



**beyond
bridges
education**

Join a Professional
Learning Partnership BBE



www.beyondbridgeseducation.com

What is it?

An opportunity for teachers to team up with a BBE researcher and dive into a world of possibilities through a dynamic and dialogic **teacher-researcher partnership** focusing on **inclusive education**.

Why engage with BBE?

Have you been asked by your senior management **to fulfil your professional development objectives** for the academic year?

Have you been given opportunities for extended research projects, including **Professional Development Review initiatives**?

Do you wish **to develop expertise** in teaching and learning and research skills?

You have committed to continuous improvement and ongoing cycles of **professional learning**?

Would you like access to **expert insights** in inclusive education, such as **mindfulness, neurodiversity and inclusive learning** and **adaptive teaching**, amongst others?

What is the BBE framework?

Dynamic interactions between educators & researchers centring on:-

- **Collaborative learning**
- **Co-designing**
- **Co-Creating and Inclusivity**

We do this through peer learning exchanges, coaching and mentoring with seasoned practitioners.

How will we work together?

We work in flexible and multiple ways:

- Online Meetings
- Asynchronous learning
- Reflective conversations
- Implementation in the classroom through digital recording of lessons

What is the Research Approach?

Masters-level methodologies and research processes including Action Research:

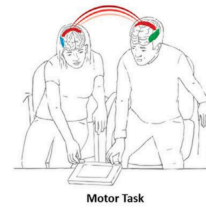
- Conduct background research and literature review.
- Define the research question.
- Select and implement methodologies.
- Collect and analyse data.
- Present outcomes, including poster presentations.
- Identify next steps for growth.

- Collaboration among teaching staff enhances students' learning experiences through resource and information sharing (Goddard

How do collaborative research partnerships work?

- et al., 2007).
- This collaboration extends to diverse professionals, prompting a re-evaluation of educational practices (Akiba & Liang, 2016; Opfer & Pedder, 2011).
- Genuine collaboration and dialogue are essential for driving educational change, fostering growth, and implementing innovations (Hargreaves, 1999).
- A constructivist teaching approach emphasizes dialogue development between teachers and researchers (Vygotsky & Cole, 1978).
- Researchers play a crucial role in continuous professional development, improving educational quality, and empowering teachers towards excellence (Flores et al., 2022; Iraola et al., 2024).

How is this neuro-enhanced?



- Teachers experience **social synchrony** (a process that facilitates social connection and understanding) through a shared sense of connection and purpose (MacMahon et al., 2020).. meaning **they actually sync their brain waves!**

Your next step to make this happen?

- **Contact us and share your research ideas.**
- Seek approval from your leadership team.
- Establish agreed-upon conditions for collaboration.
- Embrace an open mindset towards enhancing learning through innovation and experimentation.
- Cultivate autonomy and confidence to make informed decisions within the partnership.
- Demonstrate a commitment to an evaluation cycle, actively generating qualitative data to inform subsequent steps in the action research cycle.

Contact info@BBE.team to find out more