

Teachers who teach Teachers

Reflections
on Teacher
Education

Edited by
Tom Russell
and Fred
Korthagen



Teachers Who Teach Teachers Reflections On Teacher Education

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Teachers Who Teach Teachers Reflections On Teacher Education:

Teachers Who Teach Teachers Tom Russell, Fred Korthagen, 2013-09-13 This is a reflection on the education of teachers written by teacher educators who discuss features of their work and the challenges facing teacher education in the 1990s. The book invites the reader to attempt similar analyses of personal practice and development in their own teaching. The book deals with the personal development of both new and experienced teacher educators illustrating how strongly teacher educators are influenced by their visions and by the challenge to prove themselves in the university setting. In addition, the book examines the ways in which teacher educators have acted to promote their own professional development and study their own practices including writing as a tool for reflection, a life history approach to self study as well as a study of educative relationships with others and the analysis of a personal return to the classroom. Finally, it takes a broader look at the professional development of teacher educators and offers a challenge to all teacher educators to consider the tension between rigour and relevance.

The Power of Reflection in Teacher Education and Professional Development Fred Korthagen, Ellen Nuijten, 2022-05-11 Based on years of extensive research on teacher development, this book offers a practical introduction to the concept of teacher reflection, demonstrating how student teachers can engage with reflective learning from their teaching and classroom experiences in a systematic and inspiring way. Providing practical models and guidelines for use in the classroom, renowned teacher educators Fred Korthagen and Ellen Nuijten outline various strategies for promoting reflection and illustrate how a deeper form of reflection, core reflection, enhances awareness of professional identity and supports the dismantling of inner obstacles, therefore enhancing social justice and empowering diverse student populations. The authors demonstrate how a trajectory for learning can be designed to develop key competencies as well as the role played by university and school-based teacher educators in supporting teachers' self-directed reflection. Featuring a variety of tools that support professional growth, this unique text demystifies the area of teacher reflection, helping to provide concrete and inspiring examples for how to strengthen professional identity based on everyday challenges faced by practitioners. *The Power of Reflection in Teacher Education and Professional Development* is therefore an essential guide for students in service, teachers and teacher educators alike as well as for anyone in the helping professions.

Teachers And Teaching Hugh Munby, 2004-08-02 The intention of this book is to develop an increased awareness of the place of professional practice in the realms of research in teaching. The chapters investigate from an international perspective the emerging reflective methods of collaboration between practitioners and researchers, appreciation of teachers and teaching, and greater understanding of what they aim to promote.

Action and Reflection in Teacher Education Gareth Rees, Harvard, Phil Hodgkinson, 1994 Throughout the world, teacher education is once more in the spotlight. This book focuses on recent trends and experiences in England and Wales where external pressures have caused tension between the technician model of teacher education in which teachers learn primarily on the job alongside colleagues and traditional forms of teacher

education based in higher education institutions This tension superficially replicates an old dichotomy between practice and theory The contributors to this volume reflect on ideas and attempts to integrate theory and practice Key questions and themes recur the balance and relationship between work done in school on the job and work away from the workplace such as in universities teacher education as a partnership activity and the need to critically examine the institutional cultural and historical context in which they work Rethinking Reflection and Ethics for Teachers R. Scott Webster, John D.

Whelen, 2019-08-29 This book reexamines reflection and ethics for teachers and argues the case for ensuring teaching practices are educational and professional rather than simply technical or clinical Demonstrating that theory is indispensable when it comes to professional deliberation and educational practice the authors draw on their experience to provide insights for teachers that will enable them to become better professional educators This collection of research chapters written by established researchers and educators in the field who are familiar with a variety of teaching contexts and are conversant with the current teaching standards and policies relating to teaching and teacher education is a valuable resource for practicing teachers researchers policy makers as well as for final year student teachers in Initial Teacher Education programs Further it enables early career teachers to meet their professional responsibilities in a more critically informed and capable manner

Critical Reflection for Transformative Learning Katrina Liu, 2020-11-15 This book provides a research based guide to using ePortfolios to develop critically reflective teachers capable of transformative learning for educational equity It begins with a conceptualization of critical reflection in teacher education then analyzes the social discourse of prospective teachers teaching practice through their ePortfolio reflections triangulated by classroom teaching observations and interviews The results of the research show that prospective teachers reflections are performative and do not typically trigger transformative learning in large part because of discrepancies in the structures of the ePortfolio the goals of the teacher education program and the mentoring and supervisory practices With this analysis in hand the book turns to practical questions providing a transformative framework along with examples and tips for teacher educators to use the author's methods to understand and analyze prospective teachers reflection and support their transformative learning

Reflective Teaching Kenneth M. Zeichner, Daniel P. Liston, 2013-05-13 This volume outlines the assumptions and beliefs that distinguish the concept of the reflective teacher from the view of the teacher as passive and a mere technician a view that teacher education programs and schools have historically promoted The authors demonstrate how various conceptions of reflective teaching differ from one another They believe that it is only through teachers reflections on their own teaching that they become more skilled more capable and in general better teachers This is the first volume in the Reflective Teaching and the Social Conditions of Schooling series The major goal of both this book and of all of the volumes to follow in this series is to help teachers explore and define their own positions with regard to the topics and issues at hand within the context of the aims of education in a democratic society **An Educator's Guide to Teacher Reflection** Barbara Larrivee, James M.

Cooper,2006 This guide explains the importance of developing the habit and skills of reflective practice in order to meet student needs and grow continuously as a professional teacher **Transforming Teacher Education** David Mausfield Carroll,2007 At a time when traditional teacher education is coming under fire Transforming Teacher Education presents a powerful vision of what teacher education could and should be Transforming Teacher Education offers an intimate reflective account of the development of the renowned Team One teacher education program at Michigan State University Over a ten year period Team One established a first rate reputation as a beacon of progressive teacher education In this book the creators of Team One describe their ongoing efforts to nurture and sustain a teacher education program that could serve as a learning community for students faculty and administrators alike The book weaves together diverse voices to provide a detailed portrait of the ongoing transformation of teachers and students as they learn together Conceptualising Reflection In Teacher Development James Calderhead,Peter Gates,2003-09-02 Reflection has become widely recognised as a crucial element in the professional growth of teachers Terms such as reflective teaching enquiry orientated teacher education teachers as researchers and reflective practitioner have become quite prolific in discussions of classroom practice and professional development It is frequently presumed that reflection is an intrinsically good and desirable aspect of teaching and teacher education and that teachers in becoming more reflective will in some sense be better teachers though such claims have been rarely subject to detailed scrutiny Each of the chapters in this book is concerned with exploring the concept of reflection and considering its contributions to teacher education The papers range across different stages of professional development some focusing in particular on pre service education others on in service or professional development generally Some of the papers are concerned with particular strategies for promoting reflection and how they might operate in a teacher education context others dwell more upon a theoretical appreciation of how reflection facilitates in the processes of professional development and how it relates to issues of quality in teacher education **The Impact of Classroom Practices** Antonio L. Ellis,Nathaniel Bryan,Yolanda Sealey-Ruiz,Ivory Toldson,Christopher Emdin,2021-02-01 Debates regarding the qualities skills and dispositions of culturally relevant teachers and teaching have raged in teacher education for several decades Ladson Billings 2009 The Dreamkeepers Successful Teachers of African American Children was a groundbreaking work that has become a foundational study that informs the work of culturally relevant Ladson Billings 2009 and culturally sustaining Paris Hartlep Hensley Braniger hence The Impact of Classroom Practices Reflections on Culturally Relevant Teachers will include African American storytellers who reflect on the impact of classroom practices of teachers from diverse backgrounds who they deemed culturally relevant and responsive to both their academic and social needs This work will offer recommendations to pre service teachers and in service teachers who desire to leave a lasting impact on the students they teach International handbook of teachers and teaching Bruce J. Biddle,Thomas L. Godd,Ivor F. Goodson,1997 Reflection in Teacher Education Peter Philip Grimmatt,1988 Teacher Educators as Members of an

Evolving Profession Miriam Ben-Peretz, Rivka Reichenberg, Sarah Shimoni, 2013 Teachers are viewed as the major element in successful schooling and play a central role in educational improvement It is argued that the single most important factor in improving the quality of education is linked to the increased general and professional education of teachers **The Professional Identity of Teacher Educators** Ronnie Davey, 2013 This book explores the experiences understandings and beliefs that guide the professional practices of teacher educators What are the responsibilities of doing the job and how does it re shape the professional identity of those who do it day in day out The Professional Development of Teacher Educators Tony Bates, Anja Swennen, Ken Jones, 2014-12-18 This book makes a significant contribution to a hitherto much neglected area The book brings together a wide range of papers on a scale rarely seen with a geographic spread that enhances our understanding of the complex journey undertaken by those who aspire to become teachers of teachers The authors from more than ten countries use a variety of approaches including narrative life history self study and empirical research to demonstrate the complexity of the transformative search by individuals to establish their professional identity as teacher educators The book offers fundamental and thoughtful critiques of current policy practice and examples of established structures specifically supporting the professional development of teacher educators that may well have a wider applicability Many of the authors are active and leading persons in the international fields of teacher education and of professional development The book considers novice teacher educators issues of transition identity development including research identity the facilitation and mentoring of teacher educators self study research including collaborative writing use of stories professional development within the context of curriculum and structural reform Becoming a teacher is recognised as a transformative search by individuals for their teaching identities Becoming a teacher educator often involves a more complex and longer journey but according to the many travel stories told here one that can be a deeply satisfying experience This book was published as a special issue of Professional Development in Education *Video Reflection in Literacy Teacher Education and Development* Evan Ortlieb, Mary B. McVee, Lynn E. Shanahan, 2015-05-06 Within education there is a growing body of research focused on the use of video as a mediational tool for reflection The purpose of this volume is to bring together research and research based practices from a wide array of literacy scholars and practitioners who are using video in educational research and teaching International Handbook of Teacher Education John Loughran, Mary Lynn Hamilton, 2016-05-04 The International Handbooks of Teacher Education cover major issues in the field through chapters that offer detailed literature reviews designed to help readers to understand the history issues and research developments across those topics most relevant to the field of teacher education from an international perspective This volume is divided into two sections Teacher educators and students of teaching The first examines teacher educators their role and the way that role influences the nature of teaching about teaching In turn the second explores who students of teaching are and how that influences the relationship between teaching and learning about teaching Academic Work and Identities in Teacher

Education Jean Murray, Clare Kosnik, 2016-04-08 With its focus on the work and identity of teacher educators this book addresses an essential but under researched area in teacher education It makes a major contribution to analysing the field and develops existing research on the working lives and identities of teacher educators The book explores ideas about the future of teacher education and the implications for policy changes in education systems across the world It brings together studies from across the globe on how teacher educators within higher education institutions function as both academics and professionals in different institutions and nations It also considers professional learning for teacher educators as an occupational group and makes practical suggestions for change and improvement in this often neglected area of higher education The book deliberately draws on research from a range of traditions including life history policy analysis ethnography and self study The contributions come from major researchers in teacher education in Australia Continental Europe the USA and Canada the UK and Asia This book was originally published as a special issue of the Journal of Education for Teaching

Handbook of Research on Science Education Sandra K. Abell, Norman G. Lederman, 2013-03-07 This state of the art research Handbook provides a comprehensive coherent current synthesis of the empirical and theoretical research concerning teaching and learning in science and lays down a foundation upon which future research can be built The contributors all leading experts in their research areas represent the international and gender diversity that exists in the science education research community As a whole the Handbook of Research on Science Education demonstrates that science education is alive and well and illustrates its vitality It is an essential resource for the entire science education community including veteran and emerging researchers university faculty graduate students practitioners in the schools and science education professionals outside of universities The National Association for Research in Science Teaching NARST endorses the Handbook of Research on Science Education as an important and valuable synthesis of the current knowledge in the field of science education by leading individuals in the field For more information on NARST please visit <http://www.narst.org>

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