

	Morning	Afternoon
Monday 11 November	<p>What constitutes an educational enquiry with action research into your educational influences in your own learning, the learning of pupils and in the learning of colleagues?</p> <p>This session will focus on formulating a personal action enquiry (this may be an individual or group enquiry) using the action planner from Appendix 1 of <a href="http://www.actionresearch.net/writings/jack/arplanner.htm">http://www.actionresearch.net/writings/jack/arplanner.htm</a>.</p> <p>There will also be an initial focus on producing short pieces of autobiographical writing to help you to locate your enquiries in your particular contexts and to explain the unique constellation of values which provide your professional motivations.</p>	<p>Sharing the anecdotes of the experiences that reveal the values that are motivating you to improve your practice.</p> <p>Explaining how the process of creating your own living educational theory, as an explanation of your educational influence, can transform anecdotes into rigorous and valid explanations that are significant contributions to knowledge.</p>
Tuesday 12 November	<p>Formulating and Carrying Out an Action Enquiry</p> <p>A draft of participants' action enquiry 'design' will be a focus for group discussion. Questions will be raised about the feasibility of the enquiries and about the kind of data which will need to be gathered to enable participants to make judgments on the quality and effectiveness of their enquiry and their influence in improving practice.</p>	<p>This will focus on sharing evidence concerning claims to know educational influences in learning which emerge from the enquiries. Questions of validity, justification and rigour will be raised, especially those informed by multi-media narratives of practice. Drafts of participant's enquiries will form the basis for triangulated self/peer/tutor assessment. .</p>
Wednesday 13 November	<p>The focus will now change from the individual's enquiry learning, to their cultural and organisational influences in supporting the action research of others, including students, in improving their practice and generating knowledge.</p> <p>The focus will be on living educational theory research as transformational continuing professional development within schools with the text from a 2013 issue of Gifted Education International at: <a href="http://www.actionresearch.net/jack/jwmhGEIarticle141012.pdf">http://www.actionresearch.net/jack/jwmhGEIarticle141012.pdf</a></p>	<p>The focus of the afternoon session will be on forming and sustaining school-based research groups to enhance the continuing professional development of teachers in improving their own learning and the learning of students. Delong's research will be used to show how to create of a culture of inquiry for teachers' continuing professional development for masters accreditation informed by action research. This will be related to an international, continuing professional development project.</p>