

NEW PROSPECTS SERIES

Teachers' Professional Lives

Edited by Ivor
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Teachers Professional Lives

Marco Cascella



Teachers Professional Lives:

Teachers' Professional Lives Ivor F. Goodson, 2002-11 First published in 2004 Routledge is an imprint of Taylor Francis an informa company

Teachers' Professional Lives--a View from Nine Industrialized Countries Carol F. Stoel, Tin-Swe Thant, 2002

Research on Teachers' Professional Lives, 1989

Professional Knowledge, Professional Lives Ivor Goodson, 2003

Ivor Goodson gives an examination of the state of professional knowledge in teaching and teacher education It argues that a more active notion of teachers professional knowledge can and should be explored and consolidated by work which focuses on the teacher's life and work using more reflective modes

Professional Knowledge, Professional Lives Ivor Goodson, 2003-09-16

Professional Knowledge Professional Lives sets out to examine the state of professional knowledge with regard to teaching and teacher education The current situation of professional knowledge is scrutinised with particular regard to the location of educational study within the faculties of education The fate of disciplinary patterns of study which have come under attack from the proponents of more practical perspectives are also examined Practical perspectives promoted by a wide spectrum of advocates have become part of the fashionable discourse around teacher education recently These perspectives are interrogated and some of the results of such practical fundamentalism are held up for scrutiny The author argues that confining professional knowledge entirely within the practical domain would not seem to be a well thought out strategy for raising professional standards A more active notion of teachers professional knowledge can and should be explored and consolidated by work which focuses on the teacher's life and work using more reflective and public intellectual modes

Teacher Professional Development in Changing Conditions Douwe Beijaard, Pauline C. Meijer, Greta Morine-Dersheimer, Tillema Harm, 2005-12-12

This book presents some highlights from the deliberations of the 2003 conference of the International Study Association on Teachers and Teaching ISATT Part 1 presents the five keynote addresses of the conference while Parts 2 through 4 present selected papers related to each of three sub themes knowledge construction and learning to teach perspectives on teachers personal and professional lives and teachers workplace as context for learning The chapters in this book provide an array of approaches to understanding the process of teacher learning within the current context of the changing workplace environment They also provide an important international perspective on the complex issues revolving around the international educational reform movement Basically they show how teachers workplace inside and outside schools are more than ever subject to continuous change and that subsequently standards for teaching must be flexible to these changing conditions This asks for a redefinition of teacher professionalism in which the role of context in teacher learning is emphasized as well as the improvement of the quality of teacher thinking and learning Related to the ever changing context of teaching a dynamic approach to teaching and teacher learning is required in which identity development is crucial Researchers have an important role to play in revealing and explaining how teachers can build their professional identity through self awareness and reflection in the ever changing

educational contexts throughout the world **The Role of Unions in Teachers' Professional Lives** Nina Bascia,1992

Novice Mathematics Teachers' Professional Learning Xiaoli Lu,2022-05-04 This book investigates three novice high school mathematics teachers professional learning processes in the early stages of their careers at schools in Shanghai China Teacher professional learning is examined as a complex and dynamic system that connects both cognitive and situated perspectives on learning theory Inspiring mathematics teachers to adopt student focused pedagogies is challenging particularly in China where tensions in teacher centred content focused and examination oriented practices are predominant The three novice teachers who participated in this study brought different beliefs and knowledge derived from their different individual experiences to bear on their teaching practices However they were strongly influenced by the environments in which they taught and mainly adopted a professional learning approach to teacher centred practices despite reporting that they favoured student centred teaching practices The study also observed professional learning towards student centred pedagogical aspects in a single teacher case with mentorship support indicating that student centred pedagogies may be promoted within the constraints of the existing dominant teaching practice Handbook of Teacher Education Tony

Townsend,Richard Bates,2006-08-09 This book has its origins in conversations that started when the International Council on Education for Teaching ICET and the Australian Teacher Education Association ATEA jointly agreed to co sponsor a World Assembly of Teacher Educators in Melbourne in July 2003 hosted by Monash University The editors of this book were not only intimately involved in the management of the conference but had also been key figures in the Associations involved Tony Townsend had been secretary and on the national board of the South Pacific Association for Teacher Education SPATE which later became ATEA and had previously managed a SPATE conference in Frankston Australia in the 1980s He is currently the President of ICET and now works at Florida Atlantic University Richard Bates has been a long time board member of ATEA and is currently President of that organization He is also a Board member of ICET The International Council on Education for Teaching ICET was founded in 1953 for the purpose of emphasizing international cooperation in educational development in order to improve the quality of teacher education as well as to expand global educational opportunities for people in teacher education Since that time ICET has developed into an international association of practitioners of teacher education policy and decision makers in education government and business dedicated to global development through education ICET is a Non Governmental Organization NGO and participates in NGO meetings and other UNESCO sponsored conferences around the world **Online Learning Communities and Teacher Professional Development: Methods for Improved**

Education Delivery Lindberg, J. Ola,Olofsson, Anders D.,2009-08-31 This book features innovative applications for the integration of technology into everyday teaching practices Provided by publisher **A Companion to Research in**

Teacher Education Michael A. Peters,Bronwen Cowie,Ian Menter,2017-05-31 This state of the art Companion assembles and assesses the extant research available on teacher education and provides clear guidelines on future directions It

addresses an important need in a collection that will be of value for teachers teacher educators policymakers and politicians There has been little sustained long term or systematic research to provide empirical support for the broad aspects of teacher education policy largely because such research has been chronically underfunded and based on traditional practitioner knowledge Many of the changes to teacher education are contentious and yet are occurring in rapid succession These policies and movements have important consequences for education teacher quality and the future of the teaching profession At the same time the policies and initiatives that support these changes seem to be based more on ideology business interests and tradition than on research and empirical findings The nature quality and effectiveness of teacher preparation have increasingly become a central focus for education policy worldwide in a fiercely argued debate among governments think tanks world policy agencies education researchers and teacher organisations

New Teacher Education for the Future Yin Cheong Cheng, King Wai Chow, Kwok Tung Tsui, 2001-06-30 Serves to provide readers with an international understanding of how researchers and practitioners in different countries address some essential issues and initiatives in teacher education and development what they have found from their known and applied research and what the implications are of which are crucial to coping with challenges from the ongoing developments in teacher education

The Politics of Educational Decentralisation in Indonesia Irsyad Zamjani, 2021-12-10 The Politics of Educational Decentralisation in Indonesia A Quest for Legitimacy is a well written analytically sharp and compelling study of educational decentralisation in Indonesia Irsyad Zamjani provides fresh insights into this important topic The author treats educational reform as a window into much deeper questions about power the government's responsibility to its citizens and social change in Indonesia His findings should interest academics as well as practitioners with an interest in educational reform Professor Christopher Bjork Vassar College New York This is a remarkable book which should appeal not only to Indonesian scholars but also to educationists and political scientists to name just a few By tracing the path of decentralisation in the Indonesian educational reform in the early 2000s Zamjani shows how the central and municipal governments struggled in different ways to retain control over education in their domains through various mechanisms largely related to claims of legitimacy The study is grounded in new institutional theory and the interview and case study data provide a richness and depth in showing the dynamics of reform attempts Professor Lawrence J Saha Australian National University Canberra This book discusses the dynamics of educational decentralisation in post reform Indonesia Taking sociology's new institutionalism approach and drawing upon data from documents and interviews with strategic informants the book investigates how institutional legitimacy of educational decentralisation was garnered manipulated and then contested Besides analysing global institutional pressures which influenced the national adoption of decentralisation reform and the central government's attempts to restore its legitimacy the book also offers comparative case studies of education governance in two local districts to highlight how this reform is responded to at the local level

Study Skills for your Masters in Teaching and

Learning Karen Castle, 2010-02-05 A practical guide for all teachers embarking on their Masters in Teaching and Learning MTL this book begins by encouraging the reader to identify their own learning style and engage in different study methods and goes on to explore higher level study skills and academic writing The research required at Masters level is broken down and guidance is given on how to select approach and interpret data The final chapter discusses the real life issues surrounding studying for a Masters while also embarking on a new career *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 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 Handbook of Curriculum Theory, Research, and Practice Peter Pericles Trifonas, Susan Jagger, 2024-02-22

This Handbook paints a portrait of what the international field of curriculum entails in theory research and practice. It represents the field accurately and comprehensively by preserving the individual voices of curriculum theorist researchers and practitioners in relation to the ideas, rules and principles that have evolved out of the history of curriculum as theory research and practice dealing with specific and general issues. Due to its approach to both specific and general curriculum issues, the chapters in this volume vary with respect to scope. Some engage the purposes and politics of schooling in general. Others focus on particular topics such as evaluation, the use of instructional objectives or curriculum integration. They illustrate recurrent themes and historical antecedents and the curricular debates arising from and grounded in epistemological traditions. Furthermore, the issues raised in the handbook cut across a variety of subject areas and levels of education and how curricular research and practice have developed over time. This includes the epistemological foundations of dominant ideas in the field around theory research and practice that have led to marginalization based on race, class, gender, sexuality, ethnicity, age, religion and ability. The book argues that basic curriculum issues extend well beyond schooling to include the concerns of anyone interested in how people come to acquire the knowledge, skills and values that they do in relation to subjectivity and experience.

Learning, Curriculum and Life Politics Ivor Goodson, 2005. Having spent the last thirty years researching, thinking and writing about some of the key issues in education, Professor Ivor Goodson presents twenty of his most important writings in this single volume.

Methodological Advances in Educational Effectiveness Research Bert Creemers, Leonidas Kyriakides, Pam Sammons, 2010-04-26. Methodological Advances in Educational Effectiveness Research is an important new work by some of the leading researchers in the field of Educational Effectiveness Research (EER). The book provides a state-of-the-art snapshot of the methodology of EER now and clearly demonstrates the way it is applied in both research and evaluation. It shows how developments in the research methodology area such as the use of multilevel modelling approaches to analyse nested data have promoted the knowledge base of educational effectiveness. But at the same time as the authors show the knowledge base of educational effectiveness and the attempt to establish theoretical models do paradoxically challenge the development of methodologically appropriate studies including ways of analysing data. Guiding readers through the effective and appropriate use in educational effectiveness of Longitudinal Studies, Experimental Studies, Mixed Research Methods, Meta-analyses of effectiveness studies, Using IRT to measure outcomes and factors, Using Generalisability Theory to test the quality of data, Multilevel modelling and Structural Equation Modelling Techniques. The authors draw on the expertise of scholars from around the world to show the mathematical background of each technique, the current and future applications and specific examples of applying this orientation to help the readers design their own effectiveness studies using specific methodological tools.

Reflections on Language Teacher Identity Research Gary Barkhuizen, 2016-11-10. Reflections on Language Teacher Identity Research is the first book to present understandings of language teacher identity (LTI) from a broad range of research fields. Drawing on their personal

research experience 41 contributors locate LTI within their area of expertise by considering their conceptual understanding of LTI and the methodological approaches used to investigate it The chapters are narrative in nature and take the form of guided reflections within a common chapter structure with authors embedding their discussions within biographical accounts of their professional lives and research work Authors weave discussions of LTI into their own research biographies employing a personal reflective style This book also looks to future directions in LTI research with suggestions for research topics and methodological approaches This is an ideal resource for students and researchers interested in language teacher identity as well as language teaching and research more generally

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