

C o n t e n t s

Introduction

Chapter one :

My values and where they come from.

Chapter two :

i) What is educational research ?

ii) What is good quality educational research?

iii) The teacher's voice -an explanation of why I believe a teacher's voice in educational research is an important voice.

Chapter three:

How my research started and how I reformulated my initial question.

Chapter four:

'I can speak for myself' - my account of working with Poppy and how I struggled to come to terms with what I saw as academic accounts of teaching.

Chapter five:

'Accounting for myself' - a description of my work with a whole class and an attempt to explain what I mean by accountability.

Chapter six:

'Accounting for my work' - a description and explanation of what went on in the appraisal I did with a member of my department and how it conflicted with the monitoring role I was expected to have by the school management.

Chapter seven:

'Accounting for the negative' - how the politics of oppression affected my work and how I found creative responses.

Chapter eight:

How I understood that my educational knowledge was a

*living educational theory whose validity could be judged by
living standards of judgment.*

Chapter nine

Conclusion

Bibliography