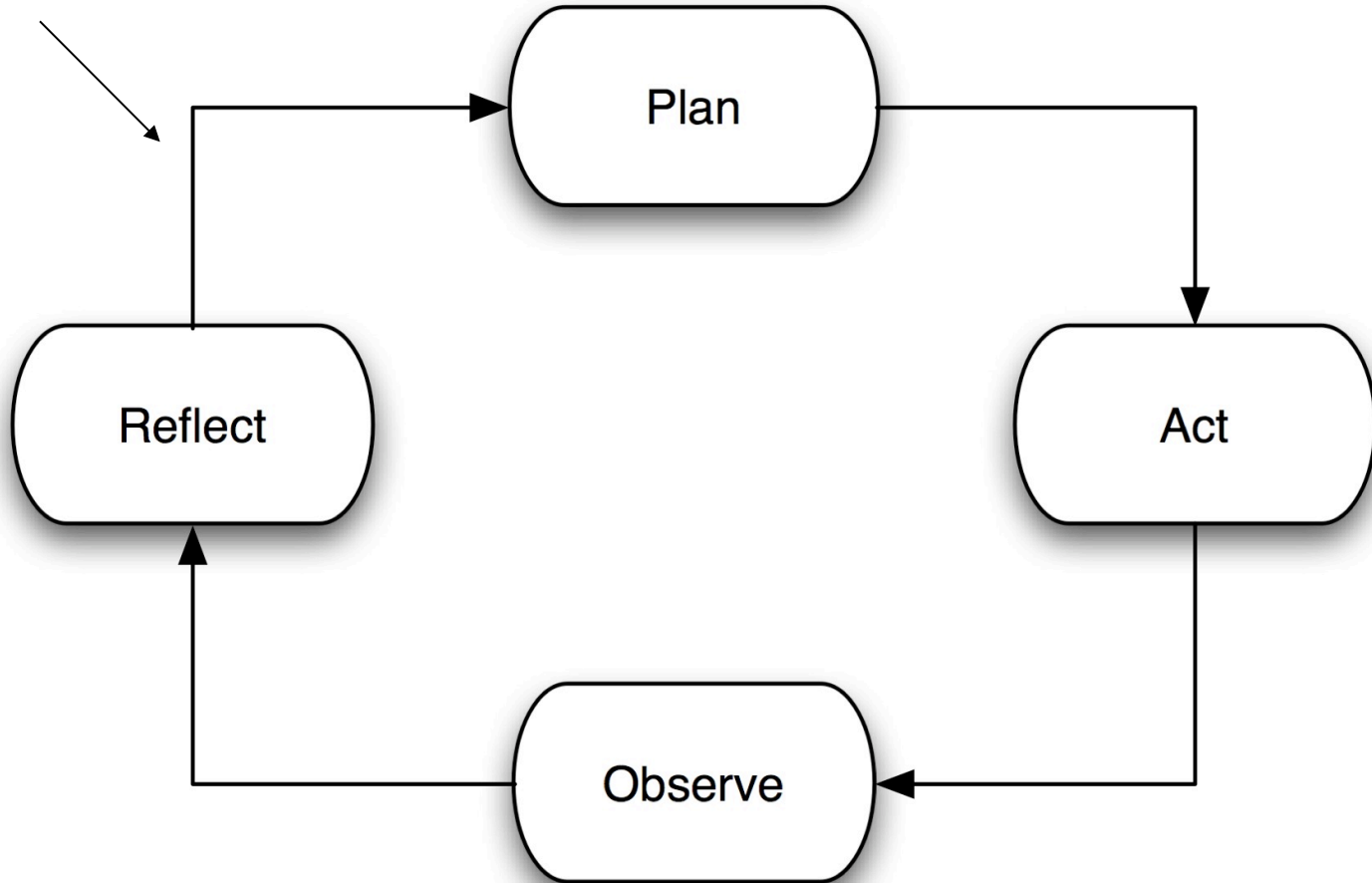
My mind is a mansion of many rooms,  
Holding all selves,  
Teacher,  
Researcher,  
Performer,  
Mentor  
Mother,  
More.

And all the while I am reeling with new meanings  
Like carefully plaited rope,  
Tying all the parts of myself together  
In words and thoughts and actuality.



# Action Research

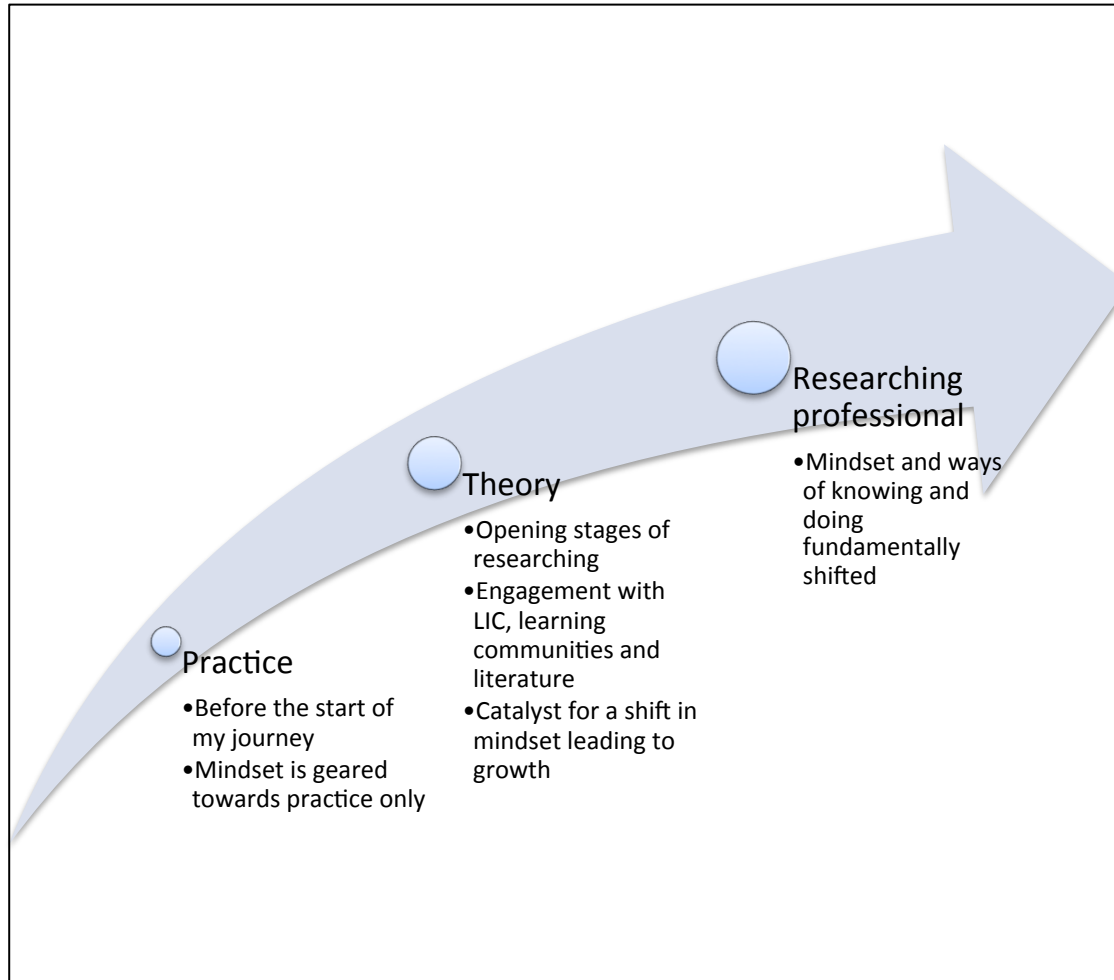
You probably won't have  
time for this section





- New ways of **Planning**: What aspect of KS3 composing teaching and learning will I be researching?
- New ways of doing/**Act**: How will I be doing this?
- New ways of seeing/**Observe**: How will I gather data?
- New ways of thinking/**Reflect**: What I think during and at the end of the process

# Shifts



The teacher as a learner – a shift in mindset





three creativities?  
three new moves?

- Reflexivity
- Generating  
new  
practices
- Text work/  
identity  
work

# reflexivity - margaret archer

- reflexivity: 'the regular exercise of the mental ability, shared by all (normal) people, to consider themselves in relation to their (social) contexts and vice versa.'
- reflexivity mediates structural /cultural influences on the courses of action we take



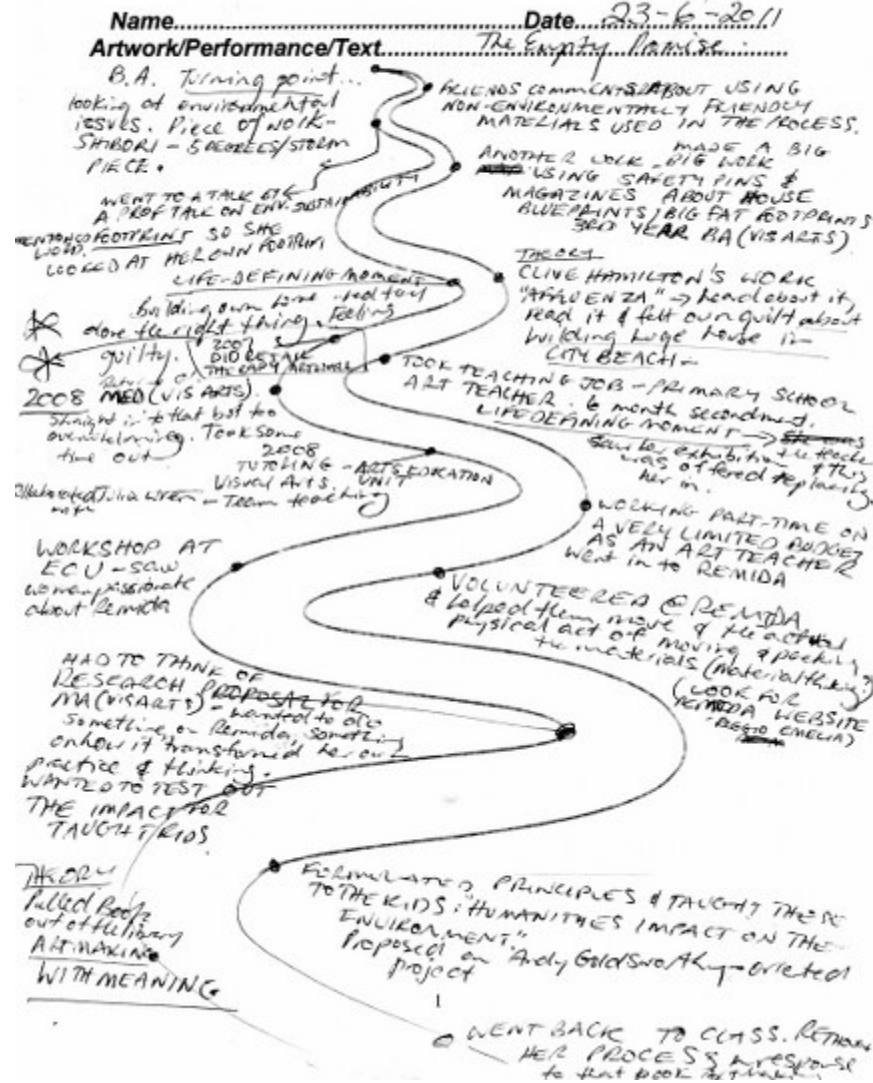


# Teacher Creativities

## Leading Professional Change

- **(Leading) professional change** is challenging
- Teacher researcher focus on generating new practices/pedagogic change/creativity), suggesting that these practices constitute research, rather than simply reporting; e.g. research tools become teaching and learning practices
- Engaging/juggling with **processes and mechanisms of change** *in professional practice involves institutional, personal, classroom, teaching and learning practices – diverse creativities in practice*
- **Engaged close-up research in practice** requires juggling many things and has the potential to make a significant contribution to scholarly and practitioner knowledges and illuminates gaps between policy and practice...

**Creative River Journey: A critical moment river journey chart**  
(adapted from Kerchner, 2006, p. 128)



Had a favourite song (age 8). The message  
*'made me feel really sad'.*

At a wedding, impressed by instrumentalist's skills.  
*'It sounded amazing.'*

At home, imagines singing and dancing in front of an audience. *'It doesn't matter if it sounds silly at home but at school there are those that are really talented and play good music. Then there are those that are good but need improvement and then there are those that like music but are not good or looked up to.'*

At school, hates having to perform, alone in front of the class. Performing *'makes your hands go all funny'*. She finds having to *'play notes off a sheet'* difficult; having to *'look at it and think and play it'*.

She considers people fall into one of three categories. *There are those that are really talented and play good music. Then there are those that are good but need improvement and then there are those that like music but are not good or looked up to.*

She thinks everyone is more intelligent than her. *When I play, I think I'm the third type of person but I want to be like others and play the way they do. They know better tunes. I want to play it but I think I shouldn't play it.*

**Figure 1: Sidin's Musical River at 12 years**

[Source: Initial Interview - reported in Burnard, 2000]



It's our brainstorming room.

→ Ideas - street dancing - Paul O'Grady

Brings people together.



Happiness. Sp  
kness.

We're talking  
about next so  
or new dance

Ideas.

Older or Youth  
Say something  
a -  
Idea pops in  
our head

Ideas just come.  
When you're in  
that room you  
have a form.

Put it in  
the  
machine.



from my heart.

I press when I play a little tune.

I like it



Magic Keyboard:  
When I play him  
in a dark room  
& it brings back so  
much memories

When we played  
with each other...  
Some times good  
Some times bad.

Fills me  
with  
emotions.

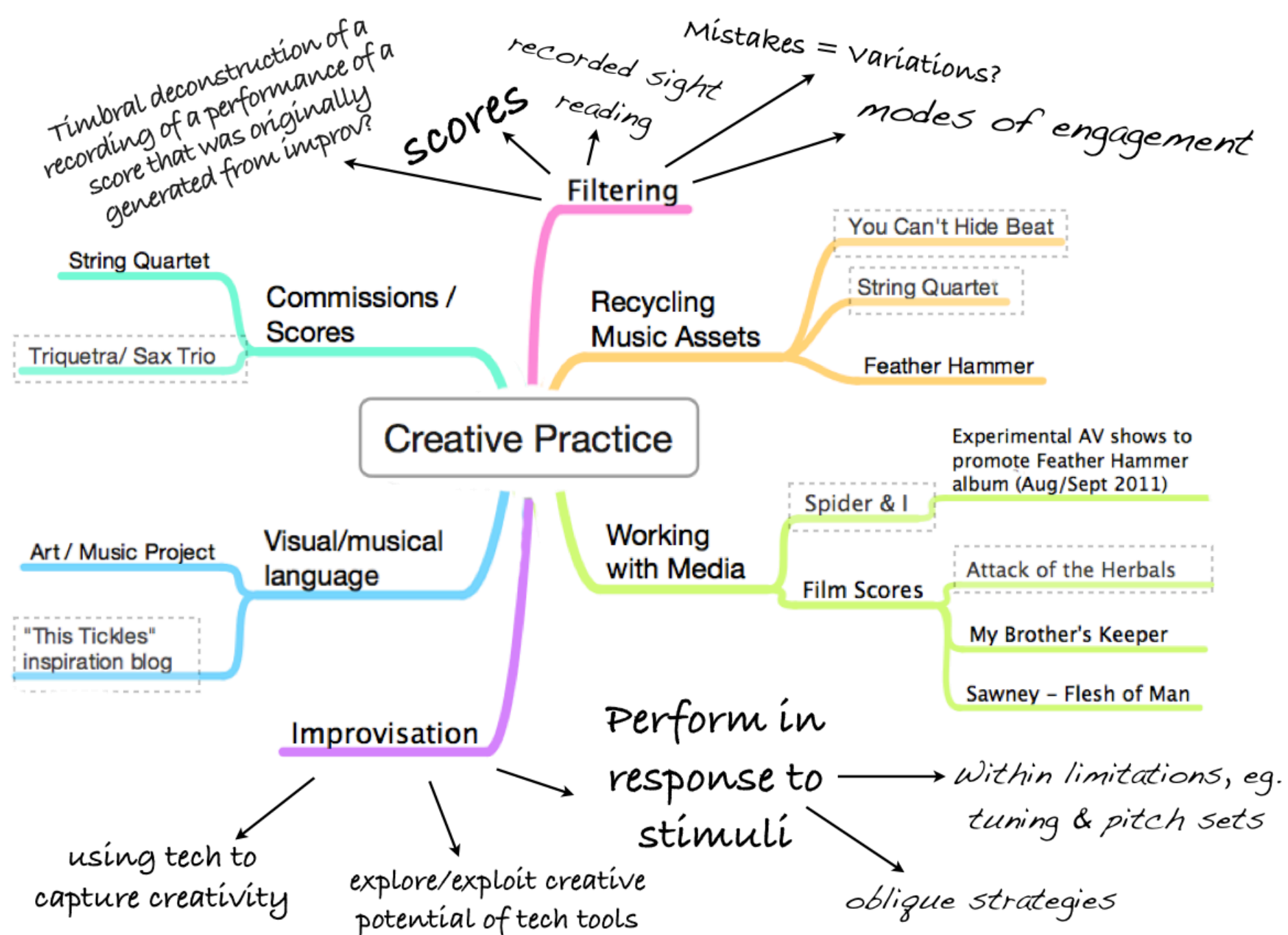
Addicted  
to it

When I'm  
sad I play a  
sad tune.

Makes tunes  
that  
bring back  
memories.







# blogging a researcher self

*Writing as a personal exercise done by and for oneself is an art of disparate truth - or, more exactly, a purposeful way of combining the traditional authority of the already-said with the singularity of the truth that is affirmed therein and the particularity of the circumstances that determine its use (Foucault, 1997, p. 210).*

Mewburn and Thomson survey of researcher bloggers:

- creating a scholarly persona
- knowledge sharing
- 'slow thinking'
- pleasure seeking / meaning making



Connecting the voices, journeyings and  
practices of practitioner-researchers



*...it is only through letting go and trusting the waters  
of learning that these journeys have achieved their ends.*