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TEACHER  
AGENCY  
and  
CURRICULUM  
MAKING  
in  
CLASSROOMS

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# Teacher Agency And Curriculum Making In The Classroom

**Kira J. Baker-Doyle**



## **Teacher Agency And Curriculum Making In The Classroom:**

Teacher Agency and Curriculum Making in Classrooms Cynthia L. Paris, 1993-01-01 Based on a two year ethnographic study of K 4 teachers Teacher Agency and Curriculum Making in Classrooms grew out of one question what might transpire if teachers were granted greater authority and autonomy in curriculum matters The author clearly describes then analyses the experiences of four teachers as they create adapt and revise their own word processing curriculum but the issues she addresses are far broader Dr Paris locates her case studies in their complex physical historical interpersonal and ideological contexts She then demonstrates how the process of curriculum change is neither linear nor predictable but is recursive episodic and characterised by individual experimentation discovery and learning Teacher Agency Mark Priestley, Gert Biesta, Sarah Robinson, 2015-10-22 Recent worldwide education policy has reinvented teachers as agents of change and professional developers of the school curriculum Academic literature has analyzed changes in how teacher professionalism is conceived in policy and in practice but Teacher Agency provides a fresh perspective on this issue drawing upon an ecological theory of agency Using this model for understanding agency Mark Priestley Gert Biesta and Sarah Robinson explore empirical findings from the Teacher Agency and Curriculum Change project funded by the UK based Economic and Social Research Council ESRC Drawing together this research with the authors international experiences and perspectives Teacher Agency addresses theoretical and practical issues of international significance The authors illustrate how teacher agency should be understood not only in terms of individual capacity of teachers but also in respect of the cultures and structures of schooling *Teacher Agency and Policy Response in English Language Teaching* Patrick C. L. Ng, Esther F. Boucher-Yip, 2016-08-05 The role of English in the global arena has prompted official language in education policy makers to adopt language education policies to enable its citizens to be proficient in English and to access knowledge Local educational contexts in different countries have implemented English education in their own ways with different pedagogical goals motivations features and pedagogies While much of the research cited in English language planning policy has focused on macro level language policy and planning there is an increasing interest in micro planning in particular teacher agency in policy response Individual teacher agency is a multifaceted amalgam not only of teachers individual histories professional training personal values and instructional beliefs but also of how these interact with local interpretations and appropriations of policy Teacher Agency and Policy Response in English Language Teaching examines the agency of the teacher in negotiating educational reforms and policy changes at the local and national levels Chapters in the book include English language teaching in China teacher agency in response to curricular innovations Incorporating academic skills into EFL curriculum teacher agency in response to global mobility challenge Teacher agency the native nonnative dichotomy and English Classes in English in Japanese high Schools Teacher designed high stakes English language testing washback and impact This book will appeal to researcher across all sectors of education in particular key stakeholders in curriculum and

language planning Those interested in the latest development of English language teaching will also find this book a valuable resource **Competency-Based Teacher Education for English as a Foreign Language** Amber Yayin Wang, 2021-11-25

Providing a series of chapters written by teacher educators in three continents this edited volume explores the concepts challenges possibilities and implementations of competency based instruction for developing English competencies in English as a foreign language EFL contexts Recent trends in education have emphasized the need to develop competencies that connect learning with real life performances This need has brought about a massive increase in the number of studies and scholarly works devoted to research into competency based education However for teachers and learners of EFL it is challenging to develop competencies for using a language that does not seem to connect with their real life scenarios The chapters apply the concept of competency based instruction in different EFL contexts and are structured around three themes Theory current thoughts on theories of competency based education Research empirical research on competency based teacher education Practice integrating competency based instruction into teacher education This book offers examples of competency based EFL teacher education through both research and practical applications In addition to the innovation in competency approaches the inclusion of language learning in virtual environments offers a valuable resource for scholars educators researchers and all those concerned with current and future education The BERA-Sage Handbook of

Research-Informed Education Practice and Policy Dominic Wyse, Vivienne Baumfield, Nicole Mockler, Martin

Reardon, 2025-06-19 One of the most pressing topics worldwide is how we can improve education to enhance people's life chances The BERA Sage Handbook of Research Informed Education Practice and Policy 2 Vol offers an in depth exploration of the ways in which education research intersects with and can lead to improvements in education Through detailed examinations of educational policies practices values and research methodologies the handbook navigates the complexities inherent in educational systems and in so doing presents a unique new picture of education worldwide Volume One of the Handbook set focuses on Understanding Research Informed Education and Volume Two focuses on how to implement it Across six parts and fifty two chapters the authors and editors explore a myriad of critical topics including using research to promote equity within education systems rethinking pedagogy and knowledge mobilisation through practitioner led inquiry New developments in aspects such as systematic approaches to research synthesis are presented by world leading experts Authors of the chapters draw from many different sources to provide a comprehensive understanding of education including perspectives from the arts humanities natural sciences and social sciences This understanding combines cutting edge education research and scholarship to provide insights into how education is enacted in countries and institutions through policy and practice Featuring a truly diverse team of scholars to account for global perspectives the BERA Sage Handbook of Research Informed Education Practice and Policy 2 Vol is an invaluable resource for scholars researchers students and practitioners who are interested in the new frontiers in education research policy and practice Volume One Understanding

Research Informed Education Part One Defining and Theorising Research Informed Education Part Two Methodological Debates in the Field Part Three International Comparison and Educational Policy Volume Two Implementing Research Informed Education Part Four Effective policy and practice in national contexts Part Five Curriculum pedagogy and assessment Part Six Practitioners and learners as researchers

**Teacher Agency, Professional Development and School Improvement** Judy Durrant, 2019-11-21 Highlighting the role of teachers in school change Teacher Agency Professional Development and School Improvement explores the important related issues of professional identity teacher self efficacy leadership and autonomy in the context of contested improvement agendas Providing analytical frameworks and practical models this book Offers examples of projects programmes and narratives to illustrate the role of teachers in school change Invites readers to reconceptualise professional development and re imagine school improvement Focuses on enabling teacher agency as the foundation for improvement Emphasises the importance of human agency to influence environments lives and learning Provides strategies for improvement with integrity amidst powerful accountability requirements and external forces for change At the heart of this book is a fresh perspective on schooling in which teacher agency is considered a fundamental dimension of professional development and key to school improvement This raises necessary and challenging questions about purposes and processes in education With practical ideas and strategies that can be used to inform and evaluate practice and policy Teacher Agency Professional Development and School Improvement is essential reading for headteachers and teachers wishing to lead changes to improve their school and for teacher educators who support them

**Agency in Teacher Supervision and Mentoring** Alisa Bates, Mary Burbank, 2019-01-22 Offering an in depth examination of field supervision and the role of the university supervisors in preparing teachers this book addresses the challenges of providing novice teachers with quality supervision through the support and guidance of teacher education programs Through a research based lens Bates and Burbank discuss the role responsibilities and opportunities of the university supervisor Critically examining the supervisor as an agent of change who is positioned to empower early career teachers the authors dissect the necessary preparation and support new teachers need in contemporary K 12 classrooms

**Theorizing and Analyzing Language Teacher Agency** Hayriye Kayi-Aydar, Xuesong (Andy) Gao, Elizabeth R. Miller, Manka Varghese, Gergana Vitanova, 2019-06-05 This volume examines the agency of second foreign language teachers in diverse geographical contexts and in both K 12 and adult education It offers new understandings and conceptualizations of second foreign language teacher agency through a variety of types of empirical data It also demonstrates the use of different methodologies or analytic tools to study the multidimensional dynamic and complex nature of second foreign language teacher agency The chapters draw on a range of theories and approaches to language teacher agency including ecological theory positioning theory complexity theory and actor network theory that expand our understanding of the concept while at the same time presenting various analytic approaches such as discourse studies and narrative inquiry The chapters also analyze the connection of agency to

other relevant topics such as teacher identity emotions positioning and autonomy

**Language Teacher Agency** Jian Tao,Xuesong (Andy) Gao,2021-11-18 This Element aims to elucidate the concept of language teacher agency by exploring the what question offering major conceptualisations of agency and explaining how they shape the way we approach teacher agency The authors then continue with the why question and elaborate on the reasons that language teacher agency matters based on a discussion of the varied purposes of teacher agency at multiple levels They also acknowledge that teacher agency does not operate alone and discuss how it intersects with such concepts as teacher identity emotion belief and knowledge Based on this they identify ways to promote teacher agency through making changes to contexts and or actors They then introduce the concept of collective agency and propose a multi layered model based on an illustrative study The Element ends with a call for a trans perspective on understanding language teacher agency so as to facilitate the professional development of language teachers

**The Jewish Educational Leader's Handbook** Robert E. Tornberg,1998 Classroom teaching it addresses supplementary school settings and features a Noticeably larger section devoted to the growing day school sector

**Navigating Gender and Sexuality in the Classroom** Heather Killelea McEntarfer,2016-01-08 Gender identity and sexuality play crucial roles in the educational experiences of students parents and teachers Teacher education must more directly address the ways that schools reflect and reproduce oppressive gender norms working to combat homophobia transphobia heteronormativity and gendered expectations in schools This volume examines teacher candidates experiences with gender and sexuality in the classroom offering insight and strategies to better prepare teachers and teacher educators to support LGBTQ youth and families This volume addresses the need for broader more in depth qualitative data describing teacher candidates responses to diversity in the classroom including gender sexuality race class and religion By using pedagogical tools such as narrative writing and positioning theory teacher candidates explore these issues to better understand their own students narratives in deeply embodied ways This book calls for schools to be places where oppression in all its complexity is explored and challenged rather than replicated

**The Culture of the Mathematics Classroom** Falk Seeger,Jörg Voigt,Ute Waschescio,1998-08-13 The culture of the mathematics classroom is becoming an increasingly salient topic of discussion in mathematics education Studying and changing what happens in the classroom allows researchers and educators to recognize the social character of mathematical pedagogy and the relationship between the classroom and culture at large This volume is divided into three sections reporting findings gained in both research and practice The first part presents several attempts to change classroom culture by focusing on the education of mathematics teachers and on teacher researcher collaboration The second section shifts to the interactive processes of the mathematics classroom and to the communal nature of learning The third section discusses the means of constructing filtering and establishing mathematical knowledge that are characteristic of classroom culture This internationally relevant volume will be of particular interest to educators and educational researchers

**Classroom Conversations** Alexandra Miletta,2008-10-07 In

Classroom Conversations two generations of educators a mother and daughter point us to the great thinkers who have shaped their beliefs and practices in education and who continue to influence teachers today Nineteen essays by educators from Dewey to Delpit offer parents and new educators an education degree in a nutshell The Miletas frame these touchstone texts with commentary explaining why these writers resonate for them sharing not only the personal meanings they have derived from the selections but why these writings have endured in the field over time Brief biographies set each author in context for the lay reader As educational fads and jargon come and go parents and teachers alike will appreciate and find value in the wisdom distilled here Classroom Conversations will help experienced teachers find renewed meaning in these seminal essays and will help younger teachers discover just how important the work they do can be For parents the book will inform and enrich their understanding of their children s educational experience

The SAGE Handbook of Research on Teacher Education D. Jean Clandinin, Jukka Husu, 2017-06-14 The SAGE Handbook of Research on Teacher Education offers an ambitious and international overview of the current landscape of teacher education research as well as the imagined futures The two volumes are divided into sub sections Section One Mapping the Landscape of Teacher Education Section Two Learning Teacher Identity in Teacher Education Section Three Learning Teacher Agency in Teacher Education Section Four Learning Moral Ethical Responsibilities of Teaching in Teacher Education Section Five Learning to Negotiate Social Political and Cultural Responsibilities of Teaching in Teacher Education Section Six Learning through Pedagogies in Teacher Education Section Seven Learning the Contents of Teaching in Teacher Education Section Eight Learning Professional Competencies in Teacher Education and throughout the Career Section Nine Learning with and from Assessments in Teacher Education Section Ten The Education and Learning of Teacher Educators Section Eleven The Evolving Social and Political Contexts of Teacher Education Section Twelve A Reflective Turn This handbook is a landmark collection for all those interested in current research in teacher education and the possibilities for how research can influence future teacher education practices and policies

*Exploring classroom assessment practices and teacher decision-making* Dennis Alonzo, Chris Davison, Chris Ann Harrison, 2023-05-25

**Behaviour Management and the Role of the Teaching Assistant** Emma Clarke, 2020-10-05 Behaviour Management and the Role of the Teaching Assistant draws on the latest research as well as teaching assistants own views to enable readers to reconsider TA deployment and to maximise the benefits TAs have to offer in supporting children s behaviour It considers the difficulties facing TAs summarises the key stages in the evolution of their role in the classroom and highlights the significant challenges of TAs role definition Using current research findings this book provides guidance and practical activities to support schools in empowering TAs to work with children whose behaviour challenges Each chapter considers a range of strategies for working with TAs as well as the strengths and limitations of these approaches There are also a range of self school auditing and self evaluation tasks with key points to consider and practical in school suggestions at the end of each chapter This is essential reading for professionals at

all levels working in schools wanting to understand how teaching assistants can best be supported to successfully manage behaviour in schools      *Understanding the Professional Agency of Female Language Teachers in a Chinese University* Xiaolei Ruan, 2021-12-30 Centering on a qualitative study of three female English teachers in Shanghai China the book explores female language teachers perceived discrepancies and agency exercised in their teaching research and teacher learning practices By adopting multiple research methods such as narrative questionnaire metaphor timeline interview and classroom observation this study reveals that female language teachers agency is a dynamic entity manifested in the ongoing negotiation of agency belief agency practice and agency inclination as well as the interaction of individual and the environment Though there are certain limitations concerning representativeness and generalizability the author provides a thick description of how female language teachers in China are exercising agency to fulfill their career development which offers insightful suggestions to language education in both China and broader areas globally The book will appeal to researchers studying teacher education and foreign English language teaching university teachers especially female foreign language teachers PhD students and graduate students as well as career women      *Research and Debate in Primary Geography* Simon Catling, 2017-10-02 This book brings together recent papers which make important contributions to understanding and developing primary geography It considers primary teachers and trainee teachers knowledge of geography how the primary curriculum uses geography teachers planning of geography teaching the way in which aspects of geography are taught what high quality geography might look like and children s geographical understanding and voices Though geography curricula change quite often in countries around the world the core matters noted above remain of constant and vital importance The papers in this book either concern research with primary teachers and children or consider key concerns in primary geography providing important perspectives for thinking about future developments in geography teaching and curriculum initiatives in primary schools This is a stimulating and enticing collection written by leading exponents of and experts in primary geography education This book was originally published as a special issue of Education 3 13      *Developing Future-ready Learners for a Global Age* Suzanne S. Choo, Woon Chia Liu, Bee Leng Chua, 2024-12-02 Suzanne S Choo Woon Chia Liu and Bee Leng Chua offer a dynamic look into the tripartite relationship between education research policy and practice that characterizes Singapore s changing education landscape Over the years Singapore has garnered increasing attention internationally for its world class education system Pushing back against the stereotypical notions of exam and teacher centric education in Asia the contributors to this volume discuss opportunities as well as challenges in Singapore s innovation towards constructivist critical culturally responsive and cosmopolitan forms of learning Highlighting the pedagogical innovation and its context in Singapore s teacher education and schools the authors bridge theory and practice by providing an understanding of innovative practices informed by key shifts in Singapore s education policies and the key conceptual principles informing these practices More importantly it provides on the ground



empirical insights into the ways these innovative pedagogical practices are enacted in the classroom and in teacher education programmes Each chapter provides an in depth understanding of how these pedagogies are applied across various subject disciplines including guided problem solving in Mathematics games based pedagogy in Science multimodal literacies in language ethical criticism in Literature Nonlinear Pedagogy in Physical Education multicultural approaches in music and dialogic pedagogy in drama among others Balancing theoretical and empirical focus this resourceful text will be of interest to students researchers and practitioners in educational development pedagogy and teacher education as well as policymakers across international fields in education

**Transformative Teachers** Kira J. Baker-Doyle, 2021-03-04 cTransformative Teachers offers an insightful look at the growing movement of civic minded educators who are using twenty first century participatory practices and connected technologies to organize change from the ground up Kira J Baker Doyle highlights the collaborative grassroots tactics that activist teachers are implementing to transform their profession and pursue greater social justice and equity in education The author provides a framework and practical suggestions for charting the path to transformative teacher leadership as well as suggestions for how others including administrators and outside organizations can support them In addition the book profiles fifteen transformative teachers who are changing the face of education features three case studies of organizational allies Edcamps the Philadelphia Education Fund and the Connected Learning Alliance and includes insights from a wide range of educational leaders A guide to the norms and practices of innovative educators Transformative Teachers offers a clear and compelling vision of the potential for grassroots change in education

This book delves into Teacher Agency And Curriculum Making In The Classroom. Teacher Agency And Curriculum Making In The Classroom is an essential topic that needs to be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Teacher Agency And Curriculum Making In The Classroom, encompassing both the fundamentals and more intricate discussions.

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  3. In chapter 2, the author will delve into the foundational concepts of Teacher Agency And Curriculum Making In The Classroom. This chapter will elucidate the essential principles that must be understood to grasp Teacher Agency And Curriculum Making In The Classroom in its entirety.
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- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Teacher Agency And Curriculum Making In The Classroom.

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