

Tensions in Teaching Mathematics:

The Case of Naomi

Annette Rouleau
Simon Fraser University

Tensions Of Teaching

Dikilitaş, Kenan, Erten, Ismail Hakki

Tensions Of Teaching:

Tensions in Teaching about Teaching Amanda Berry, 2007-06-03 This book captures the excitement and the difficulties of self study of teacher education practices placing it at the forefront of approaches to practitioner inquiry It offers insight into the relationship between teaching about teaching and learning about teaching that emerged through the author s own self study project The book illustrates how tensions can act as a means for both analysing practice and articulating the professional knowledge that comprises a pedagogy of teacher education

Tensions of Teaching Judith Newman, 1998 Covering all grade levels Tensions of Teaching is a collection of teachers and principals thoughts and reflections about their experiences as practitioners and learners Through their writings the participating educators learned a great deal about the political nature of teaching as well as everyday issues that teachers face They discovered that every action and every decision in a classroom carries with it the potential both to support and to interfere with a student s learning They observed how their decisions make them vulnerable and fearful And they learned how teaching is fraught with tensions The action research and the writing which brings it to fruition allowed them and all who read this book to better understand the constraints under which teachers work

Mathematical Teaching and Learning Katherine M. Robinson, Donna Kotsopoulos, Adam K. Dubé, 2023-06-15 This book focusses on teaching and learning in elementary and middle school mathematics and suggests practices for teachers to help children be successful mathematical thinkers Contributions from diverse theoretical and disciplinary perspectives are explored Topics include the roles of technology language and classroom discussion in mathematics learning the use of creativity visuals and teachers physical gestures to enhance problem solving inclusive educational activities to promote children s mathematics understanding how learning in the home can enhance children s mathematical skills the application of mathematics learning theories in designing effective teaching tools and a discussion of how students teachers teacher educators and school boards differentially approach elementary and middle school mathematics This book and its companion *Mathematical Cognition and Understanding* take an interdisciplinary perspective to mathematical learning and development in the elementary and middle school years The authors and perspectives in this book draw from education neuroscience developmental psychology and cognitive psychology The book will be relevant to scholars educators in the field of mathematics education and also those in childhood development and cognition Each chapter also includes practical tips and implications for parents as well as for educators and researchers

Using Tension as a Resource Heidi L. Hallman, Kristen Pastore-Capuana, Donna L. Pasternak, 2019-04-16 This book focuses on the tensions that emerge in teaching the English language arts methods course within teacher education programs The book features chapters that grapple with the historical legacies of influence on methods pedagogy as well as contemporary challenges in teaching methods courses alongside field experiences Multiple perspectives from those involved in teaching methods courses within English language arts teacher education programs are presented as a way to dialogue about current and future

challenges Dialogue is sustained throughout the book as each chapter includes an adjacent response that prompts readers to ask further questions about the chapter's content. Content with the chapters in the book focus on describing a tension or dilemma that the author faced when teaching the middle secondary ELA methods course or adjacent field experience. Discussion in the chapters' responses highlights the importance of the field's history and its present response to the tension featured. This book will be a useful resource to teacher educators who wish to investigate new approaches to dilemmas faced in teaching the methods class to pre-service teachers.

Teaching across Cultures Chinwe H. Ikpeze, 2015-04-27 Teaching across Cultures Building Pedagogical Relationships in Diverse Contexts captures the tensions complexities as well as the transformational potentials of teaching across multiple cultural contexts. The book evolved from cumulative self-studies that examined one teacher educator's teaching practice, the cultural impact on this practice and how she facilitated transformative teaching and learning. While every act of teaching occurs across cultures such as institutional culture, invisible cultures, classroom cultures among others, educators who teach as cultural outsiders have to navigate the tensions complexities and contradictory realities of cross-cultural teaching. The tensions can be reduced or managed through responsive pedagogy, relationship building and teaching in the third space. These transformational approaches not only help to identify and close the perpetual gaps in teaching and learning but also position effective teaching within a pedagogical common ground that values student voices, facilitates pedagogical flexibility and uses diversity as a teaching tool. In a world of ubiquitous and interactive learning environments, both the physical and virtual spaces play a vital role in teaching and teacher-student relationships. The book points to the necessity of teacher educators learning through diverse professional networks but more importantly through self-study. It is only through this introspective examination of one's teaching and students learning as well as taking an ontological attitude to teaching that educators can achieve success in diverse contexts.

Facilitating In-Service Teacher Training for Professional Development Dikilitaş, Kenan, Erten, Ismail Hakki, 2016-12-12 As new trends emerge in the realm of education, instructors are faced with the task of continuing development in order to stay up to date on the latest teaching methodologies for both virtual and face-to-face education. *Facilitating In-Service Teacher Training for Professional Development* is a pivotal reference source for the latest research on the scenarios faced by in-service educators, uncovering models, recent trends and perceptions of in-service teacher training. Featuring extensive coverage across a range of relevant perspectives such as teacher identity, collaborative teacher development and exploratory practice, this book is ideally designed for researchers, practitioners and professionals seeking current research on the need for continuing development in teacher education.

Teachers' Goals, Beliefs, Emotions, and Identity Development Paul A. Schutz, Ji Hong, Dionne Cross Francis, 2020-04-21 *Teachers Goals Beliefs Emotions and Identity Development* discusses the nonlinear multifaceted processes of teacher development by foregrounding constructs related to well-being and professional standards. Teachers lead full complex lives that are set in both immediate and social

historical realities that significantly shape their ongoing successes and challenges Informed by a range of psychological and educational theories and perspectives and meaningfully situated in contemporary perspectives of teacher well being this book offers comprehensive and holistic approaches to the processes and contexts of teacher development The authors research and implications for practice will be useful for prospective and practising teachers teacher educators classroom researchers school administrators and policymakers

Research Anthology on Facilitating New Educational Practices Through Communities of Learning Management Association, Information Resources,2020-10-30 With the future of education being disrupted and the onset of day to day uncertainties and challenges that have to be solved quickly teachers are now turning to professional development communities support communities where they can share and learn about effective practices to use in the classroom While transitioning to blended or online learning and keeping up with the technological advances in education these communities provide an essential backbone for teachers to rely on for support and updated knowledge on what educational practices are being utilized how they are working and what solutions have been found for the ever changing climate of education Research on the benefits and use of these communities as well as on the latest educational practices is essential in teacher development and student learning in the current culture of a rapidly changing educational environment The Research Anthology on Facilitating New Educational Practices Through Communities of Learning contains hand selected previously published research that provides information on the communities of learning that teachers are currently involved in to seek the latest educational practices The chapters cover the context of these communities the benefits and an overview of how this support is a necessary tool in today s practices of teaching and learning While highlighting topics such as learning communities teacher development mentoring and virtual communities this book is essential for inservice and preservice teachers administrators teacher educators practitioners stakeholders researchers academicians and students who are interested in how communities of practice tie into professional development teacher learning and the online shift in teaching

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 Teaching and Learning in Maths Classrooms Chiara Andrà,Domenico Brunetto,Esther Levenson,Peter Liljedahl,2017-05-03 The book presents a selection of the most relevant talks given at the 21st MAVI conference held at the Politecnico di Milano The first section is dedicated to classroom practices and beliefs regarding those practices taking a look at prospective or practicing teachers views of different practices such as decision making the roles of explanations problem solving patterning and the use of play Of major interest to MAVI participants is the relationship between teachers professed beliefs and classroom practice aspects that provide the focus of the second section Three papers deal with teacher change which is notoriously difficult even when the teachers themselves are interested in changing their practice In turn the book s third section centers on the undercurrents of teaching and learning mathematics which can surface in various situations causing tensions and inconsistencies The last section of this book takes a look at emerging themes in affect related research with a particular focus on attitudes towards assessment The book offers a valuable resource for all teachers and researchers working in this area

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web les plantes sont des êtres organiques et en tant que telles elles naissent se développent et meurent les plantes qui comprennent les légumes les arbres et les plantes n ont pas la capacité motrice de se déplacer par elles mêmes leur principale source de nourriture est l eau et la lumière

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web les plantes plantae sont des organismes photosynthétiques et autotrophes caractérisés par des cellules végétales elles forment l'un des règnes des eukaryota 1 ce règne est un groupe monophylétique comprenant les plantes terrestres