

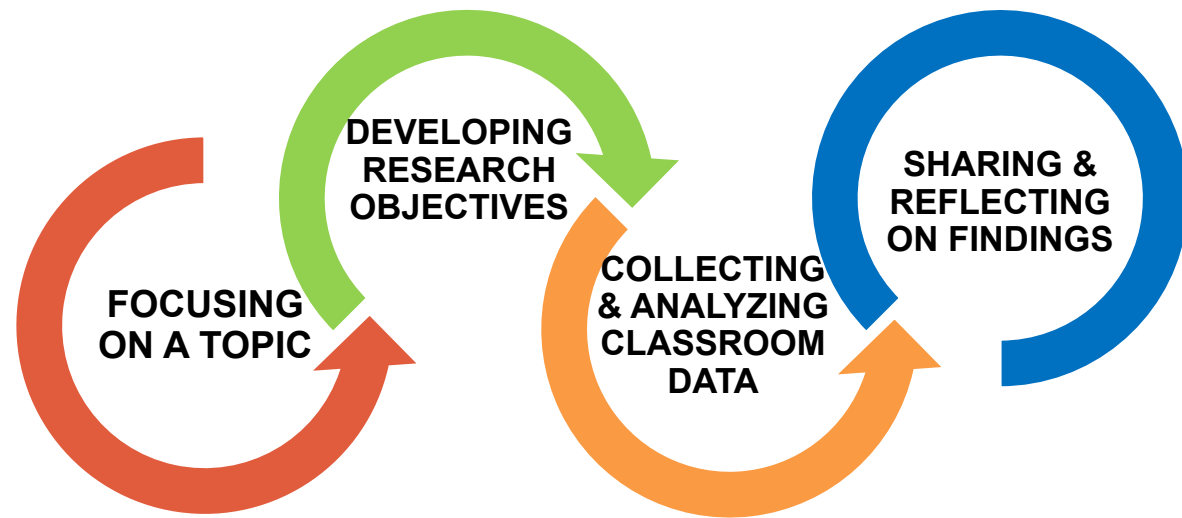


# From Reflective Practice to Systematic Inquiry:

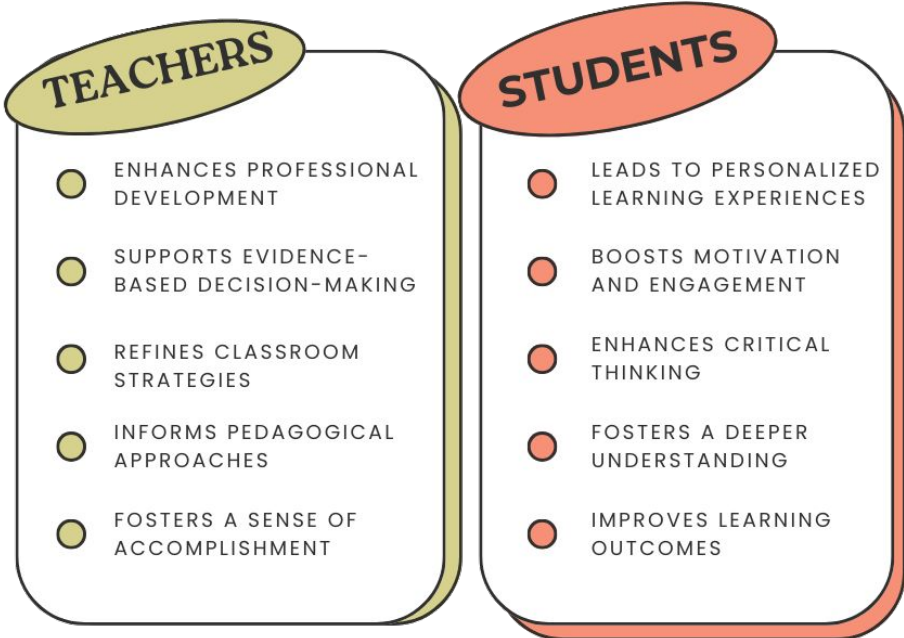
My Journey as a Teacher Researcher and a Research Mentor

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# Understanding Teacher Research





# Dual Role in the Classroom

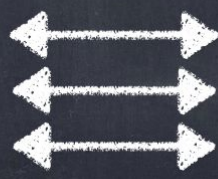
## TEACHERS AS

PARTICIPANT

OBSERVERS



FIELD IMMERSION  
SUBJECTIVE  
HOLISTIC



SCIENTIFIC RECORDING  
OBJECTIVE  
NEUTRAL



# The Impact of Teacher Research



**TEACHER IDENTITY**

REFLECTIVE PRACTICE  
ADAPTABILITY  
LIFELONG LEARNING

**TEACHER AGENCY**

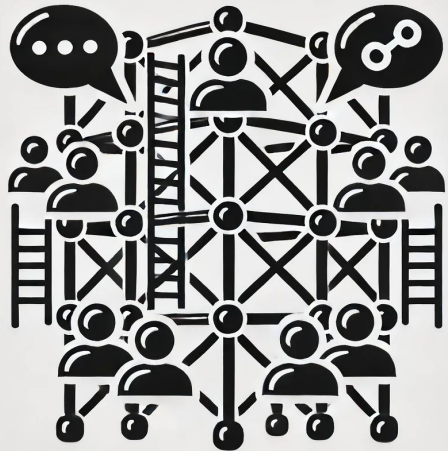
PROACTIVE DECISION-MAKING  
INFORMED PRACTICES  
AUTONOMY

**TEACHER VOICE**

INFLUENTIAL CONTRIBUTION  
ADVOCACY FOR CHANGE  
MENTORSHIP

# Mentoring Teacher Researchers

## SCAFFOLDING & SOCRATIC DIALOG



**GUIDANCE &  
STRUCTURING**



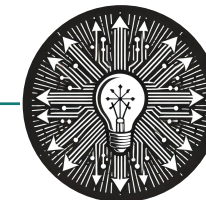
**FEEDBACK**



**MODELING**



**ELICITING &  
PARAPHRASING**



**PRESENTING  
ALTERNATIVES**





# The Essence of Research

*"Research is to see what everybody else has seen, and to think what nobody else has thought."*

*– Albert Szent-Györgyi,  
Nobel Prize-winning physiologist*