

# Working at the intersection of research and practice: The Love to Read project

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## Background & Aims

Research-practice partnerships (RPPs) are collaborative approaches to conduct research which draw upon the knowledge, experience and expertise from both researchers and practitioners to improve children and young people's educational experiences and outcomes. RPPs recognise two equally important sources of knowledge: that of the researcher and that of the practitioner/educator

Co-design involves researchers and teachers working collaboratively to co-create a new educational programme, intervention or resource.

The aim of this study was to evaluate teachers' perspectives of being involved in the co-design of a new programme (Love to Read), set within the context of a RPP.

## Methods

Five practice partners and four researchers were involved in the RPP, and six teachers and two researchers were involved in the co-design of the Love to Read programme. Following programme creation, all six teachers provided their perspectives and experiences of this process. These are summarised in the results section.



## Results

Teachers were generally very positive about the structure, process, their input, and the final programme created. Results are discussed in relation to: quality and methods of communication, elements of the co-design process (e.g., online, structure, team composition), general reflections (expectations met, professional development, workload, perceived benefits and challenges, overall experience) and thoughts on the programme developed (quality, use, impact, implementation, whether it reflects teachers' contribution).

Researchers' reflections on the process, and RPPs in general, are also discussed.

*"It creates a resource that is usable from a teachers' perspective"*

*"It allows there to be professional input into the program, as well as giving us more professional development"*

## Discussion & Implications for Education

RPPs offer considerable promise to close the widely recognised gap between research and practice, however we need improved understanding about the factors that lead to successful (and unsuccessful) RPPs, from both researchers and practice partners' perspectives, so that we can learn how to work successfully and productively at the intersection of research and practice.

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### Academic paper

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