

# NASEN Conference

## Innovation and School-facing Research

Prof Des Hewitt

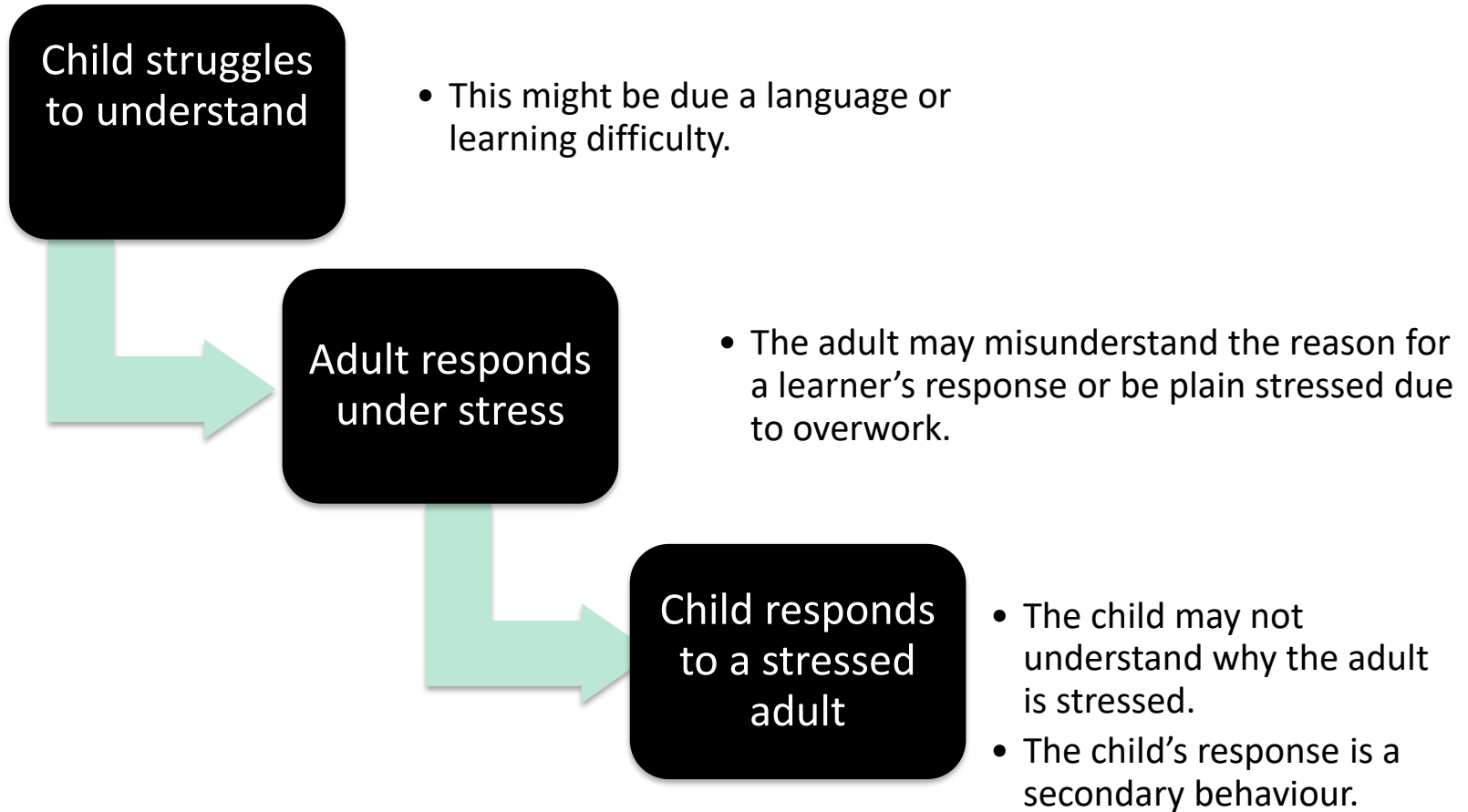
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## Chain of responses: stress and 'secondary' behaviours.



# How do we react to life?



## ‘Mindfulness in Teachers and Learners:

### An Evaluation in Teacher Education and Primary Schools’ DH

Prof Des Hewitt, Centre for Professional Education

#### Teacher well-being

- Up to 40% of new teachers in England leave the profession within a year.
- Teacher stress is widely seen a significant contributory factor  
Fisher (2011)

*‘How can we develop well-being for children and young people if we don’t invest the same care in our staff?’*

#### Pupil well-being

- Referrals to CAMHS increased five times faster than workforce from 2013-2015
- Various programmes have sought to build on pupil emotional well-being to develop coping strategies.  
TES (2015)



# Today's session

- ▶ Overview
- ▶ Overview of practitioner SEND research projects
- ▶ Two big ideas for inclusive education and research:
  - Mindfulness for teachers and pupils
  - Self-determination and motivation
- ▶ Where do we go from here?



# **Hewitt and Tarrant (2015): Innovation in Primary Schools**

- ▶ Innovation involves invention
- ▶ Innovation often involves incremental change
- ▶ Innovation should not be confused with the latest trend
- ▶ Innovation can be confused with marketing hype
- ▶ Innovation often results from subversion
- ▶ Innovation is focused on improvement



# Teachers as researchers: justification

The Cambridge Primary Review on teachers as professionals...

“The test of this alternative view of professionalism is that in relation to anything he or she does a teacher is able to give a **coherent justification citing (i) evidence, (ii) pedagogical principle and (iii) educational aim, rather than just the unsafe and undemocratic defence of compliance** with what is required. Anything less is not just professionally demeaning; it is also likely to be **educationally unsound.**”

**Alexander (2010)**



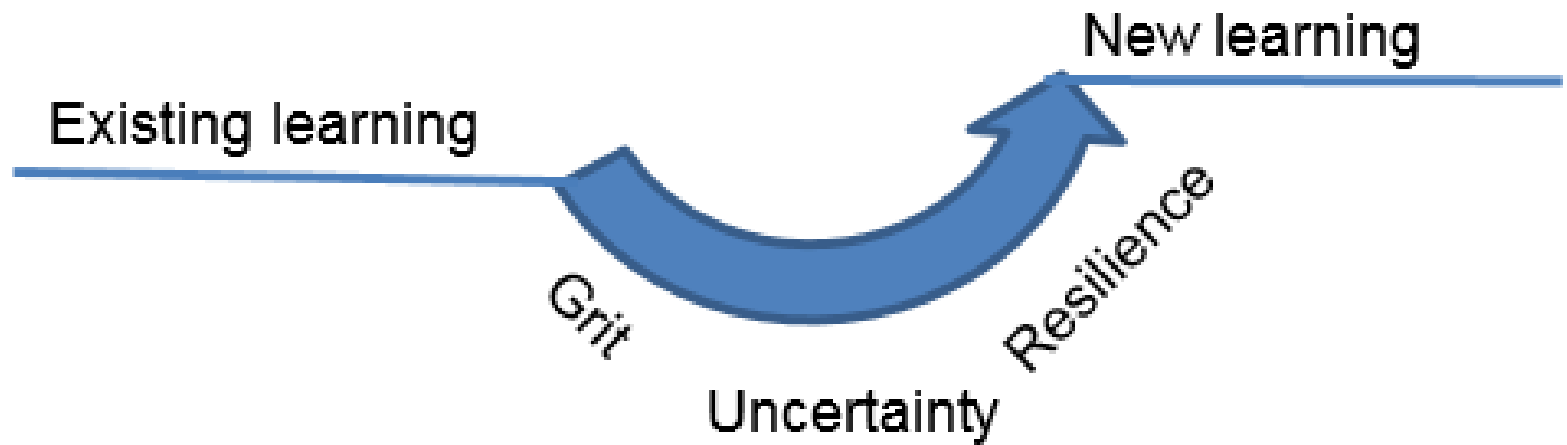
# Engagement, Motivation and Empowerment (2018)

**Brittany Wright**  
**Prof Des Hewitt**  
**University of Warwick**





# Productive challenge



# UN Convention on the Rights of Persons with Disabilities

- ▶ **Equality before the law without discrimination (article 5)**
  - ▶ Right to life, liberty and security of the person (articles 10 & 14)
  - ▶ Equal recognition before the law and legal capacity (article 12)
  - ▶ Freedom from torture (article 15)
  - ▶ Freedom from exploitation, violence and abuse (article 16)
  - ▶ **Right to respect physical and mental integrity (article 17)**
  - ▶ Freedom of movement and nationality (article 18)
  - ▶ **Right to live in the community (article 19)**
  - ▶ **Freedom of expression and opinion (article 21)**
  - ▶ **Respect for privacy (article 22)**
  - ▶ **Respect for home and the family (article 23)**
  - ▶ **Right to education (article 24)**
  - ▶ Right to health (article 25)
  - ▶ Right to work (article 27)
  - ▶ Right to adequate standard of living (article 28)
  - ▶ Right to participate in political and public life (article 29)
  - ▶ Right to participation in cultural life (article 30)
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# **Ed Deci and Jim Ryan: Self-Determination theory**

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**Hewitt and Wright (2018):**  
**Engagement, Motivation and Empowerment**  
**Motivation/ Protective factors**  
**Connected:** we are intrinsically social;  
**Autonomous:** we are in control;  
**Personal development:** we need to grow

Deci, E. L. and Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press



# Five a day for mental health and well-being (NHS programme)

- Connect with other people
- Learn something new
- Be aware of your own feelings
- Get active
- Do something good for others



# The continuum of motivation

*Non self-determined*

*Self-determined*

|                        | <b>Amotivation</b>                              | <b>Extrinsic Motivation</b>                   |   |   | <b>Intrinsic Motivation</b>       |  |
|------------------------|---|---|---|---|-----------------------------------|--|
| Regulatory style:      | <b>Non-Regulation</b>                           | <b>External Regulation</b>                    | <b>Introjected Regulation</b>           | <b>Identified Regulation</b>                | <b>Integrated Regulation</b>      | <b>Intrinsic Regulation</b>                    |
| Source of motivation:  | Impersonal                                      | External                                      | Somewhat external                       | Somewhat internal                           | Internal                          | Internal                                       |
| Motivation regulators: | No intention<br>Incompetence<br>Lack of control | Compliance<br>External rewards or punishments | Ego-involvement<br>Approval from others | Valuing an activity<br>Endorsement of goals | Congruence<br>Synthesis with self | Interest<br>Enjoyment<br>Inherent satisfaction |

**The Self-Determination Continuum**



# Castle Wood SEND Practitioner: One-year Research Projects

- ▶ Developing a differentiated sensory curriculum;
- ▶ Maths in the early years in a special school;
- ▶ Evaluating a community support programme for children on the Autism Spectrum
- ▶ Introduction to research skills and framing your enquiry
- ▶ Supporting the research process: feedback and developing confidence
- ▶ Aligning school research with the school development plan and vice-versa



**Your research project**

**Name:** \_\_\_\_\_

**Research Question/ Topic**

Subsidiary questions:

Impact:

Scope/ Limitations:

Manageability:

**Literature and theoretical background**

Last 5-10 years:

Professional implications:

Research approaches:

**Research approach**

Research methods:

Data storage and recording:

Data analysis:

Ethics/ Informed consent:

Validity/ reliability/ relateability

**Reporting findings**


Results/ findings:

Claims:

Coming back to your literature:

Conclusions:

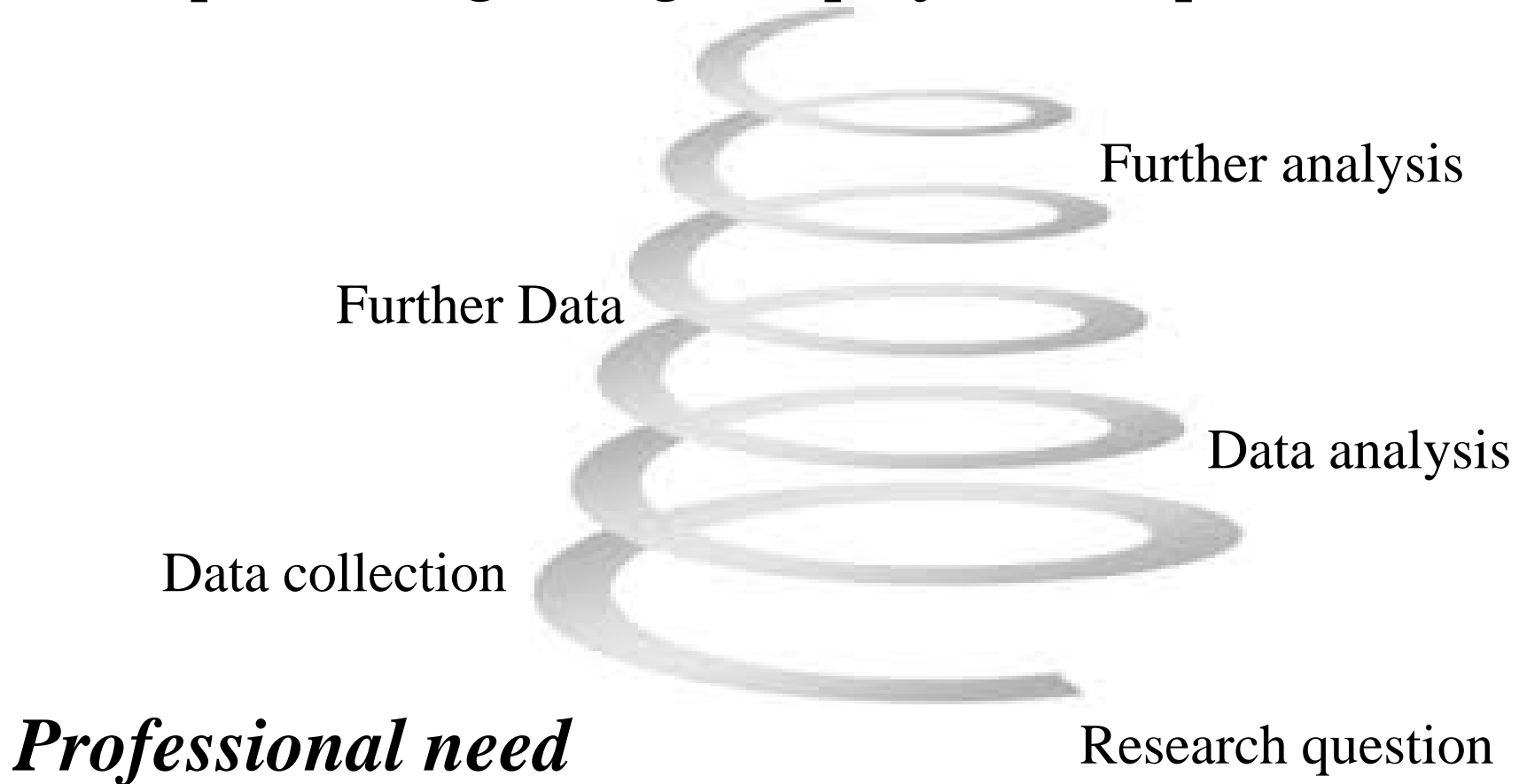
Implications/ Recommendations:



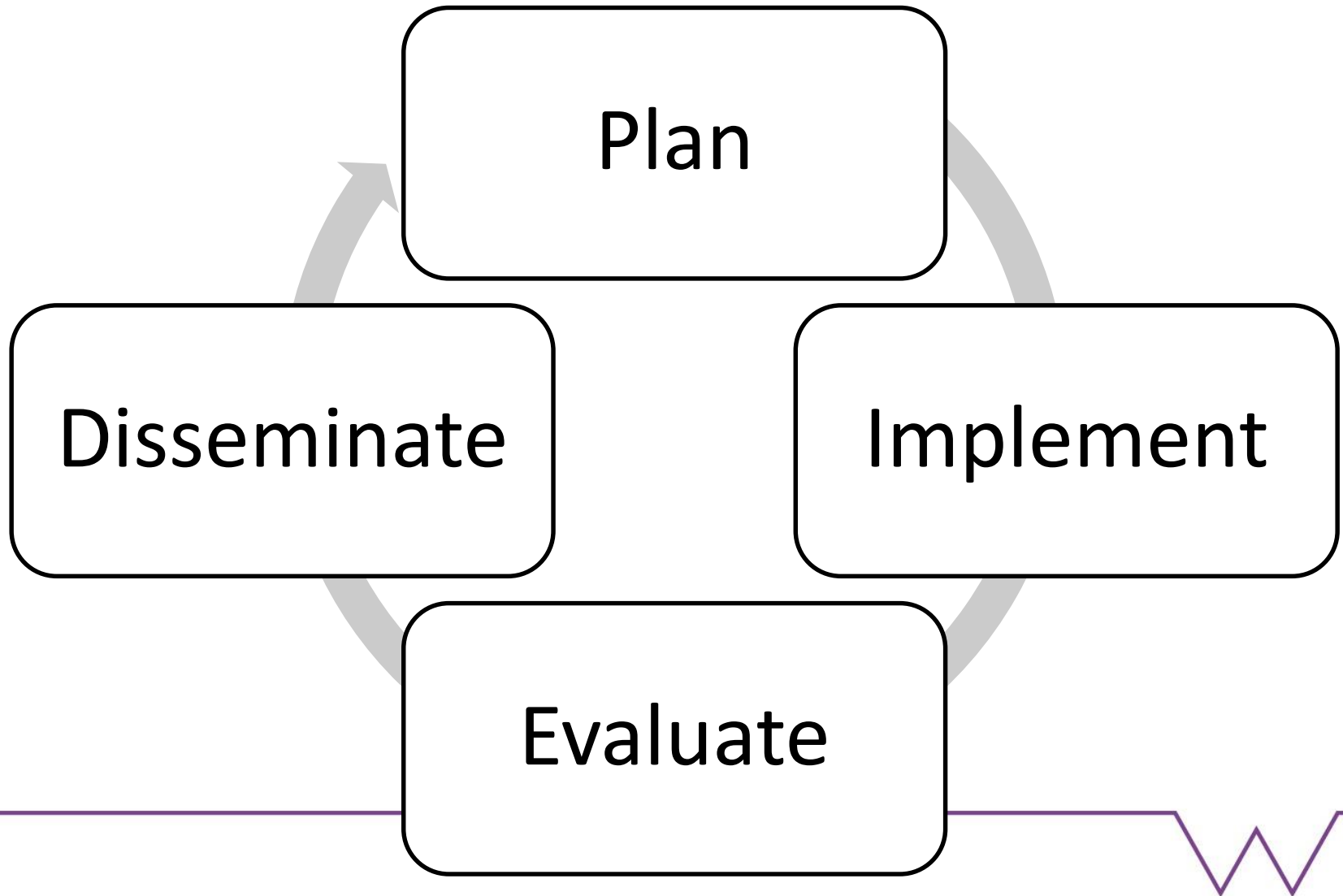


# Spiral of escalating insights

*Implementing changes in professional practice*



# Don't forget to tell everyone!



# ‘Mindfulness in Teachers and Learners: An Evaluation in Teacher Education and Primary Schools’

Prof Des Hewitt, Centre for Professional Education

## Teacher well-being

- Up to 30% of new teachers in England leave the profession within 5 years.
- Teacher stress is widely seen a significant contributory factor

**Fisher (2011)**

*“How can we develop well-being for children and young people if we don’t invest the same care in our staff?”*

## Pupil well-being

- Many teachers believe that pupil stress in primary schools is an increasing issue.
- Various programmes have sought to build on pupil emotional well-being to develop coping strategies.

**TES (2015)**



# Castle Wood Conference

- ▶ Keynote + Teach Meet
- ▶ 10 mins Presentations
- ▶ Conference/ staffroom poster



# Want to know more

Please get in touch

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## Examples of impact:

- Changing the pupil and teacher culture from passive to active learning in a secondary school;
- Attachment in an SEN school: school research network and project

