Appendices

Developing teacher–researcher partnerships to investigate best practices: Literacy learning and teaching in content areas of the secondary school

Trevor McDonald, Christina Thornley, Rosi Fitzpatrick, Angie Elia, Saria Stevens, Gloria Teulilo, Sue Johnston, Sandy Woock, Paul Selbie, Lyn McDonald, Ken Pullar, Maree Pullar, and Helen Low

Appendix A: Teacher-researcher interview schedule

How do you define

- partnership?
- collaboration?
- inquiry?
- research within the TLRI?

How are these things played out in the TLRI in your school?

Partnership

How would you describe the TLRI partnership that you are involved in?

- How do you see the partnership/professional learning communities/research groups as operating?

Could you describe your role within the partnership?

- What responsibilities have you had?
- To what extent have you been involved in planning the research process?
- In what ways have you been supported to fulfil this role?

How would you describe the relationships within the partnership?

- relationships with other teacher-researchers from your and other schools.
  - What has supported / facilitated the development of the relationship?
  - In what ways have other teacher-researchers supported you?
- relationships with researchers
  - could you comment on the roles of the researchers?

What things do you see as being important to the partnership functioning effectively?

- useful processes?

What do you think you/teachers need to know/understand to be research partners?

Research

How would you describe/define the research that your TLRI partnership is involved in?

Have your ideas about research changed over the time you have been involved in TLRI? In what ways?

How have you developed as a researcher?

- Your knowledge about research/research skills?

- Your knowledge/understandings of data?

- What have you learnt about doing research?

- How have you learnt about doing research?

- Have you been involved in any other formal study/research outside of the TLRI?

  o Has this impacted on your experiences of the TLRI project and vice versa?

- What has supported you in the process?

How do you feel about presenting/sharing the results of your research?

How comfortable do you feel about continuing with research once the TLRI project is finished?

Professional development

Could you describe the professional development component of the partnership?

- Could you comment on the roles of the researchers as professional development providers?

- What professional development approaches have been useful? In what ways?

Teaching

How would you describe yourself as a teacher?

Have you always described yourself in these ways?

Would you see yourself as a collaborative teacher?

How is this played out in your work as a teacher?

How have you changed as a teacher as a result of the TLRI?

- content knowledge

- teaching practice

- ideas about teaching and learning

What has brought about those changes?/Why do you think this work may have failed to stimulate your thinking about teaching?

School

Can you describe the culture of your school?

How would you describe the research in relation to the school?

- How has the school supported the research partnership?

- Could you comment on the role of the principal in relation to the research partnership?

- Do you discuss the research with other teachers in your school who are not directly involved in it?

- Will you share findings from the research with the wider staff?

- Do you discuss the research with students?

- How do you see the research as impacting on the school?

Has there been any impact on the wider school of the TLRI?

- What has supported/inhibited this spread?

- What do you think causes teachers to maintain their current practices in the face of projects like the TLRI?

Outcomes

Students

How would you describe the role you want students to take in their learning?

How would you describe student outcomes?

- What do you see as constituting student achievement?

- How have your ideas about student achievement data changed through the TLRI project?

In what ways has the research impacted on these outcomes?

Do you see the research as impacting on the wider knowledge base of adolescent literacy? In what ways?

What other impacts do you see the research groups as having?

Appendix B: Principal interview schedule

How do you define

- partnership?
- collaboration?
- inquiry?
- research within the TLRI?

How are these things played out in the TLRI in your school?

How would you describe the TLRI partnership that your school is involved in?

- How do you see the partnership/professional learning communities/research groups as operating?
- What things do you see as being important to the partnership functioning effectively?

How would you describe the research that the TLRI partnership is involved in?

Have your ideas about research changed over the time that your school has been involved in the TLRI? In what ways?

School

Can you describe the culture of your school?

How would you describe the research in relation to the school?

- How has the school supported the research partnership?
- Could you comment on your role in relation to the research partnership?
    - o   Have you mandated the research in any way?
    - o   Are teachers provided with incentives to participate in the research?
- Are the teacher-researchers encouraged to share the research with other teachers in your school who are not directly involved in it?
    - o   In what ways?
- Are the teacher-researchers encouraged to share the research with students?

How do you see the research as impacting on the school?

- Has there been any impact on the wider school of the TLRI?

    - on the wider knowledge base of adolescent literacy within the school?

    - Professional development culture?

- What has supported/inhibited this spread?

- What do you think causes teachers to maintain their current practices in the face of projects like TLRI?

Do you see research practices/partnerships continuing within the school once the TLRI project is finished?

- In what ways?

- What do you see as being important to building research capability within the school?

Outcomes

Teachers

How do you see the research partnership as impacting on teacher-researchers?

- knowledge base

- classroom practice

- research capability

How do you see the research partnership as impacting on teachers who have not been directly involved in the research?

Students

In what ways has the research impacted on students? How have you measured these impacts?

Are there any other impacts that you see the research partnership as having?