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Teacher development and pupil voice

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The principle of 'pupil voice' has attained a high profile over the past decade and its key principles of encouraging pupil consultation and participation are evident in official policy and guidance in many countries around the world. While there has been official endorsement of the notions that pupils have a right to voice their opinions and should have some involvement in decision-making affecting their lives, the implications of these arguments for day-to-day practice are less clear and sometimes contentious. Since the early 1990s Jean Rudduck and I have been looking at the role of pupil voice strategies in developing more effective teaching and learning in the classroom. We have examined how these strategies are used in a range of different settings—from small, rural primary schools to large, inner city comprehensive schools facing challenging circumstances. Evidence from our research, and in studies in the UK and internationally, suggests that pupil voice strategies can be transformational experiences for teachers and for pupils. This article examines the relationship between pupil voice and teacher development and, drawing on evidence from research, it will demonstrate how pupil voice strategies have enabled teachers to gain a deeper understanding of the teaching and learning processes and have helped them to change the way they think about pupils and their learning.

Keywords: *Pupil consultation; Pupil voice; Teacher development*

Introduction

> Teaching is not a static accomplishment, like riding a bicycle or keeping a ledger. It is, like all arts of high ambition, a strategy to be adopted in the face of an impossible task. (Lawrence Stenhouse, quoted in Rudduck & Hopkins, 1985, p. 124)

Most teachers would agree with Stenhouse's assertion that teaching involves immense challenge, but I would suggest that perhaps it also has much in common with the skill of riding a bicycle. Cycling, like teaching, requires forward momentum, keen awareness, adaptability to changing conditions, a good sense of direction and the perseverance to keep on pedalling when the going gets tough (although some may also argue that teaching now has more in common with keeping a ledger, with the volumes of administrative paperwork required). Although newly qualified teachers

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have learned to 'ride their bikes', having mastered basic classroom skills in their initial training, their skills will have to continue to develop as they encounter new challenges and new conditions throughout their teaching careers. But what should this process of development—of refinement of the 'art of high ambition'—entail and how can it best be achieved? The answer, according to Stenhouse, lies within teachers' own hands:

> To say that teaching is an art does not imply that teachers are born, not made. On the contrary artists learn and work extraordinarily hard at it. But they learn through the critical practice of their art. . . . Thus in art ideas are tested in form by practice. Exploration and interpretation lead to revision and adjustment of idea and of practice. If my words are inadequate, look at the sketchbook of a good artist, a play in rehearsal, a jazz quartet working together. That, I am arguing, is what good teaching is like. It is not routine engineering or routine management. (Stenhouse, 1983, pp. 158–90)

Since these words were written twenty-four years ago, education has seen profound changes, both within the UK and internationally. In the case of the UK it could be argued that, to some extent, teaching has moved further towards the 'routine management' style that Stenhouse argued against so fervently. It has been suggested that the introduction of the National Curriculum and a plethora of policy directives have, to some degree, served to undermine teachers' professionalism. However, there are also indications of a widening recognition that the key to improving teaching and learning is held by those most closely involved in schooling—teachers and young learners themselves. In this article I will suggest that establishing a meaningful dialogue between teachers and pupils through the use of pupil voice strategies offers an important starting point in developing the art of teaching.

Pupil voice: what it is and its role in teacher development

It has proved difficult to ascertain the origin of the phrase 'pupil voice', but in recent years it has been used widely in education literature and it is generally applied to strategies in which pupils are invited to discuss their views on school matters (Arnot *et al.*, 2004). As I have argued elsewhere (Flutter, 2007), pupil voice can be seen as nested within the broader principle of pupil participation, a term which embraces strategies that offer pupils opportunities for active involvement in decision-making within their schools. The basic premise of 'pupil voice' is that listening and responding to what pupils say about their experiences as learners can be a powerful tool in helping teachers to investigate and improve their own practice. As Jean Rudduck explains, the pupil voice approach can be an important catalyst for change by encouraging teachers to explore, and to think, about what happens in the classroom:

> Evidence from various projects we have worked on suggests that hearing what pupils have to say about teaching, learning and schooling enables teachers to look at things from the pupil perspective—and the world of school can look very different from this angle. Being

> prepared—and being able to see the familiar differently and to contemplate alternative approaches, role and practices—is the first step towards fundamental change in classrooms and schools. (Rudduck & Flutter, 2003, p. 141)

In recent years, the principles of pupil voice have become increasingly recognized as important and many countries have introduced pupil consultation and pupil participation strategies into their educational systems. A catalyst in this movement has been the United Nations Convention on the Rights of the Child (1989), in which it was stated that children and young people should being given the right to express their opinions on matters affecting their lives. Although the UK was criticized for its slowness in taking up the Convention's principles, the government has gradually adopted the key recommendations in health, welfare and educational policy-making and it has recently established the post of Children's Commissioner (currently held by Professor Al Aynsley-Green) to 'act as the voice of children and young people' (Children's Commissioner website, 2007). In regard to education, some elements of pupil consultation and pupil participation have been woven into official policy and guidance. For example, the 'Every Child Matters' agenda places an emphasis on the importance of consulting children and young people and, similarly, Ofsted inspection guidelines have begun to require that schools take steps to listen to pupils' views (Ofsted, 2005). Other countries have taken the premise of pupil voice on board in different ways: in Denmark, for example, the government has stressed the importance of creating democratic schools where pupil voice is seen as an integral right for children and young people (Kerr *et al.*, 2002).

However, there is a risk that these 'top-down' approaches, which attempt to enforce change through external pressure, may lead teachers to overlook the more simple and profound rationale of pupil voice which is that it affords teachers an opportunity to refocus their attention on what really matters—learners and how they learn best. The cornerstone of teacher development lies in extending teachers' knowledge and understanding to enable them to practise their art more effectively: pupil voice strategies are one way in which teachers can go about extending their knowledge and understanding, through investigation. Writing eight hundred years ago, the Chinese philosopher Zhu Xi said: 'Extension of knowledge rests in the investigation of things.' In our modern, bewildering and ever more complex world, these words from the past serve as a reminder of the need to question and explore. In the following section, I will look at some examples of how teachers have developed pupil voice strategies to illustrate how these approaches can be used to broaden teachers' professional knowledge and understanding.

Pupil voice strategies in schools

Since the early 1990s I have been working with Professor Jean Rudduck, who has led a series of ground-breaking research projects in schools around the United Kingdom, exploring the potential of pupil voice strategies for improving teaching and learning. Evidence drawn from these projects provides a clear picture of the positive

contribution that these strategies can offer, both for teacher development and school improvement. Our most recent project, 'Consulting Pupils about Teaching and Learning' (part of the Economic and Social Research Council's Teaching and Learning Research programme, led by Professor Andrew Pollard), enabled us to examine how, and why, schools are developing pupil voice strategies and the outcomes and implications of these approaches for teachers and pupils. The following brief examples illustrate some of the different ways in which these strategies were being developed and the impact that they have had on teaching and learning in the schools concerned. In the first example, a science teacher sought pupils' views on different ways of learning in science to help him to discover how pupils learn most effectively.

Example 1: Exmouth Community College

Exmouth Community College is one of the largest comprehensive schools in the UK, with around 2400 pupils currently on roll. Paul Freestone, then head of the school's science department, applied to take part in the 'Consulting Pupils about Teaching and Learning' project because he wanted to investigate pupils' views on how science was being taught and how they felt they learned best in this subject area. Paul was given guidance and support by members of the project team who were based at the University of Cambridge Faculty of Education (Elaine Wilson and myself). Paul started his investigation with some basic questions in mind about pupils' interest in science compared with other subjects; their perceptions of its relevance to their lives and futures; how they judged their own aptitude for learning science; and whether there were differences between the attitudes of boys and girls towards science as a subject.

At the start of the investigation, Paul decided to use a questionnaire approach with Year 11 pupils to gather quantitative data that would allow him to identify patterns in the pupils' responses. Analysis of these data yielded some surprising findings that Paul reported back to other teachers in his department. A summary of the questionnaire data included these points:

1. Although a minority of pupils said that science was their favourite subject, pupils across the attainment range felt that science was an important, relevant subject.
2. Pupils expressed very clear preferences for certain tasks, activities and teaching styles in science, but there were striking differences between the preferences of pupils in higher and lower attainment groups.
3. Preferences expressed by boys and girls differed markedly with regard to ways of working in science; most girls liked to work collaboratively in science while boys more commonly preferred working on their own or in friendship pairs.
4. The question 'What aspects of science study do you enjoy?' yielded responses indicating that higher attaining pupils liked practical, hands-on ways of working and they enjoyed taking part in discussions about science topics. On the other

> hand, lower attaining pupils, both girls and boys, said that they liked using written resources such as textbooks. Pupils also said that they enjoyed doing project work, and these responses led Paul to try out a new approach in his science lessons in which pupils undertook topic-based project work on science issues they had chosen themselves. These individual projects required the pupils to select resources and material and, rather than being presented with information by the teacher, the pupils had to work independently, accessing and evaluating information from a range of sources, including the Internet, textbooks and library materials.

Paul's investigation concluded with an evaluation of the project-based learning activity and this highlighted pupils' positive responses to this different style of teaching science. In particular, their responses showed that they had enjoyed working autonomously and they were often proud of their project work. Experiencing a more independent way of working, under the teacher's guidance and support, seemed to have a positive impact on pupils' confidence and enjoyment in a subject area that many had said they found difficult. It was encouraging for Paul and his colleagues that assessments at the end of the topic work showed improved attainment among pupils involved in the project, and these results were significantly higher than for other groups in the school. (Further details about the Exmouth Community School project can be found in Flutter and Rudduck, 2004.)

In this example, the teacher had set out with a clearly defined objective to improve teaching and learning in science, using pupil consultation to provide practical guidance which he could use to develop both his own and his department colleagues' practice. It is important to note how the teachers involved in this project worked with pupils in a collaborative way: although pupils were invited to give their views about how they learn in science, they were not asked to comment on teachers' performance or to give direct feedback on lessons. Pupils were aware that they were taking part in a project and they responded enthusiastically to being given the opportunity to help teachers to make science lessons more engaging and effective. It is often argued that giving pupils a right to be heard runs the risk of undermining teachers' authority but, as this example demonstrates, when pupils talk about their experiences as learners their views are generally expressed in a constructive and serious way. As Levin points out:

> Students' wishes today are modest, even timid. They do not seek to overthrow the system or even to control it. They expect and want educators to remain in control. They do, however, want to understand why things are done as they are. They would like to be able to voice their views about change and have them heard. They wish to have some choice about how and what they learn. On the whole they are amazingly accepting of the standard organization and practices of schools. (Levin, 1999)

In the second example, the idea of pupil voice is taken a stage further through a sustained programme of pupil consultation and participation strategies that have led to profound changes in teachers' thinking and practice.

Example 2: Hastingsbury Upper School and Community College

This comprehensive community school in Bedfordshire was one of six primary and secondary schools that were chosen to participate in the 'Breaking New Ground' study, part of the 'Consulting Pupils about Teaching and Learning' project. The aim of this study was to help schools to explore innovative directions for pupil voice work and to look at how these strategies influenced teaching and learning outcomes. Gill Mullis, a teacher at Hastingsbury, coordinated the school's initiative and the school received guidance and support from the University of Cambridge Faculty of Education research team. The school had an established, active school council and Gill felt that the council's role could be extended to embrace matters relating to teaching and learning, rather than focusing almost exclusively on the traditional school council talking points, such as lockers, uniforms and charity fund-raising.

Smaller sub-groups were set up within the school council, with each group choosing its own focus for a small-scale investigation of an aspect of teaching and learning within the school. The university research team organized a training day for the sub-groups to give them a basic grounding in the kinds of research skills they would need to carry out their investigations. One sub-group decided to explore the question of what makes a good lesson, with the young researchers wanting to discover what pupils felt made a lesson successful and enjoyable. At the outset, focus group discussions were carried out to enable the group to identify some common factors and to then produce an outline model of what makes a good lesson. Using this model as a basis for further discussion and data gathering, the group was able to test whether it was an accurate reflection of what pupils think. Finally, the group presented their findings to the school's staff and they offered some suggestions about things that teachers could consider in order to improve aspects of their practice. Teachers' responses to this approach have generally been positive, as Gill Mullis explains: 'Now it's just accepted that there will be meetings where the pupils come along and share their research and then they speak for themselves and there are very few staff who aren't actually interested in what they're saying.'

At Hastingsbury, the pupil voice approach has not been a one-off exercise and the school has embedded the principles of pupil consultation and participation within its culture and practice. The school has also been keen to disseminate its approach to other schools within its local area through the Bedfordshire School Improvement Partnership. In this case, pupils and teachers have established an ongoing dialogue and the school has created a climate in which it has become legitimate for teachers and pupils to talk openly and honestly about teaching and learning and, as Michael Fielding points out, to learn from each other: 'Iin these new ways of working teachers are listening, not just to understand, but to learn: learn more about their students; learn more about their teaching; learn more about the nature of learning' (2001, pp. 103–4). Although Hastingsbury's initiative has been extensive and sustained, our research suggests that, for many schools that are new to working on pupil voice

strategies, this can be a daunting prospect. However, as Arnot *et al.* suggest, pupil consultation does not have to be carried out on a large scale and starting out with small-scale initiatives can be helpful:

> Consulting pupils can mean very different things. In particular, the more time and thought given to it, the more informative and insightful the ideas shared are likely to be. But this does not mean that only in-depth approaches to pupil consultation are worthwhile. On the contrary, it is clear from both our studies that fairly simple consultation strategies—with individuals and with groups—can produce a lot of useful ideas; and it is probably sensible for schools and teachers to start with such simple strategies. (Arnot *et al.*, 2004, p. 89)

These two examples illustrate some of the positive dimensions of pupil voice and how it can be used to support teachers' professional development. As Urquhart suggests, it is evident that pupil voice approaches have much to offer in this regard: 'Not only does pupil voice help to revitalize a dialogue between teachers, pupils and learning, it also offers teachers and others a creative and practical alternative to the adult-centred bureaucracy that ''cramps'' much of modern schooling' (2001, p. 86). It should also be acknowledged that many other types of strategies involving pupil consultation and pupil participation are currently being developed in schools including, for example, peer mentoring schemes (Goodlad, 1995); pupils as researchers (Fielding & Bragg, 2003); pupils helping other pupils with their learning (Topping, 2001); personal learning plans (Bullock & Wikeley, 2004); and 'assessment for learning' approaches (Black *et al.*, 2002). Some schools have taken the principles of pupil voice further through increasing pupils' involvement in decision-making within school and in offering opportunities for pupils to take part in staff recruitment interviews, for example.

In the following section, I will examine some of the implications of pupil voice strategies for teacher development, looking at both the potential benefits and drawbacks in using these approaches in the classroom.

Pupil voice: is it worth the effort?

Although there is ample evidence to suggest that pupil voice strategies can have a positive impact in the classroom, there are some important issues that need to be considered in weighing up the potential benefits against the potential drawbacks. A frequently cited criticism of pupil voice in relation to teacher development is that teachers' investigations of pupils' views are often flawed because it is often only the more articulate, confident learners whose views are heard:

> There is evidence that those pupils who are more articulate in the language of the school are both more likely to shape the decisions of their peers and to be 'heard' by teachers—leaving others, ironically, feeling disenfranchised in an initiative specifically designed to empower them. What we have to remember is that consultation processes can sometimes reflect rather than challenge existing divisive practices in schools. (MacBeath *et al.*, 2003, p. 42)

As this comment suggests, pupil voice is not a simple matter. The confident, prescriptive language in official guidelines and policy documents may lead teachers to expect that introducing these approaches is easy and straightforward. However, adopted uncritically, pupil voice initiatives may yield a picture of pupils' views that is partial and that fails to give genuine insights into what helps or hinders pupils' learning. Information that lacks credibility cannot provide a strong basis for teacher development. Furthermore, as Arnot *et al.* suggest, teachers stand to gain most through listening to the views of lower achieving, less articulate pupils: 'Pupil consultation can have particular benefits for those pupils who are the least successful at learning. The discussions we held with lower achieving pupils, often from working-class backgrounds, allowed pupils to articulate how tense and vulnerable they felt in the classroom and how they tried to find ways of learning but had difficulty with so many aspects of classroom life' (Arnot *et al.*, 2003, p. 84). In adopting pupil voice strategies, particular attention needs to be given to ensuring that the process allows for the widest possible range of voices to be heard, as Sutherland suggests: 'Student voice and student participation in schools need to be part of a collaborative ethos that embraces all members of the school community' (2006, p. 8). Such inclusive approaches will ensure that the potential benefits of these strategies are maximized. There is also evidence to suggest that pupils who are less articulate and who have difficulty in discussing their learning will gain particular benefit from opportunities to develop these abilities through being encouraged to reflect on what they learn. The value of this approach is recognized in the new National Strategy for Key Stage 3: 'Reflection is important if pupils are to understand more fully what and how they have learned. It is one way in which pupils can develop a language for learning. With this awareness they are more likely to become independent learners, better equipped for lifelong learning' (DfES, 2004, p. 14).

Another concern that is often raised about pupil voice is that it may undermine teachers' authority and it can fundamentally change the power relationships that exist within schools. The argument runs that if too great an emphasis is placed on the pupil voice, there may be some risk that the teacher voice could be silenced. It is understandable that teachers should be wary of pupil voice: 'In the present judgmental climate teachers are, understandably, anxious lest consulting pupils means unlocking a barrage of criticism of them and their teaching' (Rudduck & Flutter, 2003, p. 75). However, data from pupil voice studies demonstrates that there is often much common ground in what teachers and pupils think about teaching and learning, and there is a strong consensus on matters such as the need to learn in a quiet, calm environment. For teachers, the discovery that pupils can offer constructive criticism has had a profound impact on their practice, and has allowed them to reassess pupils and their capabilities:

> You know—that's what made me enthusiastic, because I suddenly saw all that untapped creativity really.... You can use pupils' ideas in a very valid, interesting way and it can make the pupil excited, the teacher excited and you know obviously the lessons will take off from there. (A secondary teacher, from a study by McIntyre & Pedder, quoted in Rudduck & Flutter, 2003)

> We've had some very clear pointers from students about how they like to learn and I think it's given quite an encouragement to different ways of teaching. . . . We've modified things or developed things further—and had the courage of our convictions. (A secondary teacher, from a study by McIntyre & Pedder, quoted in Rudduck & Flutter, 2003)

Some studies have also noted that pupil voice strategies can be transformative experiences for teachers, reshaping the dynamic of pupil–teacher relationships (see, for example, Fielding & Bradd, 2003; MacBeath *et al.*, 2003; Flutter & Rudduck, 2004). Here a secondary teacher explains how consulting pupils about teaching and learning has influenced their day-to-day practice in the classroom:

> I know from working with students that the more you talk with them and involve them, the more it changes the learning relationship. . . . When you work with students in that way, you can see they're learning about all sorts of things—about themselves, about the subject and how they learn, about other students. And I've found that has then impacted on the way I operate in the classroom. . . . I've actually handed far more over to them in lessons than I would have done a year ago. (A secondary teacher, quoted in Fielding & Bragg, 2003, p. 20)

In cases where teachers and pupils have been able to establish a spirit of trust and collaboration through a sustained programme of pupil voice work, this has served to create a more positive learning culture within the school. However, it must be acknowledged that in some schools pupil voice initiatives have led to mixed reactions from teachers, as Sutherland argued: 'Proponents of student voice have come under fire from colleagues who feel that teacher voice may be marginalized in the drive to listen to and involve pupils' (2006, p. 9). It is understandable that teachers are often wary of pupil feedback on their teaching and it is important that schools take steps to allay teachers' initial fears and introduce pupil voice strategies gradually and sensitively. Once pupil voice has become embedded in a school's way of thinking and doing things, a moment is reached 'when members of the school come to value critical reflection as a way of learning and are committed to building a climate of openness, trust and respect in which review can be used and experienced as a constructive process rather than as a top-down whiplash' (Rudduck & Flutter, 2003, p. 140). However, some teachers are likely to remain sceptical, or possibly oppositional, towards pupil voice approaches and, in spite of official recommendations and policy documents, no one should be coerced into adopting these strategies. McGregor recommends that teachers who are unsure about starting to work on pupil consultation should visit other schools to see what these approaches can offer and how to go about them (McGregor, 2006).

To return for a moment to the original question in this section's heading—is it worthwhile for teachers to spend their precious time and energy on pupil voice strategies? Although there is a need for caution in setting out these approaches and a need for effort in sustaining them, the arguments in this section suggest that the answer is a definite 'yes'. The potential benefits of these approaches, particularly in terms of teacher development, clearly outweigh the drawbacks. The most serious risk for pupil voice is that it could become the latest in a long line of educational

chart-toppers—ideas that come into favour for a few years and then fade away as a new hot topic comes along. In the final section, I will consider the possible future directions for pupil voice in relation to both continuing professional development and initial teacher training.

Future directions for pupil voice

One of the most interesting aspects of pupil voice research lies in its power to unlock the shackles of habit that so often bind teachers to their familiar routines of practice and thought. As this article has shown, through listening to what pupils say about their experiences as learners, teachers are able to gain new insights into the factors that make a difference to pupils' learning and progress. These new understandings, in turn, provide a useful starting point for improving practice at all levels: whether it is for teachers as individual practitioners in their own classrooms; in reviewing practice for departments within a school; or as a basis in school-wide professional development planning. Where new interventions and strategies are being introduced, pupil feedback can also provide important information for monitoring and evaluating these changes. As American researcher SooHoo suggests, the information that teachers can tap into through pupil consultation is a resource that has often been overlooked:

> Somehow educators have forgotten the important connection between teachers and students. We listen to outside experts to inform us, and, consequently, we overlook the treasure in our very own backyards: our students. Student perceptions are valuable to our practice because they are authentic sources; they personally experience our classrooms firsthand. (SooHoo, 1993, p. 386)

However, the impact of pupil voice initiatives on teacher development can extend beyond one department or school. Programmes like the National College of School Leadership Networked Learning Communities have encouraged networking between schools and have offered a platform where teachers can collaborate and share their experiences of pupil voice work. Two examples of networks are the Bedfordshire Schools Improvement Partnership (directed by Louise Raymond) and the Bolton Pastoral Network (coordinated by Ingrid Cox, deputy principal, Rivington and Blackrod School) which have become vibrant communities of schools who are working together to develop innovative, new directions for pupil voice. As McGregor proposes, networks may offer an important way forward in the development of pupil consultation and pupil participation: 'Identifying and deliberately supporting sites of learning in networks of association may provide different opportunities for locating partnership relationships between adults and young people. It is suggested . . . that networks offer particular sites of opportunity for developing pupil involvement and dialogue with adults' (McGregor, 2006). Schools are also working together across national boundaries: for example, the Comenius School Partnerships programme enables pupils and teachers from schools across Europe to work together on

collaborative projects, some of which have been focused specifically on pupil voice strategies.

If pupil voice has a key role to play in teacher development then the obstacles and drawbacks identified in this article need to be addressed. As we have seen, one of the key issues is that many teachers remain nervous of pupil voice approaches and often lack experience of the techniques required. One possible remedy for these issues would be to introduce the notions of pupil consultation and pupil participation into programmes for initial teacher training so that, in future, teachers would be accustomed to these ideas as they embark on their careers. However, it is important that courses for student teachers present a model of pupil voice in which pupils' views are sought through a process of ongoing collaboration rather than as occasional feedback. Indeed, for all teachers, whether newly qualified or experienced practitioners, there is a need to encourage rethinking about the role of the pupil and what pupils can offer (Rudduck & Flutter, 2003). This is not to argue that pupils' views should be held as more important than those of teachers, rather it is arguing for a reconceptualization of the role of the pupil in school. Our research over the past fifteen years has provided us with ample evidence of the transformative potential of pupil voice and this comment reflects the response of many teachers who have been involved in our projects: 'You know—that's what made me enthusiastic, because I suddenly saw all that untapped creativity really.... You can use pupils' ideas in a very valid, interesting way and it can make the pupil excited, the teacher excited and you know obviously the lessons will take off from there' (a teacher quoted in McIntyre & Pedder). Pupil voice has much to offer, as Year 11 pupil Ben Prickett, explains: 'Students are a source of renewable energy in school; new students arrive each year, full of energy and ideas—education should learn to harness this to provide a dynamic schooling for them' (McIntyre & Pedder, quoted in Rudduck and Flutter, 2003, p.18). These two comments, one from a teacher and one from a young learner, demonstrate the potential value in teachers and pupils building a more reciprocal relationship. Lincoln explains the link between teacher voice and pupil voice in this way:

> Teachers can elicit student voices. And teachers can, in the process, be led to discover their own voices. One cannot happen without the other, but happily the achievement of voice is mutual, and teachers who help students to find student voices will discover that their own voices are clearer and stronger in the process. (Lincoln, 1995, p. 93)

This article has argued that pupil voice can work in harmony with teacher voice and where this can be achieved it has a powerful contribution to make in teacher development.

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