

**Framework and rationale for research  
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<b>Issue / Question</b>	<b>Response</b>
What really matters to me? What do I care passionately about? What kind of difference do I want to make in the world?	
What are my values and why?	
What is my concern?	
Why am I concerned?	
What kind of experiences can I describe to show the reasons for my concerns?	
What can I do about it?	
What will I do about it?	
How do I evaluate the educational influences of my actions?	
How do I demonstrate the validity of the account of my educational influence in learning?	
How do I modify my concerns, ideas and actions in the light of my evaluation?	

## Aiming High for Disabled Children: A Collaborative Inquiry

Framework for recording research process

Question	Response
What really matters to me?	What really matters to me is that there is a closer, more dynamic and mutually informing relationship between research and practice; And that the creation of knowledge and research publications in relation to the wellbeing of children and young people are grounded in the work and values of committed practitioners, who want to contribute to the “flourishing of humanity through education and research”.
What are my values?	Respect (for each person based on our shared humanity); Participation (everyone has an equal right to participate); Mutual empowerment (people may have equal rights, but may not have the skills or confidence to participate – so important to do what is possible to enable them to feel able to do so).
What is my concern?	UK 21 <sup>st</sup> out of 21 in terms of children’s wellbeing (UNICEF 2007). Research that is being undertaken is not of the kind that enables us to know how to improve the quality of children’s lives – it does not enable us as a nation to ‘improve our practice’ in relation to improving the wellbeing of children.
Why am I concerned?	Children are still suffering in similar ways to how they were when I started work at the age of 18 as a Residential Childcare Officer.
What kind of experiences can I describe to show the reasons for my concerns?	Research is published – but does not inform practice.  Practitioners and others are committed, do excellent work, and improve the quality of children’s lives – but in isolated settings – and the knowledge that is known / created does not influence the world of published research.
What can I do about it?	Encourage the development of a network of people who are willing to explore how to develop a closer, more dynamic and mutually informing relationship between research and practice.
What will I do about it?	Create research projects where the research is grounded in the experience of practitioners, and it is their voices which are influencing the research. Encourage practitioners to understand the critically important role they play in the creation of knowledge concerning what can help improve the wellbeing of children. Support practitioners in whatever way they require to enable them to contribute in a useful way to the research world, in ways that reflect the practitioner’s values, and what they feel matters to them.

How do I evaluate the educational influences of my actions?	Feedback from all those involved with me in this process. Identify inter-subjectively agreed criteria that will enable an improvement in children's well-being to be recorded.
How do I demonstrate the validity of the account of my educational influence in learning?	
How do I modify my concerns, ideas and actions in the light of my evaluation?	