

## **RESPONSE TO ANGELA ANNING'S REFLECTIONS ARTICLE**

In my experience, research projects are generally lessening as part of teacher training and many teachers do not embark on any sort of action research nor read up on current educational research which, I feel could impact greatly on their understanding of how children learn and consequently improve their practice and encourage a more reflective approach to teaching. Instead, many teachers defer to the ever changing Government initiatives without fully questioning behind them.

Surely we should not put aside the research work teachers do as part of CLPE and Institute of Education courses. These take the form of well thought out, often inspiring and enlightening projects such as 'The Power of Reading' which actually formed the basis of the more child friendly aspects of the Primary Framework.

I do agree that for the purposes of teacher training and even some work experience placements there are sometimes dubious reasons given for selecting a group of children and often the student only works with that group. This type of observation and monitoring must be handled carefully so it does not prove detrimental to those or other children in the class. I would hope that an experienced mentor or teacher would ensure this was not the case. Action research should be for the greater good, not to marginalise or generalise.

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