



*Research-Engaged Practice Network* is a group for practitioners and researchers to share, learn about and plan research and enquiry. Our focus is always on close-to-practice research, carried out with and by current education practitioners.

REPN meetings take place at Sheffield Hallam University around once a term. Each meeting involves three or four people sharing an informal presentation about their research and enquiries, with lots of opportunity for discussion.

We support each other and learn together.

You are welcome to drop in to one meeting because you want to hear from a particular speaker, or come to them all.

For up-to-date information on who is presenting, and links to book your place, keep an eye on our website, Twitter feed and look out for our flyers.

**Upcoming REPN events:**

Our next meeting is on 29th January 2020 at Sheffield Hallam University.

*See over for full details*



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[@SHUCDARE](https://twitter.com/SHUCDARE)

You are invited to the *Research-Engaged Practice Network Meeting* on Wednesday 29th January 2020 at 4.30pm to 6.30pm at City Campus, Sheffield Hallam University



Charles Street Building Owen Building

### **The Research Schools Network**

Alastair Gittner, Research Lead, Hallam Teaching School Alliance

Notre Dame High School Sheffield has recently been appointed as an Associate Research School to support the work of the established Huntington Research School across Sheffield and the wider area. Alastair Gittner, their Research Lead will be discussing the role of the research schools network in engaging teachers with research evidence. We will look through the resources currently available through the Education Endowment Foundation and discuss how this can be applied in schools to make embedded change and improve outcomes for all students.

For more information on the Research Schools Network: <https://researchschool.org.uk>

### **Innovative practice in a South African township primary school**

Paul Marsh, Trainee Teacher, Sheffield Hallam University

I will be talking about international education in South Africa, which I focussed on during a specialist placement in my degree programme. I was one of 17 students who went to South Africa for five weeks in the spring of 2019. This experience helped me consider some of the values and issues in the South African education system and how this impacted on the children. I will reflect on my impact on the children's learning and reflect on how this may influence my future practice in the UK. Issues I will cover include learning in a second language and approaches to teaching. I will also discuss my research approach and how I overcame language barriers in order to capture the children's voice.

### **Collage as a means of meaning-making**

Dr Suzanne Culshaw, Teacher & Researcher, University of Hertfordshire

This session will introduce you to an innovative research methodology, collage, which was used in a doctoral study exploring what it means to be struggling as a teacher. The power of collage is that it can help express and reveal experience in different ways, beyond the spoken word. This will be a practical, hands-on session in which you will have the opportunity to explore collage as a means of meaning-making.

Further reading: Culshaw, S. (2019) 'The unspoken power of collage? Using an innovative arts-based research method to explore the experience of struggling as a teacher'. *London Review of Education*, 17 (3):268–283. DOI