

**Book Review: Glenn, M., Sullivan, B.,
Roche, M. & McDonagh, C. (2023) *Action
Research for the Classroom: A guide to
values-based research in practice.*
Routledge.**

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This excellent book provides a practical guide for teachers and school leaders interested in pursuing professional inquiry or action research within their classrooms and schools. The distinctive feature and great strength of this practical guide is captured within its subtitle by the term ‘values-based research’. Previous practical guides have provided step-by-step support for teachers with their Action Research projects, some educational research books have proposed a focus on social justice, and other texts for teacher-researchers have proposed a values-based approach to research. However, this book provides particularly clear explanations, backed up with concrete examples, of how a teacher-researcher can integrate their professional values into an Action Research project. The book also provides a rationale for why this is an important challenge and how it can help a teacher to improve their professional, values-led practice as an educator.

In chapter 2 the book proposes a teacher-researcher question of, ‘Why am I concerned or interested?’ and focuses on using critical reflexivity to problematise initial ideas or issues worthy of inquiry and draw out how they link to a professional-practitioner’s values. In chapter 3 on planning a research question, the book guides the teacher-researcher through the process of critically engaging with reading, talking with critical friends, thinking about data generation, and considering ethical issues. Throughout this important chapter, the focus is on

a teacher integrating their professional-practitioner values into the emerging project. Extracts from a teacher's research account illustrates how this might take shape.

Subsequent chapters, on data collection and analysis and on writing up, provide a useful introduction but clearly these topics will require further in-depth reading for many teacher-researchers, for example on systematic qualitative data analysis. However, chapters 5 and 6, on presenting evidence and on generating theory, arguably provide distinctive and very useful practical guidance on maintaining a values-based research approach. The use of concrete examples, again makes the abstract ideas covered in these chapters more accessible and practical and is a strength of the book throughout.

As a research-mentor within an ongoing teacher-researcher collaborative project, this book helped me to more effectively integrate values within the initial identification of issues by the teachers, the 'stones in our shoe', and in the way that we collaboratively shared and problematised our emerging possible research questions. As the project continues, I will be returning to the book for guidance on how to maintain this integration of the teachers' professional-practitioner values during two cycles of Action Research collaborative data analysis and presentation of findings.

This practical guide for Action Research in the classroom is a useful resource for teacher-researchers and those supporting all forms of professional inquiry by teachers. It is distinctive in particular because it provides practical guidance for teachers on how to identify and integrate their professional-practitioner values into their research. The relevance of the text for Living Educational Theory Researchers is that the focus on values is a required condition in generating a living-educational-theory as a validated, evidence-based and values-laden explanation of a professional-practitioner for their educational influences in learning with values of human flourishing.