



Equalizer Tool

Rather than think of our practice as a pendulum or binary choice of what's new and what's old, we like to think of all teacher practice as a set of dials or sliders on a sound board. Each new insight or revelation into learning and teaching affects one or more of the sliders, increasing or decreasing that aspect of our practice. How might we examine our own practice and the impact of educational research and theory, not as a choice of on or off, but as a subtle tweaking of the levels?

