Teachers’ Learning Matters: Exploring lessons from research and practice

Professor Rachel Lofthouse
Carnegie School of Education
Inaugural Lecture 28th February 2018
Leeds Beckett University
Teachers’ practice landscapes are diverse and complex;

We need to read them, we can occupy them, we can manage and shape them;

Teachers need to learn to thrive in their diversity and complexity.
Authenticity

Solidarity

Creativity
Lesson Study: an Opportunity for Collaborative Teacher Inquiry

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A new model of collaborative action research; theorising from inter-professional practice development

Rachel Lofthouse¹, Jo Flanagan⁵ and Bibiana Wigley⁵

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Developing the use of communication rich pedagogies in classrooms using Video Enhanced Reflective Practice informed methodologies as a vehicle for teacher and speech and language therapist continuing professional development. Flanagan, J., Wigley, B. & Lofthouse, R.
An activity theory perspective on peer coaching
Rachel Lofthouse and David Leat
Education, Communication and Language Science, Newcastle University, Newcastle, UK

Mentoring student teachers; a vulnerable workplace learning practice
Rachel Lofthouse and Ulrike Thomas
Research Centre for Learning and Teaching, School of Education, Communication and Language Sciences, Newcastle University, Newcastle, UK

Mentoring student teachers

BERA
RESEARCH AND TEACHER EDUCATION: THE BERA-RSA INQUIRY
TEACHERS’ VIEWS: PERSPECTIVES ON RESEARCH ENGAGEMENT
David Leat, Rachel Lofthouse and Anna Reid

Oxford Review of Education
Teachers’ experiences of engagement with and in educational research: what can be learned from teachers’ views?
David Leat*, Anna Reid* & Rachel Lofthouse*
* Newcastle University, UK
Published online: 16 Mar 2015.
Tools

- Scaffold, frame, measure

- Promote dialogue & divergence

- Transformation through boundary crossing
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Professional Development in Education

Developing practices in teachers’ professional dialogue in England: using Coaching Dimensions as an epistemic tool
Rachel Lofthouse & Elaine Hall

Published online: 11 Mar 2014.

The camera in the classroom: video-recording as a tool for professional development of student teachers

Authors: Rachel Lofthouse and Peter Birmingham

International Journal of Mentoring and Coaching in Education
Emerald Article: Teacher education lesson observation as boundary crossing
Rachel Lofthouse, David Wright
Collaborative learning experiences for co-construction

Shared authentic and mediated boundary experiences

Formation of self, evolution of profession, transformation of education