



PINPOINT



Building knowledge is central to the inquiry cycle and accessing expert knowledge is central to this process.

Helen Timperley

No Salvation

Education's newest fetish — the ranking list of effect sizes — is no more an instant panacea than previous candidates.

When even Helen Timperley, warns against unrealistic expectations, we should reappraise our hopes for the power of evidence.

The Disappointment

What turned initial glee to a more sanguine view of evidence, was the realisation expressed by academic David Hopkins that research wasn't of much practical use to teachers. Oh dear, have we all been duped?

The Reminder

Such reservations, however, don't amount to a dismissal of the value of evidence. On the contrary, Helen Timperley again warns teachers, this time not to forge ahead with developments without first consulting the available evidence.

The Realisation

In the end, as Dylan Wiliam reminds us, it's up to teachers to turn research into their own meaningful classroom evidence. The chart opposite shows the contribution HOW2s make to this process of transforming global into local evidence.

REFERENCES

Hopkins, D. (2013)
Exploding the Myths of School Reform, McGraw Hill

Timperley, H. (2011)
Realizing the Power of Professional Learning, OUP, Maidenhead.

William, D. & Leahy, S. (2011)
Sustaining Formative Assessment with Teacher Learning Communities, Dylan Learning Center

There can be no guarantee that any specific teaching approach will have the anticipated effect.

Helen Timperley

Most educational research is expressed in a way that is not immediately accessible by teachers...it is rarely presented in an implementable form.

David Hopkins

Inquiry without reference to what is already known to be effective raises the very real possibility of reinventing wheels and wasting valuable teacher and student learning time.

Helen Timperley

Teachers have to be professionals, deciding for themselves whether the research is applicable in this particular context with my particular students in the context of what I'm teaching them.

Dylan Wiliam

