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Teachers' Learning Matters: Exploring lessons from research and practice

Professor Rachel Lofthouse
Carnegie School of Education
Inaugural Lecture 28th February 2018
Leeds Beckett University

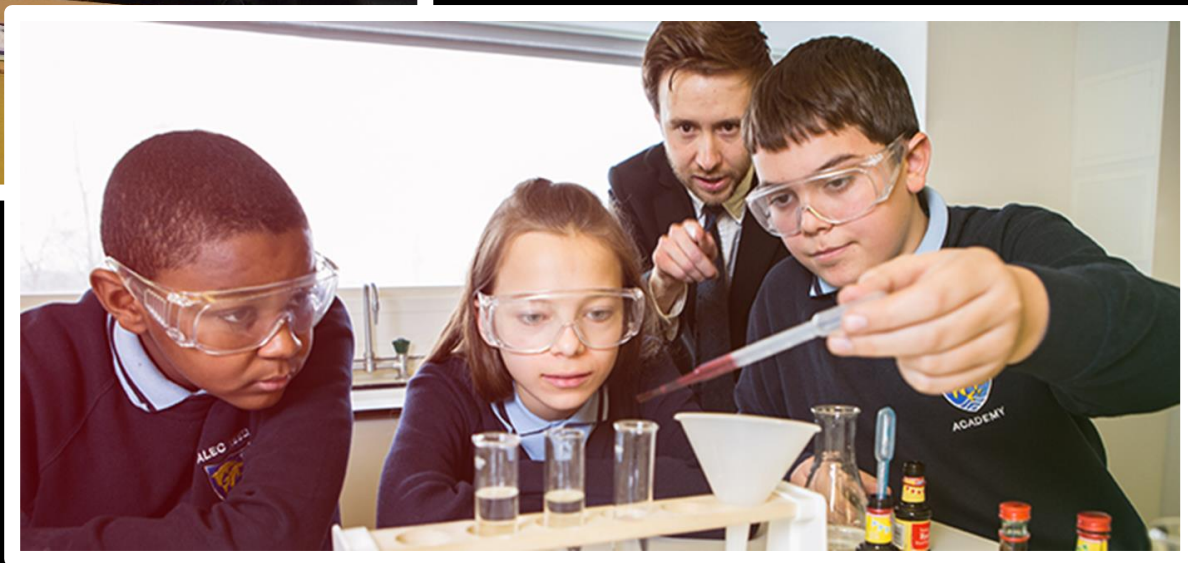


Teachers' practice landscapes are diverse and complex;

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.







Creativity

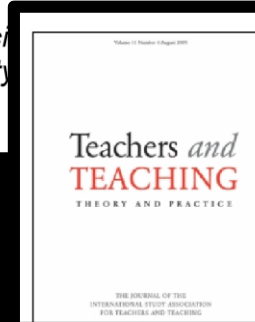
Solidarity

Authenticity

Creativity and Enquiry in Action: a case study of cross-curricular approaches in teacher education

Authors: Rachel Lofthouse^a, Sophie Cole^b and Ulrike Thomas^a

^a School of Education, Communication and Language Sciences, Newcastle University, Newcastle, UK; ^b School of Health, Community Studies (Art & Design)



Teachers and Teaching

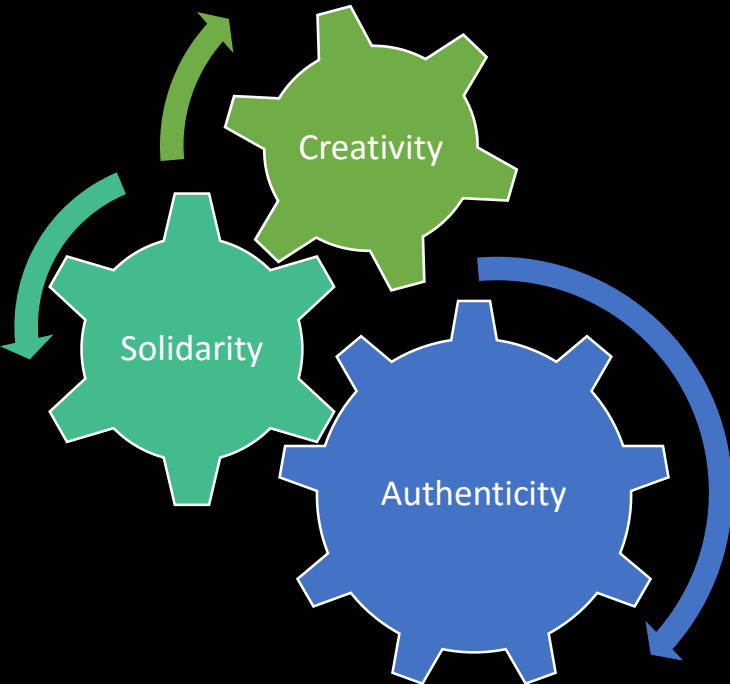
Publication details, including instructions for authors and subscription information: <http://www.informaworld.com/smp/title-content=t713447546>

The road taken: professional pathways in innovative curriculum development

David Leat^a; Rachel Lofthouse^a; Sally Taverner^b

^a University of Newcastle-upon-Tyne, UK ^b St Thomas More RC High School, UK

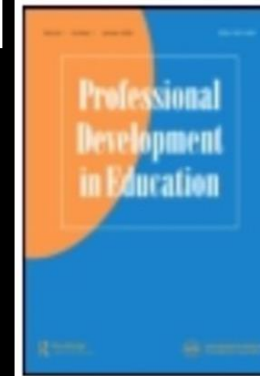
Online Publication Date: 01 December 2006



Lesson Study: an Opportunity for Collaborative Teacher Inquiry

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Stefan McElwee²
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Professional Development in Education

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/rjie20>

Concerning collaboration: teachers' perspectives on working in partnerships to develop teaching practices

Rachel Lofthouse^a & Ulrike Thomas^a

^a Education, Communication and Language Sciences, Newcastle University, Newcastle upon Tyne NE1 7RU, UK

Published online: 28 Jul 2015



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[attunedinteractions](http://www.tandfonline.com/doi/abs/10.1080/09650792.2015.1110038)

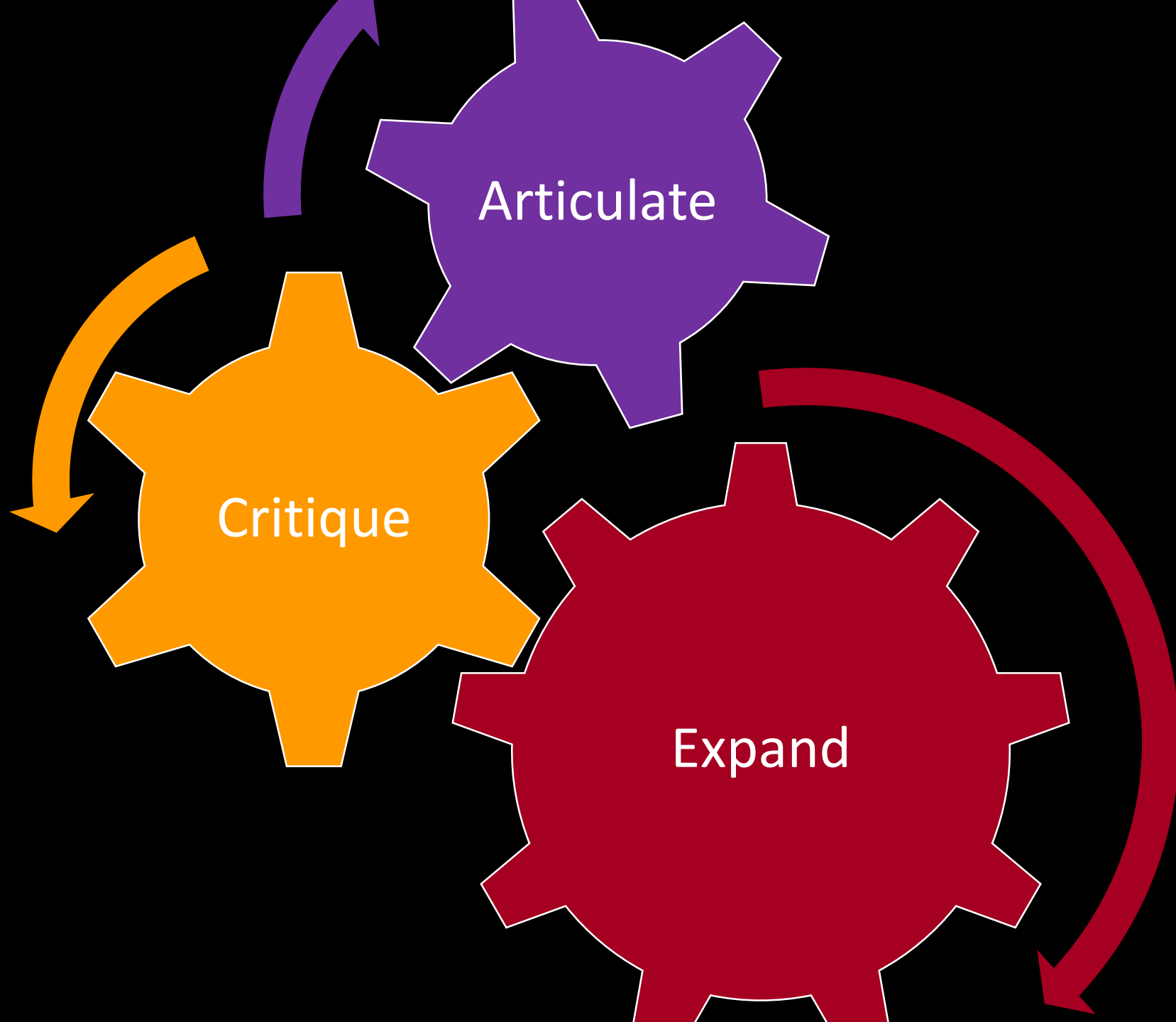
EDUCATIONAL ACTION RESEARCH, 2016
VOL. 24, NO. 4, 519–534
<http://dx.doi.org/10.1080/09650792.2015.1110038>

 **Routledge**
Taylor & Francis Group

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

Rachel Lofthouse^a, Jo Flanagan^b and Bibiana Wigley^b

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.



IJMCE
2,1

An activity theory perspective on peer coaching

Rachel Lofthouse and David Leat

*Education, Communication and Language Science, Newcastle University,
Newcastle, UK*

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Mentoring student teachers; a vulnerable workplace learning practice

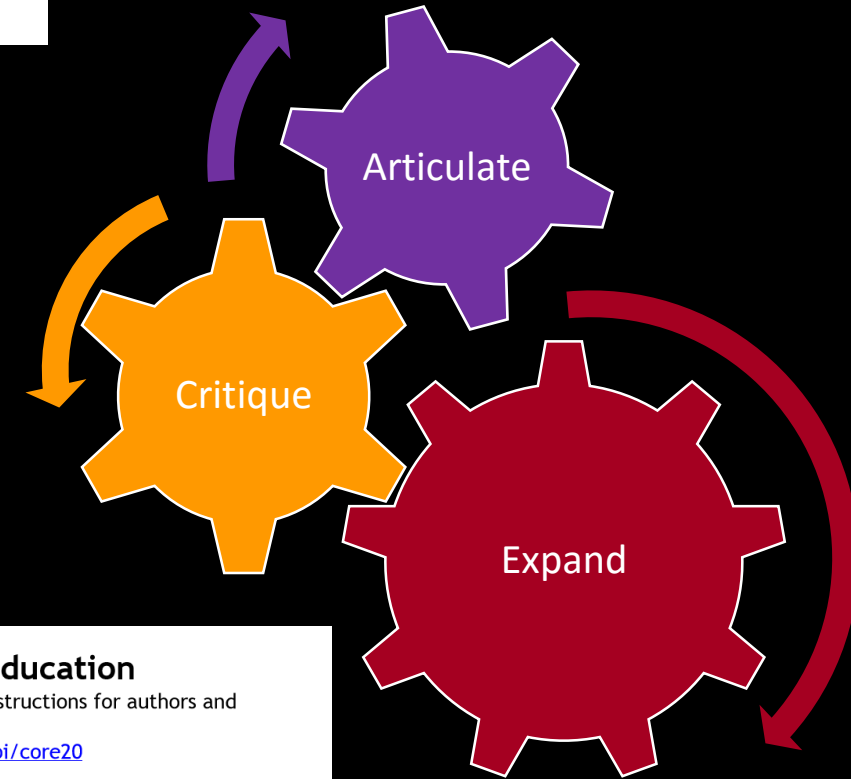
Rachel Lofthouse and Ulrike Thomas

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Mentoring
student
teachers

201

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BRITISH EDUCATIONAL RESEARCH ASSOCIATION

RSA
Action and Research Centre

RESEARCH AND TEACHER EDUCATION: THE BERA-RSA INQUIRY TEACHERS' VIEWS: PERSPECTIVES ON RESEARCH ENGAGEMENT

David Leat, Rachel Lofthouse and Anna Reid*



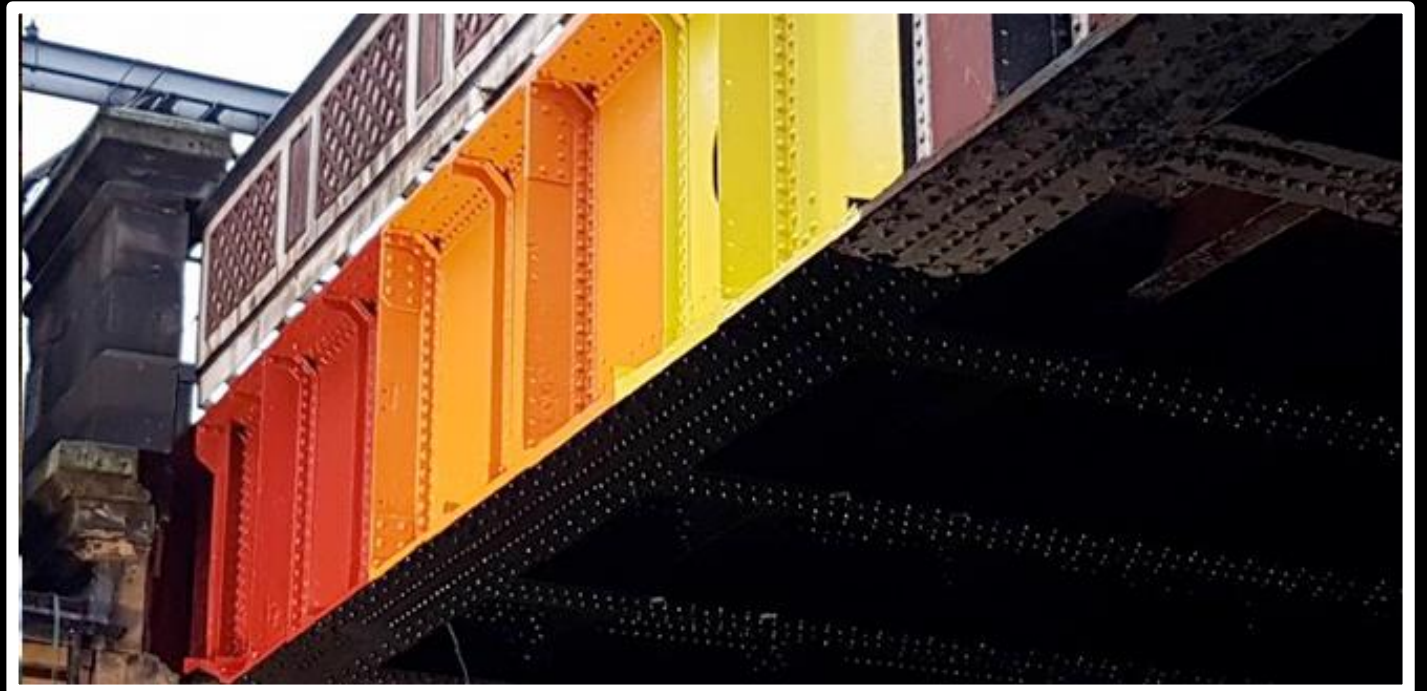
Oxford Review of Education

Publication details, including instructions for authors and subscription information:
<http://www.tandfonline.com/loi/core20>

Teachers' experiences of engagement with and in educational research: what can be learned from teachers' views?

David Leat^a, Anna Reid^a & Rachel Lofthouse^a

^aNewcastle University, UK
Published online: 16 Mar 2015.



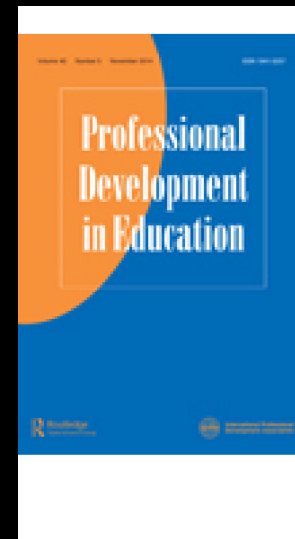
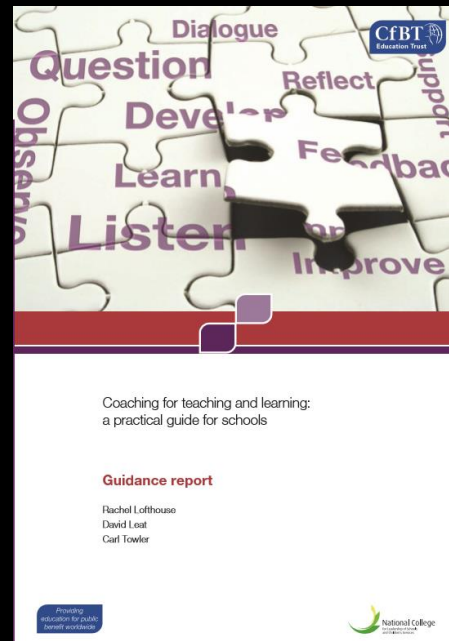
Tools

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graph LR; Tools[Tools] --- A[Scaffold, frame, measure]; Tools --- B[Promote dialogue & divergence]; Tools --- C[Transformation through boundary crossing];
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Scaffold, frame,
measure

Promote dialogue &
divergence

Transformation through
boundary crossing



Professional Development in Education

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/rjie20>

Developing practices in teachers' professional dialogue in England: using Coaching Dimensions as an epistemic tool

Rachel Lofthouse^a & Elaine Hall^a

^a The Research Centre for Learning and Teaching, School of Education, Communication and Language Sciences, Newcastle University, Newcastle upon Tyne, NE1 7RU, UK
Published online: 11 Mar 2014.

Tools

Scaffold, frame, measure

Promote dialogue & divergence

Transformation through boundary crossing

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



