

Teachers Behaving Badly?

Dilemmas for School Leaders

Edited by **Kate Myers**



Teachers Behaving Badly Dilemmas For School Leaders

Silvia Edling, Geraldine Mooney Simmie



Teachers Behaving Badly Dilemmas For School Leaders:

Teachers Behaving Badly? Kate Myers, 2004-10-21 Behaviour that involves an abuse of a teacher's position of trust or a breach of the standards of propriety is regarded as misconduct and may lead to a teacher being barred from the teaching profession. This book offers the school leader advice on making decisions arising from misconduct or alleged misconduct of their staff. It addresses issues such as how to deal with an allegation of a teacher's sexual misconduct, how to judge when a relationship between a pupil and teacher becomes abusive, how to decide what to do about drug abuse, how to support an outed gay or lesbian teacher, how to decide when private matters become public ones, how to deal with the media. Often there are no clear cut answers or easy solutions but this book will raise the dilemmas and explain the employment and criminal law in jargon free language. School leaders have to make important decisions about such incidents considering their responsibility to their staff, to the local community and to their pupils. Leadership training rarely includes exposure to these issues but most people working in schools may have to face them at some point in their career. *Teachers Behaving Badly* draws on real cases and explores the dilemmas faced, offering practical and legal advice to help school leaders prepare for such critical incidents.

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Becoming a Teacher Alan Newland, 2021-09-10 Accessible, readable and engaging. *Becoming a Teacher* draws on Alan Newland's decades of professional work and academic study in education to set out the key principles for developing and understanding the professional values essential to becoming a good teacher. The book features a constructive examination of the Teachers' Standards and shares a series of illustrative scenarios, exemplar strategies and practical resources that will equip trainee teachers with easy to understand but justifiable rationales to deal with a range of contentious and sensitive issues that they are likely to encounter during the course of their career. It also explores a series of searching questions relating to the philosophical nature of teaching, the definitions of legal, ethical and

moral responsibility as a teacher and what it means objectively to be professional Becoming a Teacher therefore serves as a professional studies course reader for trainees and early career teachers as well as a core text for tutors lecturers mentors and CPD leads delivering both the compulsory aspects of the ITT Core Content Framework for all qualified teacher status QTS courses and Early Career Framework CPD

From Teacher to Lover Tara Star Johnson,2008 In the decade since Mary Kay Letourneau s infamous liaison with her sixth grade student was exposed the reporting of sexual misconduct cases among teachers has proliferated The amount of media attention to women teachers in particular has increased because the public is titillated and baffled by such cases of aberrant female sexuality This is a qualitative case study of two high school English teachers Hannah and Kim who each had a sexual relationship with a student Their cases are examined along with those of Letourneau and Heather Ingram two headline heavy teachers whose backgrounds and patterns of behavior within the relationships are similar to Hannah s and Kim s Without judging or sympathizing this book elucidates the process by which these women crossed the ethical and professional line from teacher to lover Teacher educators concerned about raising issues of gender sexuality and embodiment in their classes will find this a thorny but compelling text for generating dialogue about the taboo topic of bodies in education

Becoming an Outstanding Primary School Teacher Russell Grigg,2014-09-19 What is meant by outstanding teaching What makes the best teachers stand out from the rest How can I develop my own practice to become an outstanding teacher myself Whether you are training to become a primary school teacher or you are newly qualified and striving to improve your practice this fully updated second edition of Becoming an Outstanding Primary School Teacher will support inform and inspire you on your quest for excellence Throughout Russell Grigg draws on theory research and case studies of real classroom practice to discuss what it takes to become an outstanding primary teacher today This bestselling guide has been comprehensively revised to reflect the latest changes to the curriculum including the National Curriculum in England for 2014 and Scotland s Building Curriculum for Excellence It has also widened its scope to appeal to trainee and serving teachers reflecting the new Teachers Standards Key topics include defining and measuring outstanding teaching understanding the theory nature and scope of the curriculum developing thinking skills in the classroom understanding and meeting individual learning needs using ICT to improve pedagogy behaviour management monitoring assessment recording and reporting Becoming an Outstanding Primary Teacher will appeal to undergraduate and postgraduate students including those on school based programmes such as Teach First as well as more experienced teachers seeking inspiration

Researching Sex and Lies in the Classroom Pat Sikes,Heather Piper,2009-12-04 Researching Sex and Lies in the Classroom draws on in depth qualitative research exploring the experiences perceptions and consequences for those who have been falsely accused of sexual misconduct with pupils

Education in Popular Culture Roy Fisher,Ann Harris,Christine Jarvis,2008-05-06 Education in Popular Culture explores what makes schools colleges teachers and students an enduring focus for a wide range of contemporary media What is it

about the school experience that makes us wish to relive it again and again The book provides an overview of education as it is represented in popular culture together with a framework through which educators can interpret these representations in relation to their own professional values and development The analyses are contextualised within contemporary historical and ideological frameworks and make connections between popular representations and professional and political discourses about education Through its examination of film television popular lyrics and fiction this book tackles educational themes that recur in popular culture and demonstrates how they intersect with debates concerning teacher performance the curriculum and young people s behaviour and morality Chapters explore how experiences of education are both reflected and constructed in ways that sometimes reinforce official and professional educational perspectives and sometimes resist and oppose them Education in Popular Culture will stimulate critical reflection on the popular myths and professional discourses that surround teachers and teaching It will serve to deepen analyses of teaching and learning and their associated institutional and societal contexts in a creative and challenging way

Schools and Religions Julian Stern,2007-05-08 The link between schools and religions is an area of lively debate Looking at two challenges of the 21st century social inclusion and globalization this book analyses the role that religion can play in fostering communities in schools and its implications for social cultural and other developments in both national and international contexts

Learning to be Human: The Educational Legacy of John MacMurray Michael Fielding,2016-04-14 The educational writings of John Macmurray one of the finest 20th century philosophers of his generation have a special relevance for us today In similar circumstances of international crisis he argued for the central importance of education addressing fundamental issues of human purpose how we lead good lives together the emphasis on wisdom rather than knowledge alone the advancement of a truly democratic culture and the overriding importance of community in human flourishing This remarkable collection of articles from leading international scholars includes the hitherto unpublished John Macmurray lecture Learning to be Human and brings together invited contributions from a range of fields and disciplines e g philosophy of education moral philosophy care ethics history of education theology religious education future studies and learning technologies and a number of countries across the world e g Australia the UK and the USA Countering overemphasis on technique and its typical separation from wider human purposes emblematic of much of our current malaise this book asks what it might mean to take the education of persons seriously and how such a perspective helps us to form judgments about the nature and worth of contemporary education policy and practice This book was originally published as a special issue of the Oxford Review of Education

The Fear of Child Sexuality Steven Angelides,2019-08-28 Continued public outcries over such issues as young models in sexually suggestive ads and intimate relationships between teachers and students speak to one of the most controversial fears of our time the entanglement of children and sexuality In this book Steven Angelides confronts that fear exploring how emotional vocabularies of anxiety shame and even contempt not only dominate discussions of youth sexuality but also allow adults to

avoid acknowledging the sexual agency of young people Introducing case studies and trends from Australia the United Kingdom and North America he challenges assumptions on a variety of topics including sex education age of consent laws and sexting Angelides contends that an unwillingness to recognize children s sexual agency results not in the protection of young people but in their marginalization **The Spirit of the School** Julian Stern,2011-11-03 Recent interest in personalized learning and the issues raised by Every Child Matters have led to renewed enthusiasm for the more personal and holistic aspects of schooling This fascinating monograph draws on empirical evidence from schools across the world to answer key questions such as What is the spirit of the school How does it differ from school ethos What can teachers and pupils do to contribute to the spirit of the school Drawing heavily on research into learning theories from the social constructivist tradition community from the philosophy of John Macmurray and dialogue from the philosophy of Martin Buber Julian Stern s unique and illuminating book will stimulate fresh thinking about spiritual education School Leadership - Heads on the Block? Pat Thomson,2009-05-07 Most teachers become heads for idealistic reasons but heads are leaving work and there is a shortage of applicants for school leadership roles Arguing that pressure needs to be lifted from heads if this is to be redressed this book considers initial moves that could precipitate such change **American Educational Research Association Annual Meeting Program** American Educational Research Association,2005 *The New School Leader for the 21st Century* Edward H. Seifert,James A. Vornberg,2002-10-16 Veteran educators Seifert and Vornberg utilize the six standards created by the Interstate School Leaders Consortium ISLLIC and used in developing and redesigning preparation programs and state certification examinations to discuss those issues faced by practicing elementary and secondary school principals Each chapter begins with a short case study emanating from a fictitious school district and culminates with student activities that address the concepts discussed in the chapter Questions and activities follow and provide the reader with an opportunity to apply the concepts discussed This design makes it an ideal text for use with principal certification programs offered by higher education units and other alternative certification programs The practice of the principalship is viewed by the authors as a systematic process that addresses the operation of a school as a set of interrelated parts and skills that work together to create a self correcting model of student learning teaching and stakeholder participation An instructor s manual is available as a separate publication *Cases on Leadership Dilemmas in Special Education* DeSimone, Janet R.,Roberts, Laura A.,2023-09-28 Children and young adults with disabilities possess unique differences and individual needs making special education programming a complex and sometimes challenging process Leaders in special education are tasked with overseeing the administration and management of these programs and must often rely on problem solving and decision making skills to be effective While many educational leaders may possess leadership training and experience they still are unfamiliar with the intricacies of special education and the best practices for services for students with disabilities *Cases on Leadership Dilemmas in Special Education* is designed to challenge the problem solving skills of special education

leaders by presenting them with multifaceted thought provoking and practical dilemmas related to special education This collection of case studies presents contemporary scenarios that address the complex issues and dilemmas leaders encounter when developing managing and supporting special education programs and the students who rely on these services Covering topics such as decolonization parent advocates and STEM education this casebook is a valuable resource for school and district leaders teacher leaders and educational coaches consultants pre service educational leaders pre service and in service school counselors pre service and in service special educators librarians researchers and academicians School Decentralization in the Context of Globalizing Governance Holger Daun,2006-11-23 Since the beginning of the 1980s decentralization has become a globalized policy and catchword in education a large number of countries around the world have formulated such a policy and many have also implemented it The policies and the changes at the national level have been researched but what has taken place and is taking place at the grassroots level has not received attention until recently This book presents grassroots cases from different countries against the background of the overall changes in governance philosophy and applications It uses case studies from countries in Africa Asia Europe and Latin America and describes what is occurring at this level The book gives an account of different types of decentralization and their impact The first two chapters describe principally structural and organizational educational changes in the broader context of globalized models and the pressure to create a competitive education system and changing governance Decentralization is one of the strategic aspects of this new mode of governance **Resources in Education** ,2001-10 Democracy and Teacher Education Silvia Edling,Geraldine Mooney Simmie,2020-04-06 This book connects the dilemmas educators experience in daily practice with key theories research and policy about democracy ethics and equity in education Illustrated through vignettes from practising teachers as well as suggested questions and supplementary readings for each chapter the authors recognise and explore the complex nature of the insoluble problems that face practising teachers in their everyday lives and how they can be understood in order to address them in a more elaborate manner Divided into eight concise chapters this book provides a much needed comprehensive exploration of issues within the education discourse as seen from a global perspective such as Teachers understanding of their profession Political demands and the complexities of practice Schools democratic values Performance and accountability Minority needs and majority rule Countering radicalisation terrorism and misinformation Democracy and Teacher Education is a fantastic resource for students in teacher education programmes as well as teacher educators who are looking to develop a critical understanding of the choices made within the education field in a more thoughtful and sensitive manner Whose School is it Anyway? Kathryn Riley,2003-09-02 In the 1970s two events in particular the William Tyndale School and James Callaghan s Ruskin speech generated extensive media coverage and political activity and became watersheds along the path to political and educational reform This has shaped the system of school and governments in the 1990s This book revisits Tyndale and Ruskin and examines their legacy Drawing on

contemporary accounts of a number of key individuals who were involved in those watershed events it recasts their stories in the light of current changes in education The book explores the extent to which both these events shifted assumptions about education and provided the rationale for policy changes It argues that fundamental questions need to be asked about the nature of the reform agenda and in particular the balance of power It also places the reform agenda within an international context

Leading and Learning Together Lynda Tredway, Matthew Militello, Joseph Flessa, 2024-12 Leadership coupled with learning is an ongoing process in which everyone has a participatory role in school or district change efforts Providing a useful antidote to the plethora of packaged curriculum and external professional development providers this book focuses on reclaiming agency advocacy and inquiry for leaders and teachers in the places they know best their schools and districts Doing so requires imagination cooperation and transparency As such the authors provide evidence from multiple school and district educators who are cultivating change from within by disrupting and dismantling systems and drawing on internal assets to address equity driven challenges As a result educators can and should become researchers of their own practices This resource offers a set of evidence based principles processes and protocols that increase equitable access and support educators to breathe joy and justice into schools and communities Book Features Educational change reimagined as reinvesting in the collective power of the people closest to the issues Guidance based on evidence from multiple school and district change efforts documented and described by the authors Use of evidence to organize more productive informal and formal professional learning driven by practitioner agency and inquiry Text boxes called Voices From the Field provide stories of practices from practitioner researchers Access to useful and equitable processes and protocols for the professional learning of educators Evidence from school and district leaders underscores the complex work of leading and learning from within and how to do it

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