Relay

Raleigh Education Trust Bulletin

Implementation Guidance:

New from the EEF

Culturally Sustaining Pedagogy:

Guidance from the USA

Tried and Tested:

'Curious' book review

Capturing Curiosity

At the heart of curiosity is the need to know. Curious people ask more questions. They read widely and deeply, and engage in challenging tasks and experiences. Curious people are interested in how other people think, behave and feel, and are driven to increase their knowledge and skills. If we want our pupils to be curious, we need to be curious ourselves.

A 2018 paper by Todd Kashdan and colleagues conducted three studies to consolidate competing theories and bodies of research to establish factors involved in curiosity and to develop a way to measure curiosity. Their research found evidence of five distinct factors, or dimensions, of curiosity:

- Joyous exploration
- Deprivation sensitivity
- Stress tolerance
- Social curiosity
- Thrill seeking

Each of the dimensions were correlated with measures including wellbeing, anxiety, stress tolerance, belonging, and belief in experience. In addition to the measurement of these dimensions, the study identifies four types of curious person, which can be identified through the measurement scale:

- The fascinated
- Problem solvers
- Empathisers
- Avoiders

5 Dimensions of Curiosity

Joyous exploration

Deprivation sensitivity

Stress tolerance

Social curiosity

Thrill seeking

*Kashdan et al, 2018. **The five-dimensional curiosity scale: Capturing the bandwidth of curiosity and identifying four unique subgroups of curious people.** Journal of Research in Personality, 73, pp.130-149.*

https://bit.ly/3RtDWhW

EEF: Implementation Guidance Report

The third edition of the Education Endowment Foundation's 'A schools' guide to implementation' was published in April 2024 as is designed to help schools make sure new approaches have the biggest possible impact on outcomes.

Their extensive review of evidence has been used to build on the previous guidance report's focus on implementation as a process, and create a guidance report that has a focus on three elements that show how best to work through this process:

- The behaviours that drive effective implementation.
- The contextual factors that facilitate implementation.
- A structured, but flexible, process to enact implementation.
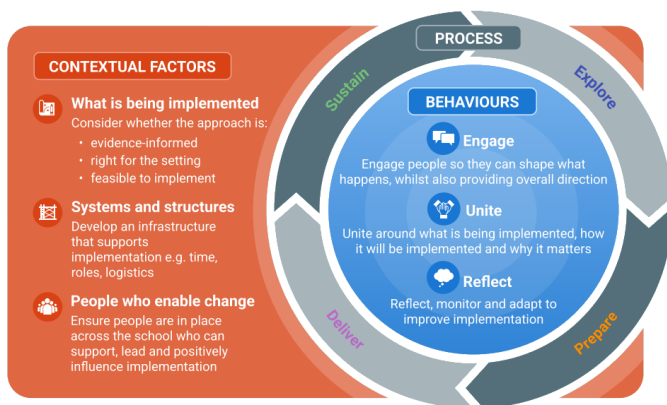
The focus of this report is to see implementation as a 'collaborative and social process driven by how people think, behave, and interact.' The first of the new recommendations sets out the behaviours: engage, unite, reflect, which describe how to involve a range of voices and share the rationale behind new processes. This is also an opportunity to monitor and evaluate implementation.

The second recommendation looks at the context in which implementation is occurring. From researching how appropriate and evidence-informed an approach is, to identification of people and systems and structures that act as barriers and enablers to success.

Wrapped around these are the familiar four steps of 'explore, prepare, deliver and sustain' which make up the implementation cycle itself.

Alongside the guidance report, the EEF have published examples and case studies of each recommendation in practice. There are examples of what a 'structured, but flexible process' could look like, and there are a series of additional materials, including an updated implementation template, which will be familiar to those who made use of the guidance report in previous iterations.

The EEF intend that by renewing the focus on *how* implementation can be achieved effectively, schools will experience an increasingly successful process.

Guidance report and materials: https://bit.ly/3Xrr27Y

Staff Wellbeing in Academies

New research conducted by Edurio, drawing on insights from their national Edurio Staff Experience and Wellbeing Survey, was published in May 2024 and reports on 'School staff and stress, workload and wellness'.

The report summarises 'key elements of work life for staff, enabling school and trust leaders to understand the needs and priorities of their staff', between September 2023 and March 2024.

The report's key findings show that teachers report worse stress, workload and wellness than leaders; disabled staff face significantly lower wellbeing and higher stress levels compared to non-disabled staff; LGBTQ+ staff report more stress and lower wellbeing than heterosexual staff; and women report more stress and lower wellbeing than men. The report does also find that over half of teachers often feel excited about their work, and 77% of leadership feel excited about their work.

By understanding how different staff feel in the workplace, we can drive positive changes to overall wellbeing.

**Download the full report here: https://bit.ly/3KMAsDo**

Culturally Sustaining Pedagogy

The Institute of Education Science from the United States government runs the Regional Educational Laboratory Programme, a network of ten laboratories that collaborate with 'school districts, state departments of education, and other education stakeholders to help generate and apply evidence, with the goal of improving learner outcomes.'

REL Pacific have recently published an infographic to support teachers and school and system leaders, which outlines key features and practices of culturally sustaining pedagogy (CSP).

CSP describes 'a strengths-based instructional approach that centres and sustains the cultural and linguistic identities, experiences, and ways of knowing of diverse students, families/caregivers, and communities'. Their research describes four common elements:

- Centring dynamic communities and their languages, practices and knowledge

- Including student and intergenerational community agency output

- Supporting positive relationships with the land and the people of the land

- Providing structured opportunities to contend with internalised oppressions.
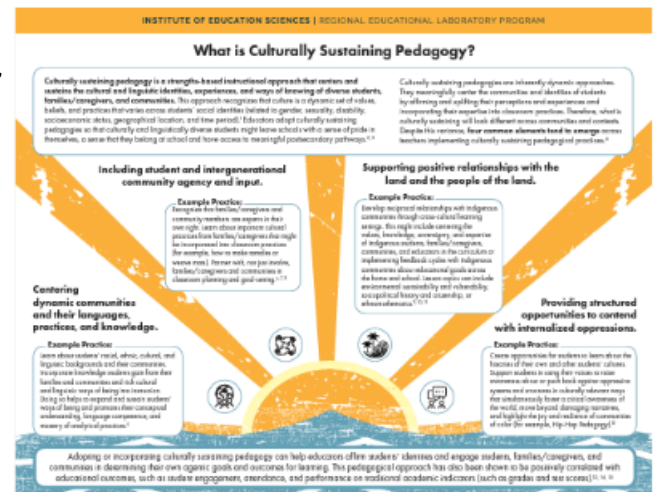
The document describes how supporting CSP through a systemwide approach of culturally sustaining classrooms, schools, and education agencies is correlated with improved outcomes as educators can 'affirm students' identities and engage students, families/caregivers, and communities in determining their own agentic goals and outcomes for learning.'

Infographic and links to case studies available here: https://bit.ly/4cozPLU

Retrieval Practice Library

RetrievalPractice.org is a source of evidence-based information, resources, and strategies based on the science of learning from cognitive scientist Dr Pooja K. Agarwal.

Retrieval practice is a learning strategy that supports pupil learning by thinking about and recalling information we want them to remember.

Amongst the wealth of content presented on the website is the 'Retrieval Practice Library' with a series of free, downloadable guides to how retrieval practice can be used. Guides include: 'How

to use retrieval practice to improve learning', 'How to use spaced retrieval practice to boost learning', and 'How to implement retrieval-based learning in early childhood education', amongst many others, in multiple languages.

Edu-blog Spotlight

Professor Dr Stuart Kime is Co-founder and Director of Education at Evidence Based Education. He blogs at https://evidencebased.education/ and tweets as @ProfKime

In this 2022 post for Evidence Based Education, Stuart KIme discusses 'Motivation In the Classroom'. He remembers his time as a classroom teacher, thinking that motivation was a binary 'extrinsic = bad/intrinsic = good'; where in an ideal world, students would be driven by "pure interest, enjoyment, and sense of deep satisfaction in everything that we did.". He then talks about being introduced to self-determination theory which changed the way he understands motivation.

Deci & Ryan's (2008) self-determination theory distinguishes between different types of motivation, and the extrinsic motivation that he saw as 'negative' can be divided into "specific, tractable concepts".

- External regulation: where behaviours are due to externally imposed rewards and punishments.

- Introjected regulation: which is the partial internalisation of extrinsic motivation.

- Identified regulation: where someone can see value in an activity.

- Integrated regulation: where someone can identify with the value of an activity because it aligns with their own interests or values.

Kime discusses his reflections on how, in schools, most of us want to help develop 'autonomous', self-regulated, motivated learners, and three ways we can promote this through the basic needs of autonomy, competence and relatedness.

Autonomous motivation, with a feeling of control, is promoted when individuals feel that three basic needs are met: autonomy, competence and relatedness, which he explains with examples. He concludes that whilst there is obviously no simple way to develop feelings of autonomy, competence, and relatedness, these are a good starting point, and far from shying away from the idea of extrinsic motivation, we should see the value in it.

Full post with comments: https://bit.ly/4b4JsOL

Cognitive Bias of the Half-term

Cognitive biases are shortcuts in our thinking but they can make us lose objectivity. Each issue we introduce a new bias to help you avoid its pitfalls.

Congruance Bias

Congruence bias is a type of confirmation bias where people over-rely on testing their initial hypothesis and neglect to test alternative hypotheses by trying things that could disprove their initial belief.

Tried and Tested

'Curious: The desire to know and why your future depends on it' by Ian Leslie draws on research from psychology, sociology and business and reveals that curiosity isn't something we can rely on, but a habit that we need to nurture.

Leslie's book is framed around 'seven ways to stay curious' and cover the different types of curiosity: diversive curiosity, which is an attraction to new things - seeking out, being impulsive; and epistemic curiosity, which is a quest for knowledge - conscious deepening of understanding.

He discusses the central role of knowledge to curiosity, and that if we don't know enough about things, we won't know to be curious about their significance. He also explores the effects of curious environments on children and the way children react, or don't, to the levels of curiosity that surround them. Alongside this, he warns of 'curiosity-driven education' leading to misinformation, and that "real curiosity requires effort."
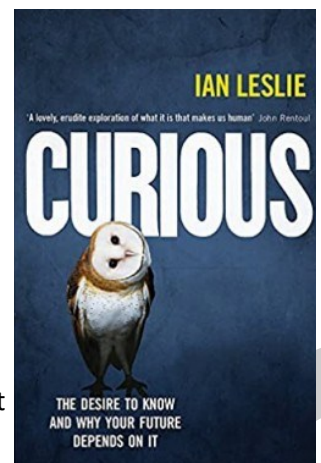
Edited by Beth Greville-Giddings