Teacher Researcher: Creating the Outstanding School

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This book comprises vignettes illustrating how professional learning can be integrated into the day-to-day work of schools and, in doing so, focus on continuous improvement, enhancing teaching quality and raising student achievement. In presenting best practice exemplars to illustrate how professional learning can positively impact teaching quality and school improvement, this book will inspire each classroom teacher and school leader. It will support them in creating and sustaining a strong performance culture.
Teacher Researchers: Creating the Outstanding School

Jake Madden
David Lynch
Tina Doe
(Book Editors)
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(In Alphabetical Order by first name)

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Cathy Quinn is currently the Principal Consultant at Accorn Management. She has been involved in schools all her life as a teacher, principal, consultant and most importantly as a parent. She discovered life from the other side of the principal's desk when interacting in her own children’s education realizing that parents only want the best for their child and are pivotal in the educational process.

She has conducted wide research and study in the topic “Parental Engagement in Schools” and as a result has developed specialized strategies based on the latest world research. Cathy has refined these strategies into a simple “how to” format specifically focused on providing parents, teachers and principals a clear path resulting in a unified learning environment. She is passionate about parental engagement and her strategies debunk a lot of old theories on how to engage parents in the learning process.

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Hesham has studied a DBA in Business Administration (Global Business and Leadership). His research focused on measuring organisational performance through prosperity outcomes. He also holds a Master’s degree in Applied Linguistics from the University of Sydney. Hesham has presented at several conferences in Japan, Australia and the Middle East on education, improving community outcomes through prosperity, human development and improving government performance. He also held several education leadership roles in Australia. He is a board member with a number of international schools in MENA and Australia. He has developed a number of education programs including the Prosperity Curriculum, Visible Skills for teacher development and iLead for international schools leaders.

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Ken Sell is currently Head of Aoba-Japan International School in Tokyo, Japan. He is an experienced school leader having held positions in China, Norway and Australia over a thirty year period. He has worked as a senior lecturer in education at Central Queensland University, where he pioneered a new approach to post graduate education for teachers and school leaders and is well published in the areas of teacher professional learning. His latest book with Professor David Lynch is entitled *Teachers as Researchers: Case studies in education*.

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Mamta Bhanot is currently the Head of Maths at Dar Al Marefa Private School, Dubai. She has over experience 20 years. Having taught several curricula including ICSE (Indian Certificate of Secondary Education, Delhi) to International Baccalaureate she is a firm believer in IB philosophy and IB learner profile. Mamta has not only attended but also conducted “In-house” workshops on inquiry based learning, use of various graphic organizers, conceptual learning and differentiation. As a hobby, Mamta plays chess.

**Maree Garrigan**

Maree Garrigan has lived and worked in Northern Territory for over 30 years. She has been a teacher, curriculum consultant in a Territory wide role, Principal, Director of Middle Years Implementation and Director of School Performance with oversight of 34 schools in urban, rural and remote settings. Her qualifications include a Masters in Education and a Masters in International Management. Maree is currently Director of the Teacher Registration Board of the NT. Her work in education has always had a focus on quality teachers and teaching, and supporting the development of leaders within the education community. She has a strong interest in initial teacher education programs as they seek to prepare teachers for 21st century classrooms.

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Naira is currently the Head of Primary at Dar Al Marefa Private School Dubai. She is an IB workshop leader, online facilitator, consultant, team leader and school visitor for the International Baccalaureate Organisation. She graduated from the faculty of Economics and Political Sciences in 1990 from Cairo University. She started her career in education as a mathematics teacher in 1990 and obtained her first diploma in the didactic (pedagogy) of mathematics in 1994 from Lille University in France.
She followed her diploma by completing her Master's in Education majoring in children psychology. Naira was promoted as Primary Years Programme (PYP) Coordinator and then Head of Primary at Oasis International School for 2002. During 2002, Oasis was authorised for PYP and MYP. Continuing in the dual role of Head of Primary and PYP coordinator Naira successfully completed both the 1st evaluation visit in 2005 and the 2nd evaluation visit in 2010. During this period, Naira was facilitating school workshops, regional workshops and visiting schools in Africa, Europe & Middle East for the IB organisation. In September 2011, looking for a new challenge in her professional life, she started to facilitate online workshops and moved to the UAE where she worked in Ras Al Khaimah English Speaking School as PYP coordinator. In 2012, she was appointed to Dar Al Marefa Private School as Head of Primary.

Naira is the author of "Paki and Rami"; a series of educational books to learn French language. Naira is married and is the mother of two daughters.

**Karen O’Neill**

Karen O’Neill is an educator with over 30 years experience as an early and middle phase teacher and school leader in Australia and Japan. Currently, Karen is the Primary Principal of Aoba-Japan International School and has played a significant role in the transformation process of the school. Karen is passionate about working with teachers and school communities, to enable them to support children to develop the knowledge and skills to succeed in a global community. She is an instructional leader who has worked extensively to enhance the capability of teachers to develop skills in curriculum, assessment and instruction.

**Rizwan Khan**

Rizwan Khan is currently the Head of English at Dar Al Marefa Private School, Dubai. A position he has held since 2012. Rizwan has led a process of positive change with a fairly young department to improve student outcomes. A key part of the next phase of improvement and change involves raising standards in reading and writing skills, focusing on best practice, guided and shaped by active educational research and inquiry. Rizwan’s focus on collaboration has enabled him to develop expert roles within the department to build professional capital which will help drive the department towards becoming an even better team who are passionate about education, teaching and learning.

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Roma is currently the Middle Years Co-ordinator at Dar Al Marefa Private School, Dubai. She has held positions as a secondary teacher, IB Coordinator, Acting Head and teacher trainer since 2005. She is an authorized IB Workshop Leader and has conducted workshops in different countries and learning environments. In this journey of life, she wants to grow as an educator imparting knowledge to pupils through new means and help students explore the new horizons of knowledge. Roma views her role as that of a leader who inspires both her team, as well as the students to compete (and) yet co-operate and to achieve their potential both individually and as a team. She enjoys working as a key player in a challenging, dynamic and creative environment.

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Foreword

Dr. Abdurahem Mohammed Al Ameen, President, Al Ghurair University

There is no greater time to be in education than today. A global economy built on knowledge and which is being fuelled by innovation and creativity, is redefining work and home life at an unprecedented rate. In fact change seems to be the only constant today. This circumstance stands as both, an opportunity and a challenge for all, no more so than for those who are engaged in education.

As Aristotle and Plato pointed out, “education is central to the fulfilment of individuals and the wellbeing of the society in which they live”¹. Current research indicates that people who have undergone a quality education are less likely to be imprisoned, more likely to live longer and more likely to indicate that they are happy and fulfilled citizens. While everyone in modern society has a role to play in enabling people to gain this quality education, the real task of delivering this quality education falls to those who teach. Today’s teacher is witnessing a significant change in their work place and increasingly their role is becoming a complex affair. This is basically due to fast and continuous change occurring in society as a result of technological innovation and connectivity. Society changes and so the pressure on schools to further change and accommodate ‘the new’, creates yet more complexity. This circumstance is further heightened due to the diversity of needs and expectations of students and their families: each of which requires careful planning and expert teaching for effect. The knowledge base that informs the school curriculum is also constantly changing as is the knowledge base around what is best practice teaching. For the Schools and the individual teachers that rise to meet such challenges, the potential is for work and life in a better society and a country that is recognised as being a desirable place to live.

The role of the teacher is also changing as a major paradigm shift in learning moves from Teacher-Centred to Learner-Centred approaches. The availability of Massive Open Online Courses {MOOCs} to K-12 is also posing yet another challenge to teachers. All these factors tend to suggest that the teacher has to shift from a traditional teaching methodology to one based on coaching, enabling and guiding.

In the United Arab Emirates ‘education’ is a priority. An example of this comes from UAE President His Highness Sheikh Khalifa Bin Zayed Al Nahyan who established the Abu Dhabi Education Council in 2005 to develop education throughout the UAE. ADEC takes an entrepreneurial approach to involve the private sector, improve and modernize facilities, reduce bureaucracy, update curricula and take advantage of information technology. In Dubai, the Dubai Education Council seeks to meet global standards, focusing on international accreditation and comprehensive quality assurance programs. A recent initiative is designed to attract world-class international primary and secondary schools to Dubai.² The theme of this book, formed out of the inaugural Dubai International Education Conference held at the Al Ghurair University, “Creating Outstanding Schools’ is thus timely and well informed on its agenda.

The United Arab Emirates is undergoing significant growth and development and of course, this new frontier requires a highly skilled and competent workforce to be fully achieved. The UAE

¹ http://www.oecd.org/education/skills-beyond-school/EDH%202013--N%2C%2B010%20(eng)--v9%20FINAL%20his.pdf
² http://uaeecd.org/k-12-education
like other progressive countries therefore requires people are able to solve problems, invent and create new things and to constantly innovate. This type of work-life profile does not just come naturally it requires work from our schools for success. But what does this specifically all mean for our schools and teachers?

First, we must come to appreciate that the outstanding schools benefits all students. The emphasis I place here is on ‘all’ students. The outstanding school will have the latest buildings and facilities and committed staff and enthusiastic parents, but all sections of the school and its community will work relentlessly on ensuring no child gets left behind. It will ensure that programs remain current and reflect the aspirations of the country, its people and its leaders. However, I am reminded here that current education research indicates that “the quality of an education system cannot exceed the quality of its teachers”. In simple terms, without outstanding teachers you will not have outstanding students. So, the outstanding school values its teachers and works to ensure they are the best they can be.

Second, a further review of the education literature reveals four key things that contribute to the creation of the outstanding school: (1) A Focus on Teacher Professional Learning, (2) Teachers working together on improving their teaching, (3) A Focus on Instruction and (4) Ongoing Feedback to teachers on their Teaching Performance. In all cases you come to appreciate how important the teacher is. A point not lost on Professor John Hattie and his groundbreaking research into teaching effect sizes. The implication of these four elements is that school leaders must first know how well each teacher is performing and on the strength of such findings then devise a robust and aligned strategy to positively impact the teaching performance of each teacher.

A conference such as the Dubai International Education Conference and the papers, which are developed from it and crafted for this book, provide a unique opportunity for teachers, academics and educational leaders to focus on what works in teaching: an opportunity to share; to compare and interrogate and so create yet more knowledge informing the outstanding school.

This outstanding school agenda is not easy, but I leave you with this quote from His Highness Sheik Mohammed bin Rashid Al Maktoum, Ruler of Dubai, who says:

“We, in the UAE, have no such word as “impossible”; it does not exist in our lexicon. Such a word is used by the lazy and the weak, who fear challenges and progress. When one doubts his potential and capabilities as well as his confidence, he will lose the compass that leads him to success and excellence, thus failing to achieve his goal. I require you, youth, to insist on number one.”

I commend this book and the associated chapters to you.

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Chapter 1: Teachers Investigating Their Teaching

Jake Madden, David Lynch and Tina Doe

Abstract
This chapter focuses on the important role that teachers play in raising student achievement. As chapters in this book will illustrate, improvements in teaching performance can be sustainably supported by the implementation of a ‘job embedded’ approach to professional learning. The thesis of this chapter is that the ‘Teacher as Researcher’ construct is a tangible way of engaging teachers in professional learnings that have direct impact on their own learning need and that of their students.

The Importance of Teachers
This book comes off a belief that we as education researchers, leaders and practitioners have, that school improvement should be the goal of every school leader and every teacher. This goal requires a relentless commitment to asking more ‘how come and why’ type questions, to engage with problem solving, innovation, critical reflection and continuous professional learning, at all levels and across all sectors of the School (Doe, 2015, Madden, 2015; 2014, 2013; Lynch, 2012). Achieving such a goal is a complex affair and thus relies on a number of conditions, no less so than effective and focused school leadership (Doe, 2015; Madden et al., 2015; Hargreaves and Fullan, 2012; Lynch, 2012). This is particularly so because those who have been involved in change processes in schools come to appreciate that effective leadership is fundamental to an orchestration and focusing of the many stakeholders and the various affiliate interest groups that operate within and without the school (Madden, 2013).

This book does not seek to investigate school leadership as such but seeks to provide an account of what can be achieved when leaders create school-based environments based on a ‘culture of inquiry’. In more simple terms this book is an exemplar of what can be achieved when school leaders, teachers and their school communities focus their endeavours upon investigating and thus learning ‘new things’ and therefore informing school-based change through a culture of inquiry (Bell, et al, 2012; Hargreaves, 1996). Let us locate this idea in the teaching milieu.

Teaching, Research and Professional Development
Current education research is crystallizing around understandings that ‘teacher quality’ is the critical factor in the ‘improving student achievement’ agenda (Hattie, 2008; Dinham, Ingvarson & Kleinhenz, 2008). Furthermore, this research indicates that within the school, the differences in teacher effectiveness are the single largest factor affecting academic growth of students and thus is a variance that needs to be extinguished for overall school effect (Darling-Hammond, 2000). In practical terms, John Hattie’s (2008) meta-analysis indicates that students who have a confluence of effective teachers make significant achievement gains, while those who have
ineffective teachers – two in consecutive years is all it takes – lose significant achievement ground.

While much has been written on teacher quality and what constitutes its effectiveness in recent years, education systems have begun strategies to focus their school leaders to take active roles in improving the teaching of each teacher (see for example Madden, 2013b).

This is a direct move from the predominately corporate managerial role that principals had been forced into through site-based management reforms and the like during the 1990’s onwards (Bloxham et. al., 2015; Yeatman, 1993). For a school leader wishing to improve the quality of learning in their school, research indicates that collective early endeavours need to focus on professional learning. Two key questions predominate in such a strategy:

1. What does the teacher know and what can they do?
2. How does the teacher teach?

Returning to research into teaching improvement, studies indicate that it is not the school curriculum, the size of the school or classroom, or the demographics of students that determines the quality of student learning. Educational achievement is dependent upon the success of the teaching (Dinham, 2012; Hattie, 2008). With quality teaching being the most critical means by which to improve student learning and to close achievement gaps, the challenge is how to address the two key questions above to offer professional learning solutions? Our point is that it is all about teacher learning.

As Fullan states:

“It turns out that blatant accountability focusing on tests, standards and the like is not the best way to get results. Rather, successful systems combine strategies of capacity building and transparency of results and practice. In these ways they get deeper de facto accountability. The public is assured by the vertical accountability of transparency, and the system generates greater lateral accountability because peers working with peers in a focused deliberate way provide both support and pressure to improve in measurable ways” (Fullan, 2011, p.8).

Fullan (2011) is firm in his belief that teachers must be learners themselves if they are to be effective in teaching their others. He asserts that what happens ‘between’ the traditional professional development workshop and the translation of those skills into practice is where the real teacher learning takes place. By this he means a series of parallel discussions and engagements that teachers have with their peers in such workshop contexts that gets them thinking about their own practice. In effect what happens in such contexts is that teachers become embedded in ‘relevant knowledge’ and thus begin to reflect and locate it within their own circumstance as a teacher. Interaction with peers effectively creates the required trigger for engaging with what has been taught (or is to be learnt). However, as research into teacher professional development indicates, this ‘learning effect’ wanes if such ‘workshops’ and ‘learning sessions’ don’t connect directly with (and then get consolidated into) the ‘work’ of the teacher when back in their classroom (Cordingley, et. al., 2005, 2003; Doe, 2014, 2013). The challenge is to create embedded learning, which is enmeshed in a culture of inquiry (Bell, et. al., 2012;
The primary purpose of action research is to produce knowledge that is useful to people in the everyday nature of their lives. Three particular characteristics of action research are that it:

1. arises from practical questions;
2. is participatory in nature; and
3. its validity is strengthened through peer examination and discussion. (Bartlett & Burton, 2006, p.401)

It is thought that Kurt Lewin conceived the concept of action research as a cyclic phenomenon (Dickens & Watkins, 1999) built on the traditional scientific paradigm with the results being expressed in ‘if/so’ propositions.

Stringer (1996) offers an ecological lens to view action research. In short it refers to a three step method as explained:

- **Look**: Gather information related to what is most valued to the goals or the work of the school.
- **Think**: After identifying relevant assumptions and expectations, analyze/interpret this information to evaluate possible antecedents, cultural and theoretical assumptions, ideologies, influences, consequences and potential actions.
- **Act**: This part of the cycle often involves posing new questions that lead to further inquiry. (Stringer, 1999)

This is explored in greater depth by Freebody (2003) who views action research as a ‘deliberate’ rather than a purely exploratory entry into a naturally occurring educational setting. That is, it is a planned and self-consciously focused examination of changing practice and has a number of components. For Freebody, a key characteristic of action research is that it is a solution-oriented investigation aimed explicitly at understanding and solving particular problems rather than simply documenting their instances, character or consequences.

Freebody (2003) has presented a seven step action research process:

- Selecting a focus
- Collection of data
- Analyse, document and review data
- Develop analytical categories
- Organise data and its interpretations
- Take action and repeat cycle.
  (Freebody, 2003)

This action research can be either be conducted by a group or personally owned by the classroom teacher. However, the emphasis here is on the importance of the researcher’s role in defining the problem, what counts as solutions, and what form the reporting of the project will take. The central component of this action research is the ‘loop’ factor. This takes the form of a
series of iterations on and around the problem, its documentation and theorization, and the analyses that are used to display how it has been redefined and solved. For some, these iterations are referred to as spirals (Stringer, 1999) but are more commonly known as the Action Research cycle. This cyclic feature of Action Research and its enabling through collaborations with other teachers is taken to be central to its core emphasis on the documented improvement of practice.

As teachers share their practice and involve themselves in small-scale inquiry, they in effect become the centre of knowledge production in the professional context of the classroom and the larger school improvement agenda. It’s not just about following “others” learning from research, but moreover, using their own site-based research to enhance their decision-making as it applies directly to the context of the classroom. It is in effect the profile of what all professionals do as they engage with the complexity and dynamics of their clients and their work profile more generally (Madden et al., 2015; Desforges, 2003; Doe, 2014, 2013).

Consequently, there is much consensus in education between researchers and practitioners that teacher leadership is a powerful vehicle for school improvement (Madden et al., 2015; Doe, 2014, 2013; Katzenmeyer & Moller, 2001). In acknowledging the crucial role teachers play, we provide an opportunity to recognize and value the teacher research occurring in schools to bring about improvement of not only student learning but also our understanding of educational processes and practices. The question for this book is what does this type of teacher inquiry yield?

The Teacher as Researcher Agenda

This book will be of great support to leaders and teachers around the globe as they enact a culture of teacher inquiry. This book integrates various insights from experienced educators where the professional dialogue mandates that teachers go beyond simply sharing practice but rather investigate their practice (and even whole of school practice) in order to bring about positive changes to bother their teaching and student learning. As you peruse each chapter, (although not necessarily in the order presented) we hope that the reader will not only learn from the experience of fellow practitioners but also find inspiration to be a “teacher as researcher” and trial a small scale research project of your own.

As you will have now gleaned, the ‘teacher-as-researcher’ construct comes to mean a vehicle for enacting school and, to be more specific, ‘teaching’ improvement. Through its inquiry approach into ‘what’s happening in each classroom’, the associated processes encourage teachers to become investigators and to ask questions and thus seek answers. Furthermore, as researchers teachers are encouraged to not just accept what occurs, but to strive to improve upon it; to set benchmarks from which to engage in further action research. Whether it’s about revising curriculum, improving the work environment, deprivatising teaching and learning or by a simply yet focused asking of why students are not achieving as expected, such research is, in effect, concerned with the everyday practical problems experienced by and thus important to, the individual teacher.
As the push for evidence-based practice and increased teacher/school accountability intensifies, the facilitating of the ‘teacher as researcher’ becomes an effective and sustainable way for school leaders and their teachers to effect change in classroom practices, increase student achievement, and collect appropriate measurement data to validate it.

**Book Outline**

The chapters within this book showcase a richness of education practice implemented through a range of evidence-based approaches to teaching and learning and Instructional Leadership in schools. Our central point is that improving student learning and moving from a ‘good’ to ‘great’ to ‘outstanding’ school position relies upon an orchestration of a number of key things, and most importantly for this book, the effective use of student performance data to guide whole of school decision making and the associated teaching strategies. How one goes about deciding what program or what teaching strategy gets used has historically been at the whim--- by this we mean without an evidence base to support it--- of the individual class teachers or based on education department bureaucrats who “told” the teacher what and how they should teach. Further, with commercial publishers filling voids in the teaching world by presenting all manner of books with endless activities to keep students ‘occupied’ under the guise of the ‘latest’ education fad: most with questionable or nonexistent evidence, the selection of appropriate programs has been questionable.

The chapters that we have included in this book showcase a growing phenomenon of research-based teaching practice. In effect, the book acts as an exemplar of what can be achieved when teachers research their own practice.

Chapter Two introduces the reader to leading the outstanding school with Dr Bruce Robinson’s critique on the required leadership. Incorporating the need for leaders to be innovative and creative and to develop an improved capacity to adapt to changing circumstances, Bruce explores what one needs to be a leading learner. Based on his experience in schools within Australia and in five international schools, his chapter argues the need for the Head of School (lead learner) to engender a collaborative school culture and offers some tried and proven strategies to achieve the goal.

As signaled in Chapter Two, the need for a new educational leadership paradigm has arisen. Roma Bhargav, an experienced teacher leader explores in Chapter Three, an instructional leadership model introduced to build teacher capacity. She outlines a process to strengthen and build the capacity of subject heads and co-ordinators. Using an instructional leadership model Roma identifies what will help improve teacher learning practices across a K-12 learning environment.

From this leadership focus we centre on two key exemplars in Chapter Four and Chapter Five. An illuminating chapter from Elisabeth Davies (Chapter Four) showcases how graphic organizers can be used for closing the gap between students reading and writing skills, not only in her science department but across all subject disciplines. This chapter demonstrates the impact of collaborative decision-making practices needed to embed and sustain school improvement
strategies and how an action research approach can add value to the professional learning of all staff.

Likewise, following the action research processes adopted at Dar Al Marefa Private School, Chapter Five, written by the Head of English Rizwan Khan, outlines the process of developing and introducing a school improvement strategy. Riz provides an outline of how using an action research approach, coined the Stepped Writing Model, can lead to the development of a specialized process to meet the targeted needs of the students.

Dan Hammond’s and David Lynch’s Chapter Six about exploring the premise of teacher’s use of student reflective practices offers insight for educators wishing to be more student centred in their teaching. In introducing the need for teachers to undertake reflective practices, Hammond and Lynch offer guidance to improving teacher performance through aligning teaching practices to individual student nuances as guided by the analysis of student reflections.

Chapter Seven describes the way that a Whole-School Benchmarking of Writing (WSBoW) approach implemented at a school has impacted upon teachers and improved their practice. Stephanie George’s study was focused on school plans to improve the teaching of its teachers in the area of student writing and demonstrates how action research can produce significant gains in both teacher and student learning.

Outstanding schools meet the needs of all students. As Chapter Eight unfolds, you will follow the process of building an inclusive school as shared by Dar Al Marefa’s Head of Primary, Naira Hamdy.

The role parents play in creating the outstanding school cannot be underestimated. Cathy Quinn (Chapter Nine), in capturing the research from the literature, has provided a succinct framework for school leaders to use to involve parents in the learning process. Her insight will help the reader unpack the key ingredients to engaging parents and offer some parent engagement strategies that will benefit all school leaders.

Hesham Metwalli, in Chapter Ten, sheds light on the current regional and global challenges facing Arabic language education. He proposes a practical solution to the challenges facing the Arabic language education by introducing an internationally benchmarked curriculum based on globally recognised best practice in language acquisition and learning. Hesham provides insight into international best practice in language learning and curriculum design that can guide leaders in the bilingual international school setting.

Instructional leadership is the heart of success in Maree Garrigan’s work presented in Chapter Eleven. Tracing the journey of a successful primary school principal in Australia’s Northern Territory, Maree draws on what the literature purports as successful qualities of principal leadership to explain the events of her case study. These leadership qualities include: external awareness and engagement; bias towards innovation; personal qualities as well as their vision and expectations and the climate of success that results from this; their emphasis on teacher learning;
their trust of staff and their focus on student support, common purpose and collaboration and the fact they are all geared to the facilitation of student achievement.

In Chapter Twelve Mamta Bhanot, Head of Maths at Dar Al Marefa Private School, demonstrates how her department implemented practical activities to engage and motivate students. With the goal of using targeted strategies to get the students interested to learn Mathematics, this chapter gives insight into producing meaningful and effective student centered lessons.

The final chapter focuses on building a professional staff culture using the discussion of a new salary scale framework for teachers. Aimed at focusing teachers’ attention on key professional skills and qualities considered necessary to transform the school to achieve its goals and vision, the authors, Ken Sell and Karen O’Neill explore how the process concentrated the minds and conversations of teachers on what is expected of them in the school.

A final word
Not often do teacher practitioners ‘stand tall’ to give voice to school improvement. Educators, across all sectors, will find this book a gold mine of school-based strategies to develop the outstanding school. This book is more than just a summary of good practice; it is a roadmap for school leaders and educators who are looking for support to create their outstanding school.

It is within a need for a job embedded approach to professional learning that the genesis for the 2015 Dubai International Education Conference was formed and the creation of this book heralded. Knowing that teachers learn best from engaging with other teachers working (learning) in the same environment, the opportunity to allow teachers to share their practice and learn from each other arose. Teachers teaching teachers underpins the professional dialogue needed to propel schools into high performing learning institutions. The process of teacher improvement and therefore, improvement in student learning, is not about implementing standardization and accountability measures but rather enabling teacher collaboration and creativity.

References


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