



McKenzie Award 2012

Terry Locke

Professor Terry Locke has made a substantial contribution to educational research in the fields of English teaching, literacy, the arts and action research. His extensive list of publications contains a number of highly significant works, in particular two recent books *Resisting Qualifications Reform in New Zealand* (2007) and *Beyond the Grammar Wars* (2010).

The first reports an extended action research project by a group of committed English teachers, led and inspired by Terry, who describes their work as a “sustained act of constructive dissent.” The book is a trenchant and scholarly critique, which breaks new ground and offers a constructive challenge to current assessment processes at senior secondary level.

The second (edited) book was described by Professor Richard Andrews of the London Institute of Education as “a brilliant production, an important contribution to the debate on grammar and a real landmark.” The place of grammar in English teaching has been contested terrain, with protagonists for differing views often generating more heat than light. This book is a major contribution to a more reflective approach.

While Terry is a sophisticated critical theorist, his work is often grounded in the everyday work of classrooms. He led a two-year TLRI project on Teaching Literature in multi-cultural classroom that led to co-publications with teachers and colleagues, and a new understanding of how literary texts can be taught in our increasingly ethnically and linguistically diverse classrooms. He has worked in arts education, especially music education, and was an invited member of a team at the London EPPI centre investigating the impact of ICTs on literacy learning.

In 2002 Terry initiated an online journal, *English Teaching: Practice and Critique*, and has continued as an editor. This journal is international in scope and has attracted top scholars as contributors and associate editors. This pioneering venture demonstrates Terry’s passion for dialogue, for dissemination of research, his critical standards, and his perseverance.

It is rare to find a scholar capable of complex and scholarly theorisation who at the same time engages in classroom based research with teachers. Terry’s critiques are solidly based on research and reflection and he is unafraid to challenge practices and policies that he considers flawed. But, he is not content with critique and goes beyond to develop what he believes is a preferable practice. He has contributed to new knowledge, and had wide influence in his field. He is a worthy recipient of the McKenzie award.