

Chartered College of Teaching Education Research & Inquiry Certificate (Leadership)



For: School leaders

Are you ready to take the next step in your research engagement journey?

- ✓ Learn how to use inquiry as a mechanism for rigorous evaluation of school practices and to support school development
- ✓ Undertake an evidence-informed inquiry project to gain deeper insights into existing school practice, with the ultimate aim to improve outcomes for the pupils you work with
- ✓ Have choice and freedom to focus your inquiry on an area of school practice that is meaningful and relevant to you and your context

Successful completion of the Education Research and Inquiry Certificate provides **20 credits** towards:

- Chartered Teacher (Leadership) Status

 3 - 6 months (online + self-directed activity)

 £179

 chartered.college/certificate-in-education-research-inquiry/

 For: School leaders (Executive Headteachers, Headteachers, DHT, AHT, and leaders working in similar roles across a school or trust e.g. Director of Education).

The Education Research and Inquiry (Leadership) Certificate is an opportunity to deepen your knowledge of education research, engaging in purposeful inquiry to evaluate a key area of policy or practice in your school and gather rich insights to support school development in your context.

You will begin by identifying an area of school practice as a focus for your inquiry, typically linked to an area of school development. You will develop a robust inquiry question and undertake a comprehensive literature review that will inform your inquiry. As you progress through the course you will build your understanding of a range of research methods, explore ethical considerations and approaches to analysing data, and will be guided through the process of planning and implementing your inquiry before formulating recommendations based on the area you identified. You will disseminate the findings from your project in a written report and research poster.

There is around 6-8 hours of core learning content:

- Leading an evidence-informed school; effective implementation and evaluation
- The principles and process of practitioner inquiry and how it can be utilised to support teacher professional learning and school development
- Choosing a focus and formulating an inquiry question
- Identifying, navigating and appraising research, to support you in undertaking a comprehensive literature review to inform your inquiry
- Understanding of a range of research methods and approaches to analysing data
- Gathering and analysing data from a range of evidence sources as part of the inquiry process
- Guidance on how you can share your findings through a written report and research poster as part of the School Practice Inquiry Project assessment.

“ *This course was challenging and rewarding in equal measure. It necessitated that I delve deep into an area of practice that needed work in my school so has benefitted myself and my school mutually. I am far more aware of my reflective practices as a leader; I view and consider changes to school practice through a far wider lens.* ”

The course includes a number of directed activities that will help to move your project forward, including searching for research as part of your literature review and completing your project planning document, but you will also need to engage in research activity that will take you some way beyond the time stated.

Key details

Course timings



You can begin the course at any time, and are able to complete the content and assessment at your own pace.

We would expect that most individuals would be able to complete the School Practice Inquiry Project assessment within 3-6 months.

Assessment

As part of this assessment, you will identify an aspect of school practice that you will explore in detail as you plan and implement a small-scale inquiry project in your context. Your inquiry should focus on gaining a deeper understanding of current practice in your school and should not be viewed as an implementation project.

Commonly chosen themes include: assessment, feedback and marking, teaching and learning, curriculum, behaviour, SEND, EAL, improving outcomes for disadvantaged pupils, parental engagement. However you are welcome to choose any relevant area of school policy or practice as the focus for your project, and are encouraged to align your project with existing school development priorities where possible.

Your final submission will include:

- Written report (3,500 - 5,500 words)
- Research poster (no word limit - 750 words approx.).

Academic writing

Candidates will need to be comfortable with writing clearly and concisely in a formal tone and style, structuring their work in a logical manner. We expect all candidates to uphold the highest standards in academic integrity, through appropriately referencing their attributions in a consistent format.

Eligibility

You must be a school leader and member of the Chartered College of Teaching to undertake this assessment unit. This assessment unit is only available to individuals who are currently working in school leadership roles, with whole-school or cross school responsibility and influence. This is because you are required to undertake an inquiry into a specific aspect of school practice over a sustained period of time. Classroom teachers and middle leaders are encouraged to undertake the alternative unit offered as part of our Chartered Teacher pathway.

If you are interested in working towards Chartered Status, please ensure that you meet the relevant eligibility requirements for your chosen pathway.

Benefits

- ✓ Learn how to use inquiry as a mechanism for rigorous evaluation of school practices
- ✓ Embed an evidence-informed approach to evaluation and school development
- ✓ Gain deeper insights into existing school practices, and use what you learn to inform recommendations and future priorities
- ✓ Have the opportunity to focus your inquiry on specific challenges, exploring an aspect of school practice that is meaningful to you and supports school development priorities in your context
- ✓ Be recognised for evidence-informed leadership, with a focus on ensuring the best possible outcomes for your pupils

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