

## Writing at KS 1: Can, can't, won't?

N°	WORKSHOP THEMES AND SUPPORT FOR RESEARCH
1:	<p><b>INTRODUCTION AND IDENTIFICATION OF RESEARCH THEMES</b></p> <p><b>PROFESSIONAL NEEDS ANALYSIS AND REGISTRATION</b></p>
2:	<p><b>GENDER DIFFERENCES</b></p> <ul style="list-style-type: none"> <li>• Assumptions</li> <li>• Observations</li> <li>• Research hypotheses</li> </ul> <p><b>HOW TO DESIGN YOUR RESEARCH</b></p> <p><b>READINGS:</b> Rickinson, M (2005) <i>Tool-kit 1: planning your research project</i>, NFER See also bibliography.</p> <p><b>TOOLS FOR THE JOB: WORK-BASED ACTION ENQUIRY</b></p> <ul style="list-style-type: none"> <li>• On being an teacher researcher</li> <li>• Developing a focus</li> <li>• Finding and using resources: books, Minerva and how to access electronic readings</li> </ul> <p><b>FINDING OUT: THE REVIEW OF LITERATURE</b></p> <p><b>READINGS:</b> <i>Critical Thinking &amp; the Art of Close Reading</i>: article adapted from <i>How to Read a Paragraph: The Art of Close Reading</i> by Richard Paul and Linda Elder (2003). Publisher: Foundation for Critical Thinking (in Study Skills Pack)</p> <p>Selections from: Clough, P. and Nutbrown, C (2002), Reading: Purpose and Positionality Chapter 5, <i>A Student's Guide to Methodology</i>. London. SAGE Publications</p>
3:	<p><b>BOYS, ABLE BOYS AND MOTIVATION</b></p> <ul style="list-style-type: none"> <li>• Plus</li> <li>• Minus</li> <li>• Interesting</li> <li>• Motivation</li> </ul> <p><b>CREATING AN ACTION PLAN</b></p> <p><b>READINGS:</b> Selections from chapter 2: What is Methodology? from Clough, Nutbrown C (2002) <i>A Student's Guide to Methodology</i>. London. SAGE Publications</p> <p>Hopkins, D. (2002). Developing a focus, Chapter 5, <i>A Teacher's Guide to Classroom Research (3<sup>rd</sup> Edition)</i>. Buckingham: Open University Press. (this reading is in the handbook)</p>

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	<p><b>PRESENTATIONS OF ACTION PLAN - PREPARATION</b></p> <p><b>READINGS:</b> Hopkins, D. (2002). Principles of classroom observation; Methods of observation in classroom research; Data gathering, Chapters 6, 7 and 8, <i>A Teacher's Guide to Classroom Research (3<sup>rd</sup> Edition)</i>. Buckingham: Open University Press.</p>
<b>Tutorial</b>	<p><b>TUTORIALS FOR ASSIGNMENTS 1 AND 2</b></p> <p><b>1. Literature Review</b> Critical Analysis of Literature – a paper taking a clear position on a particular issue, or a discussion of current insights and research.</p> <p><b>2. Presentation</b> – 20 minutes presentation to peers</p>
<b>4:</b>	<p><b>MOTIVATION</b></p> <ul style="list-style-type: none"> <li>• <b>Plus</b></li> <li>• <b>Minus</b></li> <li>• <b>Interesting</b></li> </ul> <p><b>PLAY INTO WRITING</b></p> <ul style="list-style-type: none"> <li>• Is role play a necessary part of learning?</li> <li>• Where does its value reside? Etc.</li> </ul> <p><b>AUDITING YOUR RESEARCH: IS IT VALID? IS IT RELEVANT?</b></p> <p><b>Review of Research design.</b></p> <p><b>READINGS:</b> Selections from: Clough, P. and Nutbrown, C (2002), Research Design: Shaping the Study, Chapter 7, <i>A Student's Guide to Methodology</i>. London. SAGE Publications Hopkins, D. (2002). Analysing and reporting classroom research data, Chapter 9, <i>A Teacher's Guide to Classroom Research (3<sup>rd</sup> Edition)</i>. Buckingham: Open University Press.</p>
<b>5:</b>	<p><b>WORK-BASED ACTIONS (in the classroom)</b></p> <p style="padding-left: 40px;"><b>Linguistic understanding</b></p> <p style="padding-left: 40px;"><b>Skills training</b></p> <p style="padding-left: 40px;"><b>Climate for learning and personalisation</b></p> <p><b>RESEARCHING YOUR SUBJECT</b></p> <p><b>TUTORIALS:</b> feedback and feedforward on work in progress.</p>

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<p>6:</p>	<p><b>LEARNING OUT OF THE CLASSROOM:</b> visiting speaker</p> <p><b>ANALYSING YOUR DATA: WHAT DOES THE EVIDENCE MEAN?</b></p> <p><b>READINGS:</b></p> <ul style="list-style-type: none"> <li>Hopkins, D. (2002). <i>Analysing and reporting classroom research data</i>, Chapter 9, <i>A Teacher's Guide to Classroom Research (3<sup>rd</sup> Edition)</i>. Buckingham: Open University Press.</li> </ul>
<p>Tutorial</p>	<p><b>TUTORIALS FOR ASSIGNMENTS 3 AND/OR 4</b></p> <p><b>Assignment 3: Written submission of the findings and conclusions of the action enquiry plan presented as assignment 2</b></p> <p><b>WHAT IS YOUR EDUCATIONAL ARGUMENT?</b></p> <p><b>Assignment 4: Policy document</b>, presented as a portfolio of work which has led to the realisation of enhanced policy and reflective commentary.</p> <p>or <b>position paper</b>, which will allow you to critically review, and evaluate areas relating to your school's present and anticipated position on literacy teaching in the light of your work on the 'KS1 Writing project'.</p> <p><b>The aim of the argument</b> is to demonstrate that you have considered various 'different' points of view and that you are researching and thinking at Masters level:</p>
<p>7:</p>	<p><b>PUTTING IT ALL TOGETHER: PRACTICE INTO POLICY AND POLICY INTO PRACTICE</b></p> <p><b>REPORT/ POLICY/POSITION PAPER:</b> The aim of the report / policy / position paper is for you to critically review, and evaluate how your project has shaped your school's present and/or anticipated position in relation to your area of study</p> <p><b>READINGS:</b></p> <p>Example Position Paper: McNiff J (2001) <i>Action Research and the Professional Learning of Teachers</i> Paper presented at the Qattan Foundation, Palestine. Available on MINERVA → Assignments</p> <p>Selections from chapter 8: Reporting Research: Telling the Story from Clough, Nutbrown C (2002) <i>A Student's Guide to Methodology</i>. London. SAGE Publication</p>
<p>8:</p>	<p><b>ENGAGING THE RESEARCHER – REFLECTION ON PROFESSIONAL LEARNING: WHAT IS THE IMPACT OF THE STUDY?</b></p> <p><b>READINGS:</b></p> <p>Selections from: 'Development planning, classroom research and school improvement' and 'Teacher research and the creation of professional learning communities', chapters 11 and 12 in Hopkins, D. (2002). <i>A Teacher's Guide to Classroom Research (3<sup>rd</sup> Edition)</i>. Buckingham: Open University Press.</p>

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	<p><b>Engaging the researcher 1 – school improvement and pupil outcomes</b> Relating professional development to wider school improvement issues.</p> <p><b>Engaging the researcher 2 – reflection on professional learning:</b> ... <i>the outstanding characteristics of the extended professional is a capacity for autonomous professional self-development through systematic self-study, through the work of other teachers and through the testing of ideas by classroom research procedures.</i> (Stenhouse 1975: 144)</p>
<b>Tutorial</b>	<b>WRITING WORKSHOPS FOR ASSIGNMENTS 3 AND 4</b>