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Abstract

How can educators and students partner in the work of making transformational changes in schools and school systems? This paper will address how teacher researchers, funded by the Ontario Ministry of Education in Canada, have studied the student experience to generate evidence. It will outline changes in practice and benefits for learning, teaching and leading. The value of teacher research beyond professional learning has often been disputed. The most common criticism of teacher research is that it does not contribute new knowledge. Distinguishing between evidence-based practice and practice-based evidence may clarify how teachers can generate new knowledge that can inform practice and support systemic change. (HRK / Abstract übernommen)