Lori Beckett took up her professorial appointment at Leeds Met in 2006, and on arrival began to organise and edit the centenary book, *City of Leeds Training College 1907-2007 Continuity and Change*, published by the university in October, 2007. Having led a team of twenty four people to bring the project to fruition, she was honoured to be nominated by Vice-Chancellor Professor Simon Lee for the newly established Winifred Mercier Chair of Teacher Education, in memory of the first so-called Lady Vice-Principal. In her first year, Lori also worked to establish school-university partnerships in inner city Leeds, forging inquiry communities where academic partners work with teacher partners to support professional learning and development focused on teachers’ work practices. The ‘Patterns for Learning’ project, successfully trialled in Little London Community Primary School (LLCPS) in 2006-7, was rolled out into its family of schools in 2008 as ‘Side-by-side learning’ with one year TDA funding for CPD in Challenging Schools. This enabled the university to establish a connection with a network of disadvantaged schools and while we continue partnership work, we are developing a Masters of Practitioner Research, leading to the EdD and PhD studies. Lori is currently working to complete her book, *Teaching in Tough Schools*, which brings together the voices from our inquiry communities in disadvantaged schools in England and Australia, where she worked with schools on the NSW Priority Action Schools program. She has co-presented with teacher partners Jill Wood (LLCPS) and Kathleen Gallagher (City of Leeds High School) in numerous forums, including the DCSF 2009 spring workshops on the *Gender Agenda*.

**Tuesday 10 November, 2009 – 4.00-6.00pm**  
Flinders University, Education Building, Room 2.09

For catering purposes, please RSVP by Friday, 6 November, 2009, via email to teresa.hayton@flinders.edu.au or phone 8201 3219

**Seminar details**

This seminar is geared towards sharing what we have learned from research and practice in disadvantaged schools in Sydney and Leeds about teachers and others becoming self-conscious knowledge workers. Much emphasis has been on the reflective practitioner, and the ways school Heads, teachers and other staff learn and think about their work with students, families and communities with deep needs. Much has been done to provide opportunities for teachers to engage in knowledge-building through action inquiries and building school learning portfolios comprised of individual, group and school-wide action reports. There is a need to pause and take stock of our efforts to support teachers and others to move on from a reliance on implicit knowledge and unspoken theories.

I will share some of the strategies we have engaged in our school-university partnerships to support professional learning communities and build a stock of professional knowledge. It is hoped the ideas and our critical reflections will contribute to our critical understandings not only about professional learning in disadvantaged schools but also what we need to do to sustain teachers’ knowledge-building by reading professional literature as it pertains to their concerns and action enquiries and working with academic partners.