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Theme: Unwelcome truth

How to challenge the view of action
research as a research method for
teachers?

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CARN-conference Keynote panel, Main Hall
October 25, 13.45 – 15.00

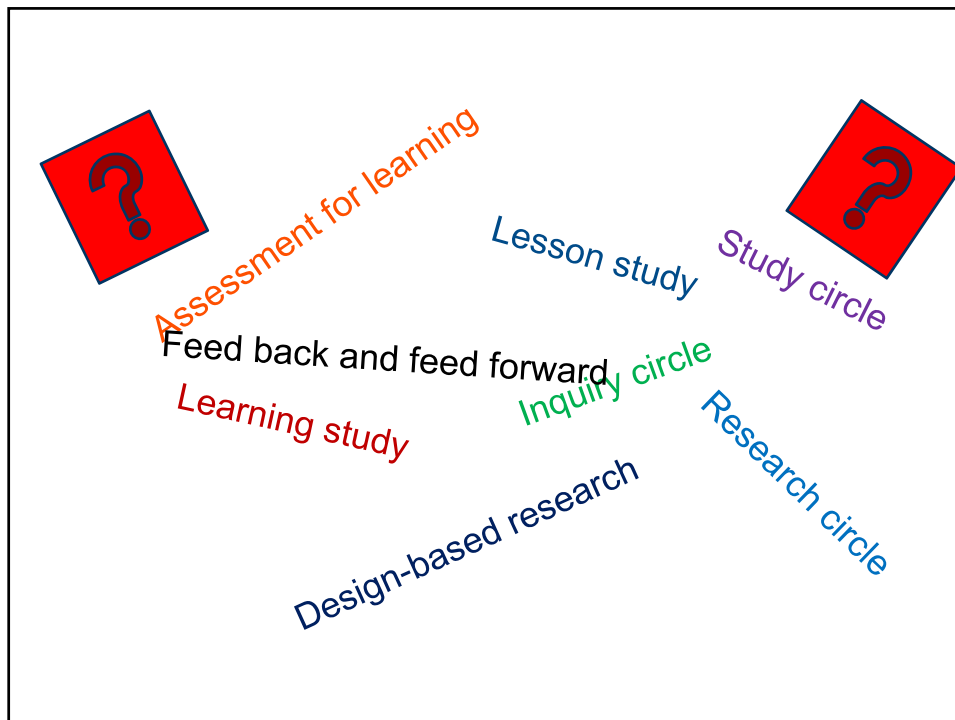


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“as action research increasingly became an institutionalised model of in-service teacher education, so some forms of action research have become **detached from any emancipatory aspirations and transformed into little more than a research method** that could be readily assimilated to and accommodated within the broader requirements of the orthodox research paradigms we had intended it to **replace.**”

(Carr & Kemmis, 2005, p. 351)

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Educational action research is about:

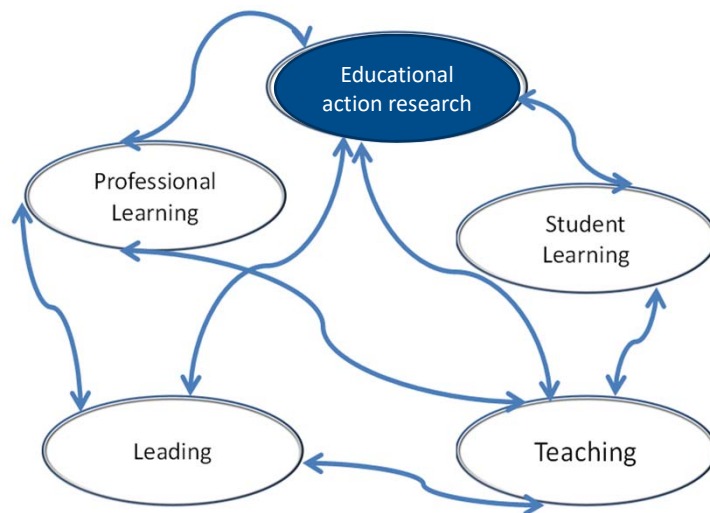
- Developing aspects of your practice,
- Developing your understandings of your practice
- Developing your understandings of the site where it takes place
(Carr & Kemmis, 1986)
- **Generating capacities and practices for leading**
(Edwards-Groves & Rönnerman, 2013)

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- Activities (actions)
- Understandings
- Capacities

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Kemmis et.al, 2014

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Ecologies of practices allows us to understand how practices, like professional learning and leading, relate to one another in activity-time space (Schatzki, 2010) and over (historical) time.

A theory of 'practice architectures' enables us to examine how practices are distributed and 'hang together' as coherent, orchestrated activities constituted in:

- semantic space (in language),
- physical space-time (in practical material arrangements, actions and activities) and
- social space (in relationships).

(Kemmis, et.al 2014)

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Description of the participants in the study

- Each of the participants
 - participated in along term action research project over 12 months
 - continued on after the project to take up roles as teacher leaders facilitating teacher professional learning in their own sites – schools- system
 - become 'drivers' of system change
 - continue to lead teacher learning in local contexts (often in preference to taking on more formal leadership positions eg. principal roles)



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*At the same time the system gave us the days, the time to attend the ten sessions, without that it would have been impossible. You as the facilitator too helped me to keep seeing that I could do this and meet the challenges along the way. It was this as well as knowing I need to be developing. And so this really made me look at what I was doing and I knew I had to change, **but I also wanted then to keep on with this to help other teachers as I knew this worked** (Melanie).*

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Our data suggests there is a strong connection between professional learning and the development of leading – **middle leading**.

This depends on the conditions which support this development.

Learning **for** leading professional learning is necessary for development at the site and a sustainable educational future.

(Edwards-Groves & Rönnerman, 2013)

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Middle leading involves

(simultaneously) engaging in

- **leading and teaching** by
- **managing and facilitating** educational development through
- **collaborating and communicating**

to create communicative spaces for sustainable future action.

(Grootenboer, Rönnerman & Edwards-Groves, 2017)



Challenge

Action research as a generative mechanism for leading.

Middle leaders as drivers for change
to organise communicative spaces for teachers in local schools
to facilitate dialogues



How to create communicative spaces for sustainable critical dialogue on action research at the local school



References

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