



## **Practitioner research**

*Being a good researcher*

### **JANET SOLER:**

You've also paid a lot of attention, I think, to supporting, training, giving people insights into research, it's not just a matter of practitioners going in cold, or going in without support, I think I'm seeing in your work that there's a tremendous need for, for people to understand the rigour and the discipline behind. Being involved in research, whether you're an adult or you're a child.

### **MARY KELLET:**

I think being a good researcher is not synonymous with being an adult. It's synonymous with being a good researcher. How does one become a good researcher? By some very rigorous training. For me, that needs to be comprehensive training because if you cherry pick the training and only choose those bits that you think someone might need in order to do a research project. Then you're taking away from them that informed choice of, um, having a range of methods, um, to choose from the most appropriate way to move forward with that research. So I don't think anybody, child or adult, can do good empirical research without first some adequate quality training.

Whether that's through some university course that you might be attending, or whether it's through some specific research training that's been facilitated as we do with the Children's Research Centre. It doesn't really matter where it's coming from as long as it's rigorous and it's comprehensive.

Training I think then needs to begin with strong ethical training, because a lot of research, sadly, is, is not very ethical, that we do. That's probably the, the second biggest chunk of training is around ethics. And then thinking about: What's out there? What tools are there? What methods are there that I might use to enable me to collect data.

That is gonna answer this really important burning question, this passionate question I've got? If I don't get the right method I'm gonna waste all that time and all that opportunity, and research is an opportunity, it's an exciting opportunity; research can be very powerful; practitioner research can be very powerful in influencing change, in being able to share good practice; being able to find an evidence base for why things are good practice.

So taking the time to make sure you're going to use the right tools and get it right; taking enough time to immerse yourself in the data so that when you approach the analysis, you're so familiar with that data, almost like sinking into a deep bath, you're immersed in the data and therefore you can find your way through to what's going to be an appropriate analysis technique to use.

And there's lots of support around from expert researchers who will help you; there's lots of support in, in, in books that you can get on research methodology, so if you haven't hit on the right one it may be that it still is out there and you haven't found it. So don't think that you have to do research just by interviewing people or creating some kind of questionnaire, there are lots and lots of ways that you can answer a question.

And if it's your research, then you'll want to find the right one.