

## The John I. Goodlad Institute for Educational Renewal

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### *The Legacy*

The John I. Goodlad Institute for Educational Renewal honors the remarkable half-century career of John Goodlad and ensures that his work will continue. Perhaps best known for celebrating the central importance of education in a social and political democracy, Dr. Goodlad has been equally concerned with practical implementation, showing how actual school practices fall short of democratic ideals and then recommending how those gaps might be bridged.

Two decades ago, after conducting influential studies of public schools and the education of educators, Dr. Goodlad initiated a national effort to support educational quality and renewal. Unlike other reform initiatives that looked more narrowly at academic standards and test scores, Dr. Goodlad's focus was on the essential role of education in sustaining the social and institutional underpinnings of democratic life, as reflected in a four-part mission for schools: (a) providing equal access to quality, school-based learning for the young; (b) promoting responsible stewardship of schools and universities; (c) improving teaching and learning through pedagogy that nurtures and challenges all learners; and (d) providing students with the knowledge, skills, and dispositions to become fully engaged participants in a democratic society.

The ensuing efforts to pursue these public democratic goals of education have involved encouraging simultaneous renewal in schools and the education of educators, supporting ongoing local renewal in educational institutions, and developing a national cadre

of educational leaders who share an intellectual and moral grounding for school renewal. These efforts have grown to a national collaboration among 25 school-university partnerships, the National Network for Educational Renewal (NNER), and an independent research organization, the Institute for Educational Inquiry, that support local educational renewal through research, leadership development, collaborative projects, and external communication.

The impact of this work is evident throughout the nation in educational innovations that illustrate how schools and universities can collaborate to serve democratic purposes. These new programs, in turn, have framed new ways of thinking about schooling, helping to foster broad professional recognition of the importance of partnerships in the preparation of educators, the value of arts and sciences' engagement with public schools, the centrality of equitable learning opportunities as schools become more diverse, the impact of the university's general education program on teacher education, and the potential for more democratically oriented educational institutions.

**To continue Dr. Goodlad's work, the John I. Goodlad Institute for Educational Renewal will collaborate with the NNER and serve as a center of support, inquiry, and information regarding renewal of educational institutions in order to serve the public democratic purposes of education.**