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BOOK REVIEWS

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WHAT'S WORTH FIGHTING FOR IN EDUCATION?

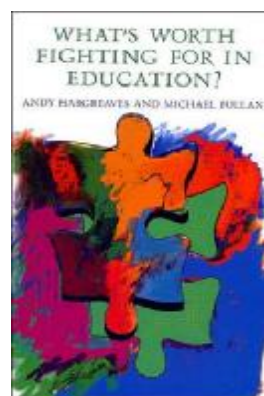
by **Andy Hargreaves** and **Michael Fullan**,

1998

Open University Press, England

xiv +146 pp.

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To meet the standards and expectations of today's growing and rapidly changing world, it became vital to bring about significant improvements in teaching and learning within schools. However, for such educational changes to take place, it is essential that educators and the public move towards each other. *What's Worth Fighting for in Education* presented by Andy Hargreaves and Michael Fullan is a provoking book in this aspect. It underlines the importance of establishing a school culture of collaboration, and building strong, open and interactive connections with communities beyond school in order to make considerable and long lasting changes in education.

The book consists of four chapters. Chapter 1 begins with explaining the need for change in schools through collaboration. It states that schools should not close their doors, and become indifferent to the kinds of living and working awaits their students in the outside world. Instead, the boundaries between school and its environment should be permeable and transparent so that children can be prepared for a wider livelihood that is satisfying and worthwhile. To do this, it is affirmed that educators must 'go wider' and 'go deeper' in their thinking and practice.

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In chapters 2 and 3, the book gives details about why and how to go deeper and wider in thinking and practice. By going wider, it is meant that reframing and developing new relationships with parents, employers, universities, technology, and the broader profession with the purpose, passion and power of collaboration. By going deeper, it is meant that reaching into the heart of practice by discovering the passion and moral purpose that makes teaching and learning exciting and effective.

The last chapter of the book contains concrete strategies for teachers, governments, and parents for implementation. For instance, the book suggests teachers to make students their prime partners, to respond to parents' need and desire as if they were their own, and to develop their profession all the time. For governments, the book advises to invest in the long term and put capacity building without considering the ideologies of left and right. Lastly, the book recommends parents not to demand for the kind of education they remember having themselves, however to call for significant improvements in education and to press government for the implementation of such kind of changes.

Overall, *What's Worth Fighting for in Education* offers vigorous and reasoned arguments about the implementation of educational change, and gives messages to all concerned entities such as teachers, parents, community, and government to be proactive in this process. The message of this book is that if you are looking for positive educational change in your country that will benefit all pupils and motivate the teaching profession, do not expect the reform movements to provide it. Instead, turn to yourself, and look for what you can do for promoting educational change. In this aspect, the book tries to capture public imagination, focus on relationships, and suggest practical strategies.

The strategies offered in *What's Worth Fighting for in Education* can be effective at every grade level and in any school demographic. Therefore, the book should appeal to teachers, parents, and policy makers who would like to come together as a collaborative community with the common goal of accomplishing a healthy education system.

REFERENCES

Hargreaves, A. & Fullan, M. (1998). *What's worth fighting for in education?.* Buckingham, Open University Press.

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