More About the BES Exemplars

While the BES exemplars show how significant improvements can be made through teaching, they are not ‘magic bullets’. Rather, the exemplars illuminate the high-impact research and development that informed and developed the expertise of the teachers, facilitators, school leaders, and researchers they feature. In most cases, the exemplars illustrate both the ‘what’ and the ‘how’ of outstanding practice. They show how this knowledge has been refined through several cycles of applied research and development that have enabled continuous improvement.

While teachers are the primary audience for these BES exemplars, they are also intended as a resource for leaders, policy makers, researchers, teacher educators, and all those involved in supporting the work of teachers. To support their use in a variety of contexts, each exemplar incorporates the following features:

- A section on background information explains the significance of the exemplar. It highlights the expertise of the educators that enabled accelerated improvement and identifies the area of national need that they addressed in their work.

- A list of supporting resources is provided for those who wish to investigate further. Full text copies of cited articles can be requested from the BES website.

- A ‘Professional learning: Starter questions’ tool is intended to support schools seeking to use the exemplars as catalysts for improvement. Specifically, it is intended to support an inquiry and knowledge-building approach to improvement that is responsive to the unique needs of the students, teachers, and wider community in each context.

- An ‘Implementation alerts’ checklist highlights the complexity of change for improvement, emphasising the fact that ‘how’ change happens and is supported is critical to success.

The pedagogical approaches explained in the BES exemplars do need, of course, to be appropriately integrated into a comprehensive plan for improving teaching and learning.