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FOREWORD



Anthecology, the study of pollination; how flowers and their buzzing pollinators interact. Before you lies a rich collection of ‘pollen’. This year’s products of blooming lesson study projects at Samuel Whitbread Academy (SWA): promising ideas, approaches, insights that could inform your teaching practice. But how do the insights written up in this issue reach your practice and that of your colleagues? Pollen needs pollinators. Without pollinators the potential of the pollen remains locked away and fruits will stay absent. So who are the pollinators in school and where to find them.

When I talk to teachers, I notice that some of the most powerful strategies they cite for sharing their work are often informal, unstructured and unplanned. Often, there is a special person – a mentor, colleague or friend – who helps share their work. This person is convinced of the value of their ideas and enthusiastically talks to colleagues about them. They act as connectors that help teachers to spread their work and colleagues to learn about their ideas. They are the pollinators. So if you are the author of one of the studies in this issue, search for these pollinators in your school who will actively help you spread your work. This requires insight in your school’s collegial network. Do you have the know-who?

We are related in many ways with the people around us; some are colleagues, some are friends and some are both. Our personal network contains valuable resources of expertise, emotional support and enthusiasm that can support us in our daily work and life. Being aware of your own network, and even drawing it out on paper as a constellation of connections, can be illuminating. The more know-who you have, i.e. insight into your network, the better you are able to identify good ‘pollinators’. These are often the people closest to you, the ones you trust and feel comfortable with. They are the people who understand and value your work, and are engaged with it.

So read the articles with great interest. Let the ideas inspire you and inform your practice, but also consider if you can be a pollinator and spread your colleagues’ good work. Pollen needs pollinators. These articles need you.



DR. FRANK CORNELISSEN

Last year Samuel Whitbread Academy published its first - and THE first - ‘*Anthecology*’ of teacher learning and curriculum development, that sprung from their annual programme of whole school lesson studies. So it is great to see this second *Anthecology* following hard on its heels one year on. All the ideas within these pages have been carefully co-evolved by teachers working closely with each other, and their students, to develop nuggets of teaching and curriculum development that not only work - but can be taken, adapted and adopted by others. This year they have further improved their methodology with a even sharper focus on impact on student outcomes and their use of research. So read on...

PROF. PETE DUDLEY