

ON AIR

TEACHERS' TALK



Teachers Talk

Pearl Rock Kane



Teachers Talk:

Teachers Talk Lana Pipes, 1978 **Teachers Talk About What's Important: Papers from 2012 International Teacher Education Dialogue Conference** Jake Madden, Richard Smith, 2013 This book is based on selected papers presented at the 2012 Teacher Education Dialogue staged in Coffs Harbour Australia The theme was Innovation and New Ideas in Teaching and Teacher Education With this theme in mind chapter authors present various innovations and new ideas in teaching teacher education and schooling related matters **Visible Learning for Teachers** John Hattie, 2012-03-15 In November 2008 John Hattie's ground breaking book Visible Learning synthesised the results of more than fifteen years research involving millions of students and represented the biggest ever collection of evidence based research into what actually works in schools to improve learning Visible Learning for Teachers takes the next step and brings those ground breaking concepts to a completely new audience Written for students pre service and in service teachers it explains how to apply the principles of Visible Learning to any classroom anywhere in the world The author offers concise and user friendly summaries of the most successful interventions and offers practical step by step guidance to the successful implementation of visible learning and visible teaching in the classroom This book links the biggest ever research project on teaching strategies to practical classroom implementation champions both teacher and student perspectives and contains step by step guidance including lesson preparation interpreting learning and feedback during the lesson and post lesson follow up offers checklists exercises case studies and best practice scenarios to assist in raising achievement includes whole school checklists and advice for school leaders on facilitating visible learning in their institution now includes additional meta analyses bringing the total cited within the research to over 900 comprehensively covers numerous areas of learning activity including pupil motivation curriculum meta cognitive strategies behaviour teaching strategies and classroom management Visible Learning for Teachers is a must read for any student or teacher who wants an evidence based answer to the question how do we maximise achievement in our schools **Teachers Talking about their Classrooms** Carmel Mesiti, Michèle Artigue, Hilary Hollingsworth, Yiming Cao, David Clarke, 2021-07-15 Different communities speaking different languages employ different naming systems to describe the events actions and interactions of the mathematics classroom The International Classroom Lexicon Project documented the professional vocabulary available to middle school mathematics teachers in Australia Chile China the Czech Republic Finland France Germany Japan Korea and the United States National teams of researchers and experienced teachers used a common set of classroom videos to stimulate recognition of familiar terms describing aspects of the mathematics classroom This book details the existing professional vocabulary in each international community by which mathematics teachers conceptualise their practice and explores the characteristics structures and distinctive features of each national lexicon This book has the potential to enrich the professional vocabulary of mathematics teachers around the world by providing access to sophisticated classroom practices named by teachers in

different countries This one volume offers separate individual lexicons developed from empirical research the capacity to juxtapose such lexicons and an unmatched opportunity to highlight the cultural historical and linguistic bases of teachers professional language

Talks to Teachers on Psychology and to Students on Some of Life's Ideals William James, 1899 Despite the modesty of its title the publication of this book in 1899 was a significant event It marked the first application of the relatively new discipline of psychology and specifically of James's theses in *The Principles of Psychology* to educational theory and classroom practice The book went through twelve printings in as many years and has never been out of print Among its innovative features were James's maxims No reception without reaction and No impression without expression a new emphasis on the biology of behavior and on the role of instincts and discussions of the relevance to elementary school education of what is known about will attention memory apperception and the association of ideas Appended to the fifteen talks to schoolteachers were three talks to college students as pertinent today as when they were written *The Gospel of Relaxation On a Certain Blindness in Human Beings and What Makes a Life Significant*

Teachers' Roles in Second Language Learning Bogum Yoon, Hoe Kyeung Kim, 2012-09-01 This book is designed to provide practical applications of sociocultural theory with regard to teachers' roles in second language education By providing specific examples of teachers' roles in the classroom the book aims to help researchers teacher educators and classroom teachers make clear connections between practice and theory in second language learning All the studies in this edited book are conducted in the PreK-16 classroom setting Each chapter presents rigorous research analysis within the framework of sociocultural theory and provides rich descriptions of teachers' roles The book is intended to be used in teacher education courses The primary audience of the book is in-service teachers who work with second language learners (SLLs) in their classrooms including ESL Bilingual classrooms or regular classrooms Since many SLLs receive instructions both in the ESL Bilingual classrooms and in the regular classrooms it is important to discuss teachers' roles in both settings The secondary audience of the book is teacher educators and researchers who work with pre-service and in-service teachers in teacher education This book will be an excellent resource for book study groups and practitioners working with professional learning communities

Primary Teachers Talking Professor Jennifer Nias, Jennifer Nias, 2002-06-01 What is it like to be a primary teacher The first detailed study of the personal and professional experience of primary teachers in England and Wales *Primary Teachers Talking* makes extensive use of verbatim evidence supplied by teachers during interviews in their first decade of work and again ten years later In Part I Jennifer Nias discusses the importance attached to the ways in which primary teachers see themselves and the main dimensions of that self-image In Part II she examines the subjective experience of being a primary teacher looking at the main factors which contribute to job satisfaction and dissatisfaction and at teachers' relationships with their colleagues She shows that to feel like a teacher is to learn to live with dilemma contradiction and paradox and at its best to experience in their resolution the creative satisfactions of the artist

EBOOK:

Learning Teaching from Teachers: Realising the Potential of School-Based Teacher Education Hazel Hagger, Donald McIntyre, 2006-10-16 The impressive strengths of this book are its breadth of scope the depth of its grounding in the real life of schools its clarity of structure and argument and its far reaching suggestions for reforming school based teacher education The book also demonstrates in every chapter the authors unwavering though not uncritical regard for the profession of teaching Lesley Saunders Professional Development Today The move to school based initial teacher education has opened up exciting opportunities for student teachers to learn from practising teachers expertise However making the most of these opportunities is not straightforward since much of that expertise is embedded in practice and rarely articulated The book Brings together a wide range of research on teachers expertise and beginning teachers learning Reports a research project on helping student teachers to gain access to experienced teachers expertise Considers the wider implications of that research for the development of school based initial teacher education Explores how school based initial teacher education can be improved if it is professionally planned in an informed and well thought out way Shows how curricula can be developed to help student teachers learn from experienced teachers and from everyday life in schools Makes suggestions for initiatives to improve school based initial teacher education Examines the conditions that are necessary for school based initial teacher education to realize its full potential Learning Teaching from Teachers is a key text for all teacher educators including school based mentors It is also important reading for teachers involved in Masters courses in mentoring and teacher education

ICT IN EDUCATION Laxmipriya ojha ,Rojalin pradhan, This book is designed and written mainly for the students of B Ed M Ed MA in Education and other teaching entrance examinations The journey of Information and communication Technology It touches almost all the concepts of ICT which are helpful in Education ICT is useful for enriching classroom experience The book explains the computer fundamentals applications and web 2 0 The book is more about dealing with a virtual classroom and its opportunities in various ways Implementations and barriers of ICT It explains critical issues in Internet usage Authenticity Addiction Plagiarism Ethical and Legal Standards Chapter end exercises for quick recap

Teachers Speak Up! Sonia Nieto, Alicia López Nieto, 2024-04-26 In the past several years we have witnessed unprecedented political racial economic and health related ruptures in society The resulting turmoil has had an inevitable and negative impact on students teachers the profession of education and especially marginalized and vulnerable populations Academics and policymakers have had their say on how to address today s volatile issues but teachers and other practitioners closest to students have not had the same visibility or access This volume is an attempt to remedy that absence resulting in a compelling picture of education today Chapters highlight essays written by a diverse group of K 12 classroom teachers who share their vision for education and describe their empowering classroom practices At times hopeful and full of joy at other times angry and full of frustration these essays speak to what classrooms and schools based on social justice might mean for our nation Teachers Speak Up presents a bold vision of what education could be if teachers were to have a more direct

influence on the purpose and aims of learning and teaching Book Features Offers grounded accounts about creating classrooms filled with hope and promise amid the many challenges to everyday practice Addresses the harm done by universal school closures due to the pandemic growing political divisions the ugly specter of racism book bans and more Gives voice to classroom teachers who describe their vision for education as well as their successful practice teaching diverse students Includes chapter authors who are diverse in their identities the subject matter they teach and their time in the profession

My First Year as a Teacher Pearl Rock Kane, 1996-07-01 This inspiring book features 25 touching hilarious eye opening and true tales about the most frustrating intimidating underpaid and wonderful job in the world In schools across America in classes for handicapped gifted privileged and disadvantaged students these teachers recall that exciting first year when they were often given the toughest kids and the biggest responsibilities of their careers From coping with inner city diversity to challenging poor self esteem these extraordinary images come straight from people who have already taken those first courageous steps of the novice educator For anyone who is contemplating teaching as a profession this invaluable collection is a must read Vivid poignant and often funny stories about one of the most challenging experiences anyone can have first year teaching Albert Shanker President American Federation of Teachers

Talking about a Revolution Jacqueline Cossentino, 2012-02-01 Talking about a Revolution tells the story of school reform from the perspective of teachers engaged in it illuminating the complexity of teachers roles in transforming policy into practice Al Brian and Camille teach at a large comprehensive high school in a suburb of a major mid western city They use the languages of educational reform to inspire new ways to think about teaching to shield themselves from the confusion of contradictory understandings of reform and to construct a shared understanding of what reformed teaching might mean

Faces of English Education Lillian L. C. Wong, Ken Hyland, 2017-04-28 Faces of English Education provides an accessible wide ranging introduction to current perspectives on English language education covering new areas of interest and recent studies in the field In seventeen specially commissioned chapters written by international experts and practitioners this book offers an authoritative discussion of theoretical issues and debates surrounding key topics such as identity motivation teacher education and classroom pedagogy discusses teaching from the perspective of the student as well as the teacher and features sections on both in and out of class learning showcases the latest teaching research and methods including MOOCs use of corpora and blended learning and addresses the interface between theory and practice analyses the different ways and contexts in which English is taught learned and used around the world Faces of English Education is essential reading for pre and in service teachers researchers in TESOL and applied linguistics and teacher educators as well as upper undergraduate and postgraduate students studying related topics

How to Say the Right Thing Every Time Robert D. Ramsey, 2002-07-19 Filled with time tested techniques and relevant examples this user friendly guide empowers teachers with the confidence and tools necessary to communicate effectively efficiently and honestly in all situations The author uses clear cut language to the

point insights and pertinent advice reflecting the many suggestions found within the book Key features include Specific ways to avoid the 20 most common communication barriers Proven how to s do s and don ts for talking with students erything from giving clear instructions and praise to discussing drugs and death Guidelines for successful parent teacher conferences plus tips for breaking bad news and dealing with angry adults Strategies for effective public speaking and handling performance reviews job interviews media interviews and special ceremonies Tactics for powerful written and other nonverbal communications This engaging resource inspires and instructs practitioners to deliver audience appropriate meaningful messages to promote positive student interaction as well as foster understanding and support from parents peers and the public

School Teacher Effectiveness D.B. Rao,2004 Teacher effectiveness is the effective linkage of teacher competence and teacher performance with the accomplishment of teacher goals It mainly depends on the teacher characteristics such as knowledge base sense of responsibility and inquisitiveness the student characteristics such as opportunity to learn and academic work the teaching factors such as lesson structure and communication the learning aspects such an involvement and success and the classroom phenomena such as environment and climate and organisation and management If the teachers take care of these factors their effectiveness can be enhanced to the optimum level Considering the very importance of teacher effectiveness this study has been undertaken to study the teacher effectiveness of secondary school teachers The secondary school teachers are possessing high teacher effectiveness **Teachers Matter - But How?** Ninni

Wahlström,Daniel Alvunger,Daniel Sundberg,2019-12-18 Global processes are transforming educational policy around the world in complex ways with different implications for different local arenas Over the last two decades a global neoliberal policy paradigm has emerged placing the teacher at its centre Two well known examples are the OECD report on education and training policy Teachers Matter and the McKinsey Company report entitled How the World s Best Performing School Systems Come Out on Top It now seems more important than ever to highlight some alternatives that might contribute to a broader understanding of the meaning of being a teacher In a time of standardised performance and accountability this special issue raises critical questions about the space for teachers agency and teachers as curriculum agents The different articles from some of our most distinguished researchers in the field provide essential perspectives on the question of where when and how teachers matter Our interest is not primarily to understand the scope of teachers agency but rather to understand what becomes important for teachers in their everyday activities such as teaching students handling educational norms and rules working in a local as well as a global society etc A common theme throughout the articles is that teachers matter in spaces where they can act as moral subjects in their profession in the present drawing on collective and individual experiences of the past whilst imagining a desired future This book was originally published as a special issue of the Journal of Curriculum Studies *Teacher Learning in the Digital Age* Chris Dede,Arthur Eisenkraft,Kim Frumin,Alex

Hartley,2016-03-29 With an emphasis on science technology engineering and mathematics STEM training Teacher Learning

in the Digital Age examines exemplary models of online and blended teacher professional development including information on the structure and design of each model intended audience and existing research and evaluation data From video based courses to just in time curriculum support platforms and MOOCs for educators the cutting edge initiatives described in these chapters illustrate the broad range of innovative programs that have emerged to support preservice and in service teachers in formal and informal settings As teacher development moves online the editors argue it s important to ask what works and what doesn t and for whom They address these questions by gathering the feedback of many of the top researchers developers and providers working in the field today Filled with abundant resources *Teacher Learning in the Digital Age* reveals critical lessons and insights for designers researchers and educators in search of the most efficient and effective ways to leverage technology to support formal as well as informal teacher learning *Teachers' Minds And Actions* Gunnar Handal,Sveinung Vaage,2005-07-19 Based on the 10th International Study Association on Teacher Thinking and Practice Conference in Gothenburg this text contains a collection of original research conducted by scholars from Europe North America Israel and Hong Kong and provides an overview of the current status of international research on teacher thinking The contributors write from different perspectives some analytical some philosophical and some contextual on the way teachers think and act The intention of the book is not to characterise critically the established traditions or any of its researchers but to study teacher thinking research in context analysing research objectives and enquiring into what lies behind the traditions The result is a picture of an unpredictable but exciting and interesting future in developments in teacher thinking research *Exploring English Language Teaching* Graham Hall,2017-09-18 Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics primarily designed for those entering postgraduate studies and language professionals returning to academic study The books take an innovative practice to theory approach with a back to front structure This leads the reader from real world problems and issues through a discussion of intervention and how to engage with these concerns before finally relating these practical issues to theoretical foundations Additional features include tasks with commentaries a glossary of key terms and an annotated further reading section *Exploring English Language Teaching* provides a single volume introduction to the field of ELT from an applied linguistics perspective The book addresses four central themes within English language teaching Classroom interaction and management Method Postmethod and methodology Learners and the Institutional frameworks and social contexts of ELT For each the book identifies key dilemmas and practices examines how teachers and other language teaching professionals might intervene and deal with these concerns and explores how such issues link to and inform applied linguistic theory This second edition has been extensively revised and updated to explore the latest practical developments and theoretical insights in the field of ELT With new material including expanded discussions of CLIL the role of new technologies in ELT and the teaching of large classes in difficult circumstances and with an updated glossary and

suggestions for additional reading this is an indispensable textbook for language teachers and students studying in the areas of Applied Linguistics Language Teacher Education and ELT TESOL Models of Mentoring in Language Teacher Education Hoa Thi Mai Nguyen, 2016-10-17 This volume examines the theoretical and practical issues related to mentoring peer mentoring as a support and development strategy for both pre service and in service language teachers and thereby offers a practical and empirical introduction to the field A stimulating and thorough examination of mentoring and peer mentoring integrating theory and practice as applied in language teacher education in an Asian specific context The author discusses findings from a variety of qualitative and quantitative research studies in the light of previous research and in the context of teacher learning theories Teachers teacher educators teacher trainers supervisory coordinators and administrators will find practical advice while the volume will be a valuable source of research information for researchers in teacher education and EFL teacher education in particular for those who wish to employ mentoring or peer mentoring as an approach to teachers professional development

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