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John Elliott is Emeritus Professor of Education within the Centre for Applied Research in Education, which he directed from 1996-99, at the University of East Anglia. He is well-known internationally for his role in developing the theory and practice of action research in the contexts of curriculum and teacher development, and has directed a number of funded collaborative classroom research projects with teachers and schools. These include the Ford Teaching Project (1972-74) and the TTA funded Norwich Area Schools Consortium (NASC) on the 'curriculum and pedagogical dimensions of student disaffection' (1997-2001).

He was an Advisory Professor to the Hong Kong Institute of Education (2001-2006) and is a Visiting Professor at the University Campus Suffolk UK. He was a consultant to the Hong Kong Government on the strategic development of its curriculum reforms from 2001-2006. From 2008-10 John Elliott was the President of the World Association of Lesson Studies (WALS), and has carried out two independent evaluations of Learning Studies in Hong Kong. He is currently the Chief Editor of the WALS journal, the International Journal of Lesson and Learning Studies. His recent publications include 'Reflecting Where the Action Is: The selected works of John Elliott' in the Routledge World Library of Educationalists (2007), and with Nigel Norris (Eds) 'Curriculum, Pedagogy and Educational Research: The Work of Lawrence Stenhouse', Routledge (2012).

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## **Lesson and learning studies as a new context for the further development of Stenhouse's idea of the 'teacher as researcher'**

*by John Elliott*

Teacher research is now widely practiced in many countries. Indeed it is now often subsumed under the more generic term 'practitioner research' to depict a process in which social practitioners take responsibility for researching aspects of their practice in order to improve it. In the UK context the idea that teachers take responsibility for researching their teaching is often attributed to Lawrence Stenhouse (1975). However, in this paper I want to argue that Stenhouse's conception of 'teacher research' significantly differs in a number of respects from the kind of research that is often depicted as such to-day. I will pinpoint these differences and argue that what has been lost along the way is worth recovering for the sake of education in contemporary practice settings. In this connection I will explore the potential of lesson and learning studies as forms of teacher research, originating from Japan and Hong Kong respectively, which are increasingly attracting interest as models of teacher research in the west. To what extent do these kinds of studies embody the main features of Stenhouse's idea of the 'teacher as researcher', and even progress the idea and ways of realising it in practice further?