Thinking Moves: PSHE

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This Action Research case study was completed as part of the Department for Education (DfE, UK) nasen Universal SEND programme.

Abstract

Context: The study investigates the integration of Thinking Moves within the context of Personal, Social, Health and Economic (PSHE) education in a special secondary school setting. The focus is on how this pedagogical approach can facilitate discussions around equality and enhance students' interpersonal skills related to inclusion and Special Educational Needs and Disability (ISEND).

Aims: The primary aim of the research is to evaluate the effectiveness of Thinking Moves as a tool for fostering engagement with PSHE. Additionally, the study seeks to contribute to the understanding of how such methods can impact the development of interpersonal skills in an inclusive educational environment.

Methods: The research is situated within an action research framework, encompassing two cycles of inquiry. The first cycle involved refining the research questions and planning the implementation of Thinking Moves. Ethical considerations were addressed through the obtaining of consent from participants for anonymous data publication. The study relies on systematic reviews of literature that inform the interventions and reflections on the outcomes of the applied strategies.

Findings: Students quickly adopted the Thinking Moves vocabulary and demonstrated improved listening, questioning, and collaborative thinking. Discussions evolved from simple games to complex topics such as racism, stigma, and identity. Students reported increased confidence in articulating thoughts and valued the opportunity to explore challenging ideas in a supportive environment. The approach also fostered resilience, empathy, and deeper peer relationships.

Implications: Thinking Moves proved to be a useful tool for enhancing oracy and critical thinking in SEND settings. Embedding this approach more widely could support inclusive, dialogic learning environments. Future research may explore capturing student reflections more systematically using tailored templates.

Keywords

Inclusion, special educational needs and disabilities; special school, secondary; oracy (verbal communication); Personal, Social, Health and Economic (PSHE) education; Thinking Moves.

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Action Research for Inclusion and Special Educational Needs and Disability (ISEND)

Thinking Moves: PSHE

Introducing Thinking Moves in PSHE can provide a way for students to explore topics related to equality and develop their interpersonal skills (Special, Secondary School)

Contents

BACKGROUND INFORMATION

Type of setting	Barbara Priestman Academy is a Secondary Special provision in Sunderland, which caters for students from 11-19 who have a diagnosis of Autism and/or complex needs. There are 170 students on roll. The school is a *Thinking School* and is one of four special schools in a multi-academy trust, all based in the North-East of England.
Age range of pupils	Year 7 (age 12)
Roles of the Research Team	Lead Practitioner – Teaching and Learning

ACTION RESEARCH CYCLES

Appendix 1 illustrates the Action Research Cycles

Ethical consent has been sought to publish this data anonymously.

SUMMARY

Research focus	Building relationships, communication for behaviour, vocabulary, shared language, Thinking Moves, special educational needs and disabilities (SEND), personal social health economic (PSHE).
Research question	How effective is the use of Thinking Moves in supporting students' language acquisition, comprehension, and verbal interactions?

Overview/Key information	Our setting has already embedded a Philosophy for Children (P4C[1]) approach, as an addition to this, we wanted to add Thinking Moves[2] as a whole school approach. Thinking Moves is designed to provide a vocabulary (with actions) for thinking, it is described as a tool for thinking more purposely and decisively. In this research project, the focus is on using Thinking Moves in PSHE (the Thinking Moves vocabulary is written in red below). - Thinking Moves was introduced to the students during 2 PSHE lessons. After the initial introduction, I was surprised by how quickly the students were able to recognise the moves being made, and they were particularly good at recognising them in others. - As the introduction phase was successful, Thinking Moves was utilised as a tool for exploring more complex ideas. For example, as a lesson starter, the students were introduced to an article titled 'Stop caring about what others think'. One student was immediately affronted by this statement, as from the headline he had inferred that we should not listen to anyone else's opinions, only our own matter. Supported by the Thinking Moves vocabulary, this led us into a deeper discussion that involved: questioning, explaining, making connections, and giving examples (exemplify). - The student statement that really sums up this work is *"Wow, look at us now! […] In the beginning we were playing games like Would You Rather...? and now we're discussing racism and why people are stigmatised, the conversation's got really deep".* - Going forward, as a staff team, we have discussed the need to capture students' discussion thoughts and have created a Thinking Moves discussion template (see page 9). The introduction of the template can be used as the basis for another research cycle.
Evidence-informed theory	Introducing Thinking Moves in PSHE can provide a way for students to explore topics related to equality and develop their interpersonal skills.
Project video presentation	Link to video presentation and transcript: 1. Link to video 2. Appendix 3 – Video Abstract and Transcript

[1] Philosophy for Children, Colleges and Communities. 2025. *Welcome to P4C.* https://p4c.com/
[2] Dialogue Works. (2025). *Thinking Moves.* https://dialogueworks.co.uk/thinking-moves/

RESEARCH TIMELINE

Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Action Research Cycle 1 Step 1: Establish the research focus	**Action Research Cycle 1** Step 2: Study Steps 3-5: Plan 1			Step 6: Do 1 Steps 7-8: Review 1 **Action Research Cycle 2** Step 9: Study 2 Steps 10-12: Plan 2 Step 13: Do 2 Step 14-15: Review 2				Share and disseminate the research (anonymised) with other interested parties.		

ACTION RESEARCH CYCLE 1

RESEARCH FOCUS: Step 1

Initial research interest aim/question (Step 1)	How does the use of Thinking Moves support students' language acquisition, comprehension, and verbal interactions?

KEY LITERATURE SHAPING THE RESEARCH (STUDY 1): Step 2

References	Bigglestone, T., Buckley, J., and Sutcliffe, R. (2019). *Thinking Moves A-Z: Metacognition Made Simple.* One Slice Books. Fisher, R. (1990). *Teaching children to think.* Oxford: Basil Blackwell. Mercer, N. (2019). *Language and the Joint Creation of Knowledge*. London: Routledge. Ritchhart, R. (2015). *Creating cultures of thinking: the 8 forces we must master to truly transform our schools*. Jossey-Bass. P4C. (2025). *History of P4C.* https://p4c.com/about-p4c/history-of-p4c/
Key point(s) of note	A key influence on our work as a Thinking School is the work of Ron Ritchart and his research into the 'Eight forces of Culture' that define a classroom. The two key areas that linked particularly to this research are: language and interaction. A second key influence is Matthew Lipman, creator of Philosophy for Children (P4C). The work of Robert Fisher (Neil Mercer, Rupert Wegeriff, and Robin Alexander) all stress the importance of talk in the classroom. Ritchart's (2015) work states that 'The creation of any group culture is ongoing and evolving'. Initially, before any learning can take place, it is imperative that the classroom environment is conducive to learning. Mercer (2019) states, 'Children's language competences and reasoning abilities develop through their interactions with others [...]. Levels of confidence and skill in using spoken language can affect young people's life chances'.

PLAN 1: Step 3

As part of the process of planning Action Research Cycle 1 and having completed the 'study' phase, the research question can evolve and become further refined.

Revised research question	How effective is the use of Thinking Moves in supporting students' language acquisition, comprehension, and verbal interactions?

PLAN 1 and DO 1: Steps 4 and 6

Methods of data collection

During this time, I kept a journal on the key topics that were discussed, the Thinking Moves that were employed and the key vocabulary that was used.

Research starting point and rationale

The interest in this Action Research developed from time spent using P4C as an approach to support our group of 13 Year 7 students with some very strong characters who were new to our setting and were struggling with building relationships with one another. This was having a detrimental effect on their behaviour and, in turn, was negatively impacting their progress within lessons.

The structure and ethos of Philosophy for Children (P4C) enabled and supported student interactions, and the language elements had a positive impact on behaviour and the students' ability to begin to see things from others' perspectives, learning how to deal positively with differences of opinion.

Description of research sample, timing and location

- The Thinking Moves were introduced as part of two Personal, Social, Health and Economic (PSHE) lessons.
- 7 Students took part in the two lessons.

Once the students had begun to speak more openly with one another, I was keen to build on this and to see whether the use of Thinking Moves, which was a new 'tool' to support thinking, embedded within the P4C approach, would support with the development of students' vocabulary, and help to build schemas and encourage deeper thinking. It also gives us as a community a shared language for learning, which supports the Thinking School ethos.

The first cycle of research involved ensuring that students understood each of the Thinking Moves, providing time for them to practise recognising when they were being used during discussion. For the first couple of sessions, I explicitly labelled the thinking when I saw the move being made, e.g:

"Well done, [name of student] that was a great connection you made then"

or

"Well done [name of student] you gave lots of evidence to justify your opinion".

For the next couple of sessions, students named the move they were making as they spoke.

"I'm making a connection to what [name of student] said"

or

"I'm thinking back to the news last week"

I also built in time for reflection at the end of a session to allow students to consider just how much thinking they had done during the session and to contemplate the value of different types of thinking in their school life and beyond.

PLAN 2: Step 5

Ethical consent was sought from each participant to publish this data anonymously.

REVIEW 1: Step 7-8

Data Analysis: process
The process of data analysis involved reflecting independently on my journal notes and general lesson observations.
Summary of Findings
Research Question How effective is the use of Thinking Moves in supporting students' language acquisition, comprehension, and verbal interactions? **Key findings from Action Research Cycle 1** Analysis conducted after the first 2 Thinking Moves Lessons - I was surprised by how quickly the students were able to recognise the moves being made; they were particularly good at recognising them in others – was this related to modelling? - I was impressed with how well the students listened to each other and the support they gave each other when they sometimes struggled to articulate their thoughts, co-constructing meaning and jointly creating knowledge. - Students said they enjoyed the sessions because there was no 'work' involved. The sessions not being seen as work seemed to keep engagement high, and there was a good level of motivation.
Analysis and next steps leading into Action Research Cycle 2
Considering the key findings at this point, I was impressed with how the group worked together and how well they had managed to embed the Thinking Moves. As the students had learnt the Thinking Moves and seemed comfortable with them, the next step was to focus on building and developing the students' vocabulary through exploring words with multiple meanings and the subtleties and nuances of language.

ACTION RESEARCH CYCLE 2

KEY LITERATURE SHAPING THE RESEARCH (STUDY 2): Step 9

Reference	No further literature was drawn upon

PLAN 2: Step 10

Revised research question	Following the completion of Action Research cycle 1, I continued to explore the original question further; thus, no revisions to the original research question were needed for Action Research cycle 2.

PLAN 2 and DO 2: Steps 11 and 13

Methods of data collection
Maintained the journal I began in Action Research Cycle 1. I also interviewed the students at the end of the process. This data was then analysed, and key observations made.

Description of research sample, timing and location

- Action Research Cycle 2 involved a further 10 Personal, Social, Health and Economic (PSHE) lessons.
- 7 Students took part in the lessons.

PLAN 2: Step 12

Ethical consent was sought from each participant to publish this data anonymously.

REVIEW 2: Steps 14-15

Data Analysis: process

The process of data analysis involved reflecting independently on my journal notes, general lesson observations, and the student interview data.

Summary of Findings

Action Research Cycle 2 Research Question

How effective is the use of Thinking Moves in supporting students' language acquisition, comprehension, and verbal interactions?

The Thinking Moves are identified in red text.

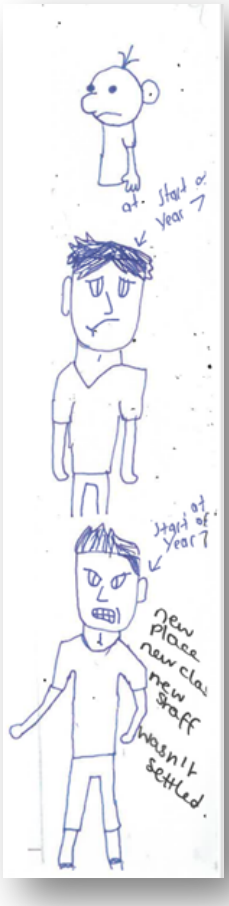
I have chosen to write about a couple of key examples from the second stage of the research. The first session of this second cycle was interesting as it made us focus on comprehension and how we can read the same sentence but interpret things differently. The headline of the article I used as a stimulus was, 'Stop caring about what others think.' This article was aimed at supporting students' mental health by encouraging them to be happy in their own skin and to not worry about other people's perceptions of them. However, one student was immediately affronted by this statement, as from the headline he had inferred that we should not listen to anyone else's opinions, only our own. This comment began a deep discussion about collaborative thinking and how listening to others' thoughts helps us to see things from different perspectives and helps us think differently. We abandoned the article and purely focussed on the headline. During the discussion, we were able to delve into some key vocabulary and draw out the differences (divide) between words, e.g., instructions *verses* requests, intercept *verses* intervene, banter *verses* bullying. This last pair allowed us to discuss some challenging subjects like homophobia and sexism, which enabled one student to introduce the term misogyny to the rest of the group. When questioned by a peer, the student then explained the term. This supported them to make connections to, and give examples (exemplify) of, phrases they'd heard, influencers in social media, etc., and for them to reflect on the consequences of these attitudes and behaviour.

In a further session, students were talking about Pride month. Through questioning, it was clear that students hadn't thought about why the word Pride had been chosen. By exploring the meaning of the word pride, they were able to connect that to the values of the Pride movement and explore other words related to Pride e.g. stigma, discrimination, disability, and intelligence. Through zooming in on keywords, the discussion became more focussed and key concepts were explored more thoroughly. One pivotal moment was when one student stated, "Wow, look at us now!" When I asked him to explain what he meant, he said, "Well in the beginning we were playing games like *Would You Rather...?* and now we're discussing racism and why people are stigmatised, the conversation's got really deep". At that point, I stopped the discussion, and we reflected on what had enabled them to get to this point. Supporting each other, they were able to discern that it was through listening, questioning, responding, justifying, testing, etc., as a group, that they were able to explore and progress their thinking to the level it was currently at.

This in turn, motivated them to keep trying when thinking became a struggle. One example of this was when one student said that he thought Pride was more relevant today. When I asked him if he could explain what he meant by that, he struggled to articulate his point. Other students offered their thoughts (exemplify), but he wasn't happy with what they were saying; it was different from what he was meaning. After a few minutes, he said, "Oh it doesn't matter." I assured him that it did matter, because I wanted to understand what he was trying to get across. Eventually, after working collaboratively, we discovered that the word he'd been looking for was not 'relevant' but 'prevalent'. He was trying to say that nowadays, differences are more widely accepted so marches and celebrations are more prevalent today rather than in the past, people having to keep certain things secret because of the law or how others would make them feel. This allowed us to discuss the meaning of the words relevant and prevalent and other related (connect) words like irrelevant.

Student reflections – Thinking Back

At the end of the 12 weeks, students were asked to reflect on the sessions and what they thought they had learned or things they had noticed from taking part.



Three students reflected on the thinking of others. One commented, "Thinking Moves has helped me a lot because I didn't really know what I was doing when I was thinking but now, I can identify the type of thinking I'm doing when people say stuff. We all have brains that translate things in different ways".

Another commented, "We've made lots of *shower thoughts*". When probed further, the student explained that 'shower thoughts' were 'deep thoughts' that people often had while showering. He then went on to say that one student would come out with, "mind-blowing things that challenged us all (staff included!) more."

A further student commented that, "A's brain is like a ? from Mario. You never know where his thoughts are going to take us!"

On the left I have included a doodle that one student completed during the first session discussed earlier. Through his drawing he was able to identify his feelings at the beginning of his time in school. Via a discussion afterwards, he could explain why he had felt this way and the consequences of those feelings. He was also able to tell me what was different now and how he had made that progress.

Other key reflections were related to not always having to agree with each other but if we do disagree, "we can challenge in a 'friendly' way," and that, "you won't be successful in life if you can't think for yourself. We can have role models, but we shouldn't try to be them."

Research aim/question

How effective is the use of Thinking Moves in supporting students' language acquisition, comprehension, and verbal interactions?

CONCLUSION

Conclusion(s)

Summary of findings – reflections and evaluations

Using Thinking Moves through enquiry has had a positive effect on developing students' comprehension skills by allowing them the opportunity to talk collaboratively in a focussed, facilitated way. Giving the Thinking Moves prominence ensured the discussion remained purposeful and that learning was taking place; there was progression both in terms of language acquisition and comprehension, and thinking skills.

Many incidental things also came from this project. The tenacity of some students in their questioning, helped others to keep persevering when they were struggling to articulate their thoughts and this in turn, built resilience. Students' patience to allow others to keep trying rather than becoming frustrated with them and becoming distracted, was great to see and demonstrated how enquiry had helped strengthen those relationships.

As well as building vocabulary and exploring words with multiple meanings orally, opportunities were used to model the differences in spelling of words that sound the same but are spelt differently, e.g. sashay and sachet.

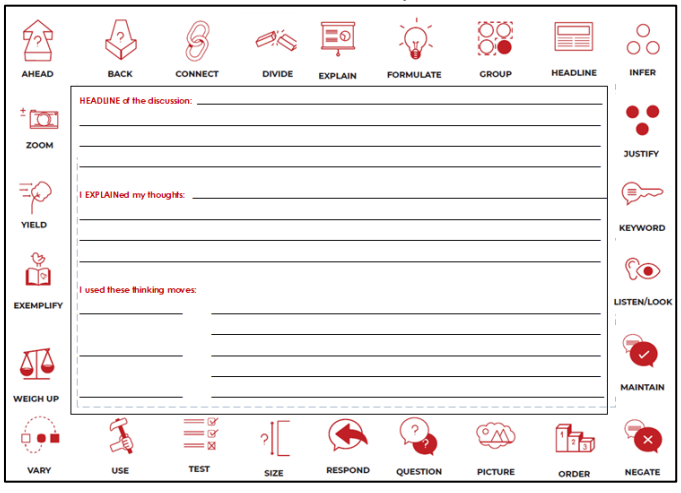
My final reflection is how important it is to give students the space to talk about things that are happening in the world around them. Often, they are not given the opportunity to discuss things that matter to them or that worry them, and this can have a huge effect on both their learning and their mental wellbeing. For our students, many of whom need time to process, using Thinking Moves has allowed them to build in the necessary processing time to support their thinking; thus, building confidence in oracy.

Findings suggest that both the importance of dialogic talk and allowing time for this to happen within the curriculum, and the power of explicitly teaching children how to think are imperative in supporting students to become independent learners.

As a result of this research, and in conversation with a few colleagues, we discussed the need to capture students' thoughts from their discussion and created the template below. The use of this could be used to form the basis of a further research cycle.

Next Steps

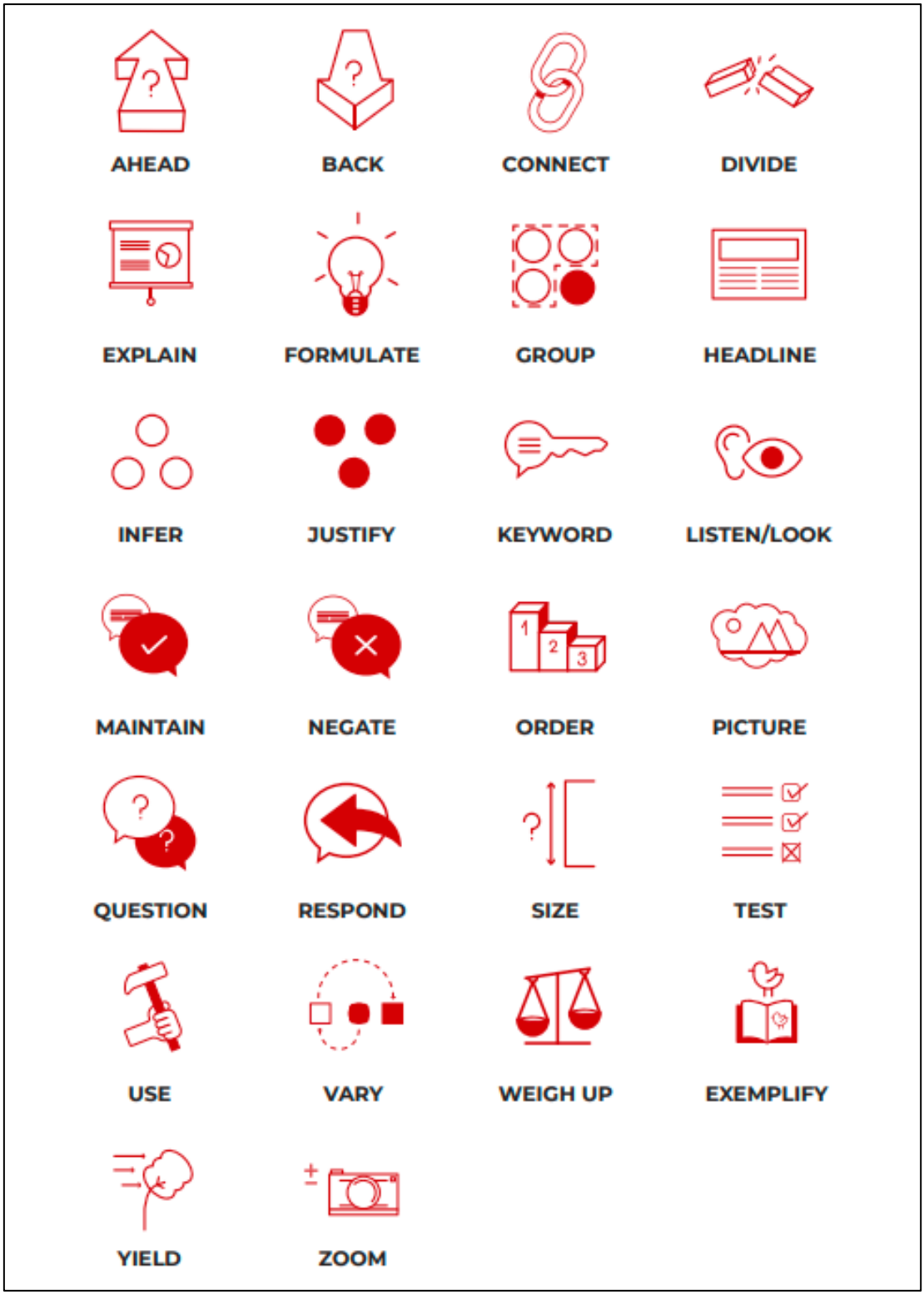
As a result of this research, and in conversation with a few colleagues, we discussed the need to capture students' thoughts from their discussion and created the template below. The use of this could be used to form the basis of a further research cycle.



Appendix 1 – Action Research Cycles

Action Research Cycle 1	**Establish the research focus**	**Step 1:** Identify the ISEND area for development which requires research.
	Study 1	**Step 2:** Review the research literature.
	Plan 1	**First Plan**
		Step 3: Start the process of refining the research.
		Step 4: Decide what kind of direction you are going to take (direct or enquiry).
		Step 5: Consider research ethics (engage with the ethics checklist).
	Do 1	**Step 6:** Implement the first plan (either direct action or enquiry as action).
	Review 1	**Step 7:** Review and Reflect.
		Step 8: Analyse the meaning of the data gathered.
Action Research Cycle 2	**Study 2**	**Step 9:** Review further literature if required.
	Plan 2	**Second Plan**
		Step 10: Based on the 'reflect' phase, refine the research (this may involve revising or developing the research questions) and plan the next actions.
		Step 11: Decide what kind of action you are going to take (direct or enquiry).
		Step 12: Seek any further ethical permissions if needed (engage with ethics checklist).
	Do 2	**Step 13:** Implement the second plan – (either direct action or enquiry as action).
	Review 2	**Step 14:** Review and reflect.
		Step 15: Analyse the meaning of the data gathered.

Appendix 2 – Thinking Moves Symbols[3]



[3] Thinking Moves A-Z. (n.d.). *Thinking Moves A-Z: Metacognition Made Simple.* https://www.thinking-moves.com/

Appendix 3 – Video Abstract and Transcript

Abstract
This action research project explores the impact of integrating "Thinking Moves" within a Philosophy for Children (P4C) framework to enhance critical, creative, and reflective thinking among Year 7 students at Barbara Priestman Academy, a long-established thinking school. The initiative focused on a group of students experiencing challenges in peer relationships and classroom behaviour, aiming to improve their social interaction, vocabulary development, and comprehension through structured dialogic learning.
The first research cycle introduced students to the Thinking Moves framework, encouraging them to identify and articulate their cognitive processes during discussions. Through explicit modelling and reflective practice, students quickly developed the ability to recognize and name thinking strategies, fostering deeper engagement and collaborative learning. The sessions, perceived as non-traditional and enjoyable, maintained high levels of motivation and participation.

In the second cycle, the focus shifted to vocabulary development and nuanced language comprehension. Students explored complex terms such as "banter" versus "bullying" and "intervene" versus "intercept," leading to meaningful discussions on social issues like homophobia, sexism, and discrimination. These conversations not only expanded students' vocabulary but also promoted empathy, resilience, and critical awareness.

Reflections revealed that students valued the opportunity to think independently, respectfully challenge differing views, and connect classroom learning to real-world contexts. The project highlighted the importance of dialogic talk, processing time, and a shared language for learning. It concluded with the development of a conversation capture template and a commitment to further research, reinforcing the value of action research in enhancing inclusive, student-centered pedagogy.

Transcript

- Barbara Priestman has been a thinking school for 14 years now.

0:01

- The ethos of a thinking school is to create a whole school approach to thinking based on scientific research,

0:05

- together with what actually works in classrooms. It involves both staff and students learning how to think critically, creatively and reflectively,

0:11

- and using these skills to create a meaningful curriculum which encourages both independent and co-operative learning skills.

0:21

- As part of this, we have always encouraged staff 28 to 3 search and to take part in action research projects.

0:29

- The work of Neil Mercer and his colleagues around classroom talk has been a huge interest

0:37

- of me for many years and is heavily influenced by and developed by practice in this area.

0:42

- Philosophy for children is an approach we have used in school to support our students to think critically,

0:48

- creatively and collaboratively, and this is supported them in their ability to think more flexibly.

0:53

- The interest for this action. Research developed from time spent using PFC is an approach to support our group of 13 year,

1:01

- seven students with some very strong characters who are new to our setting and we're struggling with built in relationships with one another.

1:08

- This was having a detrimental effect on their behaviour and in turn was impacting negatively on their progress within lessons.

1:16

- The structure and ethos of PFC enables and supported both the interactions and the language element,

1:24

- and had a positive impact on behaviour and the students ability to begin to see things

1:31

- from this perspective and learn how to deal positively with differences of opinion.

1:36

- Once the students if you couldn't speak more openly with one another.

1:42

- I was keen to build on this and to see whether the use of thinking rules,

1:45

- which was a new tool to support thinking embedded within the P for C approach with support with

1:49

- the development of students vocabulary and help to build schemas and encourage deeper thinking.

1:55

- It also gives us as a community, a shared language for learning which supports the thinking skill ethos.

2:01

- The first cycle of research was ensuring that students understood each of the thinking moves

2:09

- and to allow them to practice recognising when they were being used during discussion.

2:14

- For the first couple of sessions, I would explicitly labels a thinking when I saw the move being made.

2:19

- For the next couple of sessions, students named the moves they were making as they spoke.

2:25

- For example, I'm making a connection to what student said.

2:30

- Or I'm thinking back to the news last week.

2:34

- I also built in time for reflection at the end of the session, to allow students to consider just how much thinking they've done during the session,

2:38

- and to contemplate the value of different types of thinking, both in their school life and beyond.

2:46

- During each weekly session, I made notes and kept a journal of key things that I had recognised and thought about during the research.

2:53

- Some of the things that came out of the research cycle one. I was surprised how quickly students were able to recognise the moves being made.

3:02

- They were particularly good at recognising them in others, and I wondered whether this was related to the modelling in the beginning.

3:10

- I was impressed with how well students listened to each other and the support they gave each other.

3:18

- When they sometimes struggle to articulate their thoughts. That core constructive meaning and joint creation of knowledge.

3:23

- Students said they enjoyed the sessions because there was no work involved.

3:31

- The sessions, not being seen as work, seemed to keep engagement high, and there was also a high level of motivation.

3:36

- I was impressed with how the group worked together,

3:44

- and I was interested to see how they'd cope with the further challenge as I moved to focusing on building and developing,

3:47

- therefore, cavalry, to exploring words with multiple meanings and the subtleties and nuances of language.

3:53

- The first session of the second cycle allowed us to focus on comprehension and how people can infer things differently,

4:01

- even from a very short sentence. From this,

4:09

- students began to realise how collaborative thinking and listening to others thoughts

4:12

- helps us to see things from different perspectives and helps us to think differently.

4:17

- During the discussion, we were able to delve into some key vocabulary and draw out the differences between words for example,

4:24

- instructions versus requests. Intercept versus intervene.

4:32

- Banter versus bullying. This last pair allowed us to discuss some really challenging subjects like homophobia and sexism,

4:36

- and enabled one student to introduce the term misogyny to the rest of the group and when questioned by a peer, explained the term.

4:45

- They supported them to make connections too, and give examples of phrases they'd heard,

4:54

- influences in social media, etc., and for them to reflect on the consequences of these attitudes and behaviour.

4:59

- In a further session, students were talking about Pride Month through questioning.

5:08

- It was clear that students hadn't thought about why the word prize had been chosen.

5:12

- By exploring the meaning of the word pride.

5:18

- They were able to connect that to the values of the pride movement and explore other words related to pride,

5:20

- for example, stigma, discrimination, disability, and intelligence.

5:27

- Through zooming in on key words, the discussion became more focussed and key concepts were explored more thoroughly.

5:33

- At the end of the research, I ask students to reflect on the sessions and their learning.

5:41

- Three students referred to thinking of others and how that ad supported their own thinking.

5:46

- The key reflections were related to not always having to agree with each other, but if they did disagree, they could challenge in a friendly way.

5:52

- A further reflection was that you won't be successful in life if you can't think for yourself.

6:01

- This ability to link that line to beyond school shows real maturity.

6:06

- Using thinking moves to inquiry has had a positive effect on developing students

6:14

- comprehension skills by allowing them the opportunity to talk collaboratively in a focussed,

6:18

- facilitated way. Giving the thinking moves prominence and should the discussion remain purposeful and that learning was taking place,

6:24

- there was progression both in terms of language acquisition, comprehension and thinking skills.

6:33

- Many incidental things came from this project.

6:39

- Also, the tenacity of some students in their questioning help to this to keep persevering when they were struggling to articulate their thoughts,

6:42

- and this in turn built resilience.

6:50

- Student students patience to allow others to keep trying rather than becoming frustrated with them and becoming distracted,

6:53

- was great to see and demonstrated how inquiry has helped strengthen those relationships.

7:01

- My final reflection is how important it is to give students the space to talk about things that are happening in the world around them.

7:08

- Often they are not given the opportunity to discuss things that matter to them or that worry them.

7:15

- And this can have a huge effect on both their learning and their mental wellbeing.

7:20

- For our students, many of whom need time to process,

7:25

- using thinking has allowed them to build in the necessary processing time to support their thinking.

7:28

- This building confidence in RSA.

7:34

- Findings suggest that both the importance of dialogic talk and allowing time for this to happen within the curriculum,

7:37

- and the power of explicitly teaching children how to think, are imperative in supporting students to become independent learners.

7:43

- As a result of this research, and in conversation with a few colleagues,

7:52

- we discussed the need to capture students thoughts from their discussion, and we created a template to capture conversation.

7:57

- The use of this could be used to form the basis of a further research cycle.

8:05

- Be part of the recent research project has allowed me to meet with like minded

8:11

- people who value action research as a way of developing that classroom practice.

8:15

- Being able to meet together and gain other people's perspectives has given further depth to the work I'm doing,

8:20

- and it's also enabled this as a school to share our own good practice.

8:26

- Hearing other professionals speak about their work shows how much colleagues are invested in supporting students with Send,

8:30

- and then sharing them the best opportunities in order for them to lead purposeful, enriched lives.

8:36

- My top tip for engaging with action research is to look at your own classroom practice and use that as a basis.

8:44

- Think about what might happen if you implemented a particular strategy, or changed the way you did one small thing in your classroom.

8:51

- What would be the impact? Something that supports you or causes an issue in your classroom?

8:58

- Maybe the same for other colleagues, so your research may be of benefit to others.

9:04

- Give it a go. You never know where it may lead.