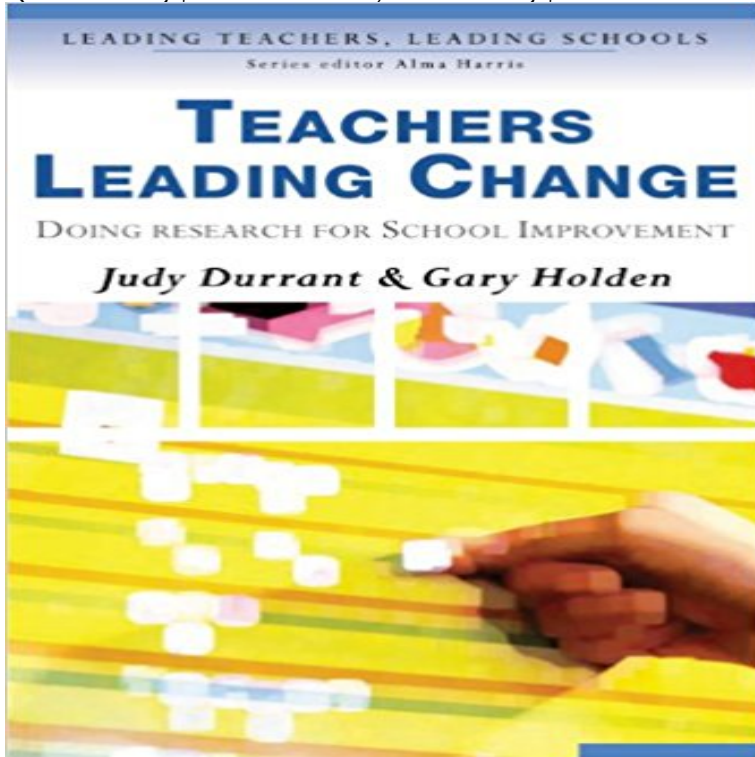


Teachers Leading Change: Doing Research for School Improvement (Leading Teachers, Leading Schools Series)



Their book will be of interest to teachers who wish to be proactive rather than reactive. It will be important reading for anyone who wishes to undertake school-based research - Times Educational Supplement. This is a book which places teachers at the heart of inquiry for improvement. The realism, experience and optimism of each of the writers, shines through each page of the text. It is a can-do book which combines discussion of principles, practices and contexts with practical examples of exercises - recommended reading for those wishing to reflect upon the challenges and joys of engaging in teacher-led change. Christopher Day, Professor of Education and Co-Director of the Centre for Research on Teacher and School Development (CRSTD), The University of Nottingham. This book shows how to support teachers leadership of school change. Within a theoretical and policy context, the authors: give practical guidance for integrating inquiry with practice; show how to encourage collaboration and critical dialogue within and between schools; focus strongly on pupil, teacher and organizational learning. The book includes tried-and-tested ideas for aspiring and experienced teacher leaders and researchers.

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