

It is not enough that teacher's work
should be studied;
they need to study it themselves.
---Stenhouse, 1975

It is critical that teachers have the time to research and reflect on their teaching in order to improve student learning and achievement. Teachers by nature are researchers. Here at Granville Village School, I have had the pleasure of observing our teacher researchers at work. I have witnessed them: developing questions based on their own curiosity about students' learning; collecting and analyzing data from classes; discussing research with colleagues, and examining their own assumptions and beliefs. Teachers are constantly trying to figure out how best to teach content area in such a way that the material becomes meaningful to our students. This type of beneficial research and reflection is all too often overlooked in the ever-growing climate of testing and accountability the profession faces. Yet, when teachers are provided with the opportunity to take a deeper look at their practice, our students reap the benefits of this inquiry. With this in mind, all of our teachers are provided with an opportunity to explore an area of interest and need in their professional practice. Thanks to a federal grant, every teacher will participate in a workshop this academic year. For example, Mrs. Billings, our 4th grade teacher, is going to a workshop at The Reading Institute called "Mathematics as A Second Language." This is just one example of many opportunities our teachers will be able to experience this year. I am happy that our teachers have time to reflect and research their passion: teaching and learning.

~Anna-Stina Wardlaw