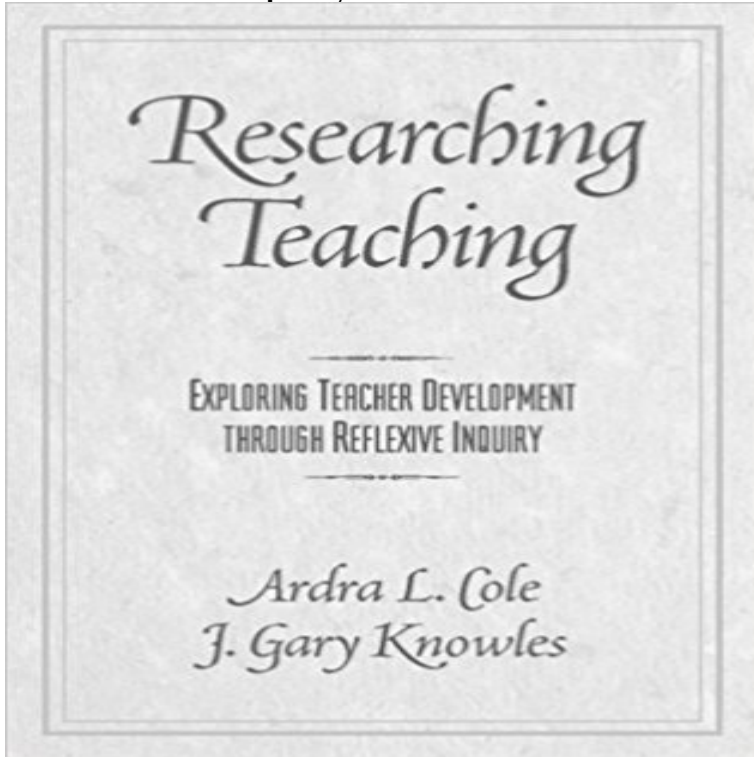


# Researching Teaching: Exploring Teacher Development through Reflexive Inquiry



B> Researching Teaching, with its attention to personal history influences and the broader contexts of teaching, extends the notion of teacher research beyond a curriculum focus. This book provides insight into the value and process of reflexive inquiry for facilitating and exploring teacher learning and development, broadly defined. The authors reflexive inquiry framework is constructed around notions of personal empowerment, self-directed learning, the primacy of practice, and personal history. The book contains numerous stories of teacher-researchers exploring their own experiences within the context of professional development inquiry. The book is divided into four parts. Part One explains what is meant by teaching as reflexive or autobiographical inquiry. Part Two focuses on particular ways of researching teaching through autobiographical exploration. Part Three emphasizes ways of understanding teaching through researching elements of classroom practice, student experiences, and school contexts. Part Four discusses researching with others. Suggestions and reflections are provided on researching with peers and colleagues, involving students as research partners, and working with outside researchers. Designed for Teacher Inquiry/Research, Research Methods, and Pre-service Teachers.

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teacher, the iPoetry project offered me a research-based perspective on Inquiry as stance: Practitioner research for the  
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