Teacher Engagement in research: John Elliott’s response as a key informant to the BERA-RSA Enquiry.

With respect to my own work and funded projects, and the tradition in which they can be located, you may find the following references useful:


2. The Ford Teaching Project (1972-74). This project funded by the Ford Foundation spawned the Collaborative Action Research Network (CARN) which is still flourishing and the Educational Action Research Journal has its seeds in this project (although it currently embraces different strands/forms of action research). An account of how the project engaged teachers in research can be found in Elliott, J (2007) Reflecting Where The Action Is, London & New York Ch.2 ‘Developing hypotheses from teachers’ practical constructs: an account of the work of the Ford Teaching Project. The original documents, including the action research findings, many of which were authored or co-authored by teachers are now stored in digital form on John Elliott’s personal website and can be downloaded from it (http://professorjohnelliott.wordpress.com).

3. Stenhouse’s Humanities Project and the Ford Teaching Project established a tradition of teacher engagement in research that was characterised by a) collaborative production of professional pedagogical knowledge involving teachers working in partnership with each other and academics based in HEI’s; b) attempts to realise explicitly formulated pedagogical aims and principles in action (a process rather than an outcome model for improving teaching and learning) ; c) the search for universalisable insights into teaching and learning across particular contexts of practice through the constant comparison of cases. Examples of this tradition in the UK can be found in funded action research projects directed by John Elliott at the Cambridge Institute of Education and CARE and Bridget Somekh at CARE/UEA and MMU. Key references here are: Elliott, J (1991) Action Research for Educational Change, Maidenhead: Open University Press.
The chapters in this book were entirely written by teacher researchers involved in the Schools Council’s ‘Teacher-Pupil Interaction and the Quality of Learning Project.’


This volume contains articles about doing research into ‘disaffection’ largely authored or co-authored by teachers. It also contains a reflection by the teacher educators involved in this TTA funded project about the problems and potential of engaging teachers in research. The project was set in a context of debate about the concept of evidence-based practice, and was one of four projects funded by the TTA to promote the concept.

The above project entitled ‘The Curriculum Dimensions of Student Disaffection’ produced research findings and data sets which can be accessed via John Elliott’s personal web-site, and resulted in Elliott’s critique of teacher effectiveness research that can be found in:


This book draws heavily on the authors’ experience as a teacher educator of engaging teachers in research, with particular reference to teachers of children with special educational needs.