

MARY RENCK JALONGO

TEACHERS' STORIES

FROM
PERSONAL
NARRATIVE TO
PROFESSIONAL
INSIGHT

JOAN P. ISENBERG

Teachers Stories From Personal Narrative To Professional Insight

Karen E. Johnson, Paula R. Golombek



Teachers Stories From Personal Narrative To Professional Insight:

Teachers' Stories Mary Renck Jalongo, Joan P. Isenberg, Gloria Gerbracht, 1995-02-10 Storytelling or narrative is gaining acceptance as an important tool for professional development research and teaching This book shows how teachers and educators can use stories of their professional experiences to reflect on their own practice articulate values and beliefs give shape and form to teaching theory and better understand decision making processes The book offers strategies for generating sharing and using narrative and illustrates its points with many rich classroom stories Individual chapters built around specific themes show how teachers use narrative to forge connections learn from students reflect upon experience resolve conflict develop as professionals and enter the educational dialogue A wealth of examples and specific suggestions show teachers at all levels preschool through high school how to compose and give voice to their own stories forcing them to dig beneath the surface think more deeply about teaching and learning and become truly reflective practitioners

Teachers' Narrative Inquiry as Professional Development Karen E. Johnson, Paula R. Golombek, 2002-07-08 A collection of personal contextualized stories of teachers assessing their own experiences in gaining expertise as language teachers Preservice and inservice teachers will benefit from the insights provided in this book as will Language Teacher Educators and education researchers

Teacher Narrative as Critical Inquiry Joy S. Ritchie, David E. Wilson, 2000 Research on teacher learning has too often excluded personal development in considering professional development This timely book argues that the development of a professional identity is inextricable from personal identity It suggests that when teachers are given the opportunity to compose their own stories of learning within a supportive community they can then begin to compose new narratives of identity and practice This book is a critical tool for educators seeking to refine their teaching practice and author their own development

On Becoming an Education Professional: A Psychosocial Exploration of Developing an Education Professional Practice Alan Bainbridge, 2016-09-23 This book draws together a variety of detailed case studies to demonstrate the unique interaction between the past and the present which occurs within the professional education context Using a psychosocial approach Alan Bainbridge suggests that this process of identity or role formation requires the expectations and fantasies of the past to be negotiated at the unconscious individual and social level A focus on personal agency and dealing with the complexity inherent in education settings highlights the macro and micro negotiations new education professionals are required to undertake between the margins of the personal and professional to provide a more nuanced model for early professional development

Narratives on Teaching and Teacher Education A. Mattos, 2009-07-06 This book brings in an international perspective on a much debated area namely teacher education Through narrative research the chapters in this collection provide a wide variety of stories of discovery transformation and hope in teaching and learning to teach

Burning Issues Karyn Cooper, Robert E. White, 2004 Here is a book with numerous applications It is intended to situate self examination and issues based learning in reality in a professional context in which

teachers and students work to shape practices and identities In this way teachers can explore who they are as individuals their understandings of themselves and their experiences as well as the impact of these experiences in the classroom the school and the community As a course book on teacher development both for undergraduates and for teachers embarking on post graduate work the focus on real life experience forges powerful links between the theoretical underpinnings of teaching and classroom practices *Burning Issues* may also serve as a foundation book for coursework and workshops exploring research on teachers and teacher development As a sourcebook for in service teachers the authors focus attention on real life experiences theory and practices associated with reflection and emancipation The authors offer a vision for crafting a career long tradition in critical inquiry Educators of any stripe will find this text useful and informative

Qualitative Research

Sandra G. Kouritzin, Nathalie A.C. Piquemal, Renee Norman, 2009-02-15 I commend and celebrate the editors and authors for a remarkable book that engages the reader's imagination heart mind spirit and body Out of creative and courageous commitments to challenging orthodoxies by living and writing research that is personal political and poetic these scholars invite the kind of vigorous dialogue that will continue to promote creative possibilities for inquiry in the social sciences Carl Leggo University of British Columbia From the Foreword Evocative and provocative this book presents the points of view of often junior scholars in the social sciences who used non standard methods or writing practices to challenge the research as usual paradigm in the academy while at the same time meeting the demands of quality and rigor set by their university examining committees and ethical review boards The intent is to encourage new researchers who are also considering such a path The authors discuss their lived personal experiences within and against traditional academic research and writing traditions as well as their struggles and eventual successes Chapters are written in dramatic form in dialogue in story and include poetry vignettes testimonials and autobiographical accounts Collectively they form a unique distinctive situated polyphonic case study of research in the social sciences from several perspectives challenging the orthodoxies

Taboo, 2001

Culture, Relevance, and Schooling Lisa Scherff, Karen Spector, 2011-03-16 In *Culture Relevance and Schooling* Exploring Uncommon Ground Lisa Scherff Karen Spector and the contributing authors conceive of culturally relevant and critically minded pedagogies in terms of opening up new spatial discursive and or embodied learning terrains Readers will traverse multiple landscapes and look into a variety of spaces where attempts to tear down or build up pedagogical borders based upon socially just design are underway In disciplines ranging from elementary science to high school English to college kinesiology the contributors to this volume describe their attempts to remake schooling in ways that bring hope and dignity to their participants

Bilingual Education and Language Policy in the Global South Jo Arthur Shoba, Feliciano Chimbutane, 2013-07-18 This volume considers a range of ways in which bilingual programs can make a contribution to aspects of human and economic development in the global South The authors examine the consequences of different policies programs and pedagogies for learners and local communities through recent ethnographic research on these topics The

revitalization of minority languages and local cultural practices management of linguistic and cultural diversity and promotion of equal opportunities both social and economic are all explored in this light Rethinking Multicultural Education Carol Korn-Bursztyn, Alberto M. Bursztyn Ph.D., 2002-03-30 Korn and Bursztyn and their contributors examine the cultural transitions that children make as they move between the cultures of home and school To better understand these transitions they explore how educators understand their students shifting experiences and examine how educators also negotiate transitions as they too move from home to school each day The narratives or case studies reflect this shifting gaze from child to teacher to parents and take up the various relational configurations that these can form amongst and between each other They turn a critical eye toward instances of classroom practice and school life connecting personal knowledge with school change In some cases the authors draw directly on autobiographical material linking these to a reflective approach to teaching Avoiding the celebratory tone that often attends discussions of multiculturalism the authors address how diversity engages us in continual renegotiation of the personal and social The perspectives of educators and of teacher candidates are presented and the construction of cultural identity and its impact on schools explored In illuminating the complicated nature of cultural transitions and the obligation of schools to create places in which children and families of diverse backgrounds can thrive they highlight how multiculturalism can play a transformative role in the lives of children and schools A must reading for educators and graduate students in education school psychology guidance and counseling

Resources in Education ,1998 *Internationalisation in a Shrinking World* Johann Pehofer, 2003 Das Buch enth lt die Beitr ge des Symposions zum zwanzigj hrigen Bestehen von ITE Innovation and Internationalisation of Teacher Education einem Netzwerk europ ischer Lehrerbildungsinstitutionen das gemeinsam von der Stiftung P dagogische Akademie Burgenland und der Universit t Dalarna auf dem Campusgel nde in Falun Schweden organisiert wurde Das Rahmenthema Internationalisation in a Shrinking World sollte f r alle gegenw rtigen Ver nderungen in der P dagogik Platz bieten welche infolge der Entwicklung der elektronischen Medien und der Technisierung die Bildungsinstitutionen betreffen Dabei werden in den einzelnen Artikeln alle Facetten dieser weltweiten Herausforderung betrachtet Die Autoren renommierte Fachleute der P dagogik und Lehrerausbildung aus Europa Amerika und Australien stellen jeweils in ihrem Artikel ihren Zugang oft unter Einbeziehung ihrer pers nlichen Forschungsarbeiten zu dem Thema dar Das englischsprachige Buch bietet einen Einblick in die zuk nftigen Aufgaben der P dagogik und kann als Grundlage f r Lehrveranstaltungen im Rahmen der Lehrerausbildung herangezogen werden Documentation and Inquiry in the Early Childhood Classroom Linda R. Kroll, Daniel R. Meier, 2017-09-27 Documentation and Inquiry in the Early Childhood Classroom explores teacher inquiry reflection and research and the documentation of these processes within a variety of school sites and models Compiling underrepresented inquiry stories from practicing teachers and administrators in early childhood 0 5 classrooms in the San Francisco Bay Area this book highlights the power of the community in supporting professional development for early

childhood educators and the education of young children Important elements addressed include teacher learning children s curricula parent and community communication and equity and social justice for teachers children and families

Handbook of Multicultural School Psychology Emilia C. Lopez, Sara G. Nahari, Sherrie Proctor, 2017-03-16 The second edition of the Handbook of Multicultural School Psychology continues the mission of its predecessor offering a comprehensive interdisciplinary view of the field of multicultural school psychology and addressing the needs of children and families from diverse cultural backgrounds The revised organizational structure includes the following History and Professional Issues Consultation and Collaboration Interventions Focused on Academic and Mental Health Issues Data based Decision Making Systems based Issues Training and Research and Future Perspectives Nineteen of the volume s twenty three chapters are completely new to this edition while the rest have been effectively revised and updated Comprehensive In seven sections this book covers theoretical research and practical concerns in a wide range of areas that include multicultural and bilingual issues second language acquisition acculturation parent collaboration research and systemic issues Chapter Structure Chapter authors follow a uniform structure that includes theoretical and research issues and implications for practice Recent practice and training guidelines including Blueprint for Training and Practice III 2006 NASP Model for Comprehensive and Integrated School Psychological Services 2010 and APA Multicultural Guidelines 2003 are covered Interdisciplinary Perspective Contributing authors are from a wide range of related fields that include school psychology special education general education early childhood education educational psychology clinical psychology counseling and mental health thus exposing readers to theory and research from various approaches Changes New to this edition is a section focusing on systemic issues such as overrepresentation of culturally and linguistically diverse CLD students in special education prejudice response to intervention RTI for CLD students and English Language Learners ELL and end of chapter discussion questions This book is ideal for graduate courses and seminars on multicultural school psychology It is also a useful reference for researchers and practicing school psychologists and the libraries that serve them

Becoming a Project Leader Alexander Laufer, Terry Little, Jeffrey Russell, Bruce Maas, 2017-12-05 This book blends academic rigor and real world experience on the agile and planning schools of project management and the process of becoming a project leader To some project management is all about logically and rationally planning out dependencies and mapping them out into a flawless plan a plan that must be rigorously and undeviatingly followed in all its geometric perfection To others it is about agility 15 minute scrum meetings and responding on the fly to the unpredictable exigencies that the randomness of the living breathing world throws up In reality smart project leaders do both They understand that you can t deliver a project if you make an either or choice between these approaches you must do both and These managers strive for stability and flexibility they use formal and informal processes and they function as managers and leaders In *Becoming A Project Leader* the authors have applied their blend of intellectual rigor and hard nosed practical experience to

identify four concrete roles employed by successful project managers The first three roles planning agility and resilience focus on coping with changes with each role relating to a different kind of change These three roles which complement each other can be implemented effectively only when they are supported by the fourth role collaboration Becoming an expert at understanding and delivering that blend requires constant reflection and interaction with peers all part of the process of becoming a project leader Based on years of experience research and thinking and refined through 20 in depth interviews with practicing project managers and senior executives Becoming A Project Leader delivers the solution to all those blown budgets shot schedules and disappointing deliverables

Critical Reflection In Health And Social Care White, Sue, Fook, Jan, Gardner, Fiona, 2006-07-01 the book makes an excellent contribution to the library of those keen to delve further into the realm of critical reflection understand various interpretations of interdisciplinary practices and use these to aid their own and others professional practice exploration and development Learning in Health and Social Care How can professionals reflect critically on the aspects of their work they take for granted How can professionals practise with creativity intelligence and compassion What current methods and frameworks are available to assist professionals to reflect critically on their practice The use of critical reflection in professional practice is becoming increasingly popular across the health professions as a way of ensuring ongoing scrutiny and improved concrete practice skills transferable across a variety of settings in the health social care and social work fields This book showcases current work within the field of critical reflection throughout the world and across disciplines in health and social care as well as analyzing the literature in the field Critical Reflection in Health and Social Care reflects the transformative potential of critical reflection and provides practitioners students educators and researchers with the key concepts and methods necessary to improve practice through effective critical reflection Contributors Gurid Aga Askeland Andy Bilson Fran Crawford Jan Fook Lynn Froggett Sue Frost Fiona Gardner Jennifer Lehmann Marceline Naudi Bairbre Redmond Gerhard Reimann Colin Stuart Pauline Sung Chan Carolyn Taylor Susan White Elizabeth Whitmore Angelina Yuen Tsang

The Good Supervisor Gina Wisker, 2012-07-16 This engaging book outlines effective strategies for supervising students on a wide variety of research projects whether at undergraduate or postgraduate level It covers each stage of the research journey and provides guidance on working with students to define research topics select appropriate methodologies write up theses and prepare for the viva It also supports supervisors in establishing and maintaining good supervisory practices and shows how supervisors can help students to help themselves This will be essential reading for supervisors of undergraduate or postgraduate research projects dissertations and theses It is also an ideal resource for student researchers looking to get the most out of their relationship with their supervisor New to this Edition New content on cross cultural supervision online distance supervision and sustaining research communities and networks

Verbal/visual Narrative Texts in Higher Education Martin Solly, Michelangelo Conoscenti, Sandra Campagna, 2008 This series promotes specialist language studies both in the fields of linguistic theory and

applied linguistics by publishing volumes that focus on specific aspects of language use and provide valuable insights into language and communication research A cross disciplinary approach is favoured and most European languages are accepted

Mastering the Leadership Role in Project Management Alexander Laufer, 2012-04-23 In this book project management expert Dr Alexander Laufer leads an all star team of practitioners and thought leaders in presenting a powerful project leadership framework Laufer s framework addresses the toughest challenges of new product development large complex projects composed of many diverse geographically distributed and highly interdependent components organizational change and repeated and risky tasks Laufer reveals core leadership principles that are crucial to successful project leadership in dynamic and complex environments regardless of industry project goals or stakeholders Then together with his contributors he presents eight chapter length case studies covering exceptionally challenging projects in a wide spectrum of industries and products from developing missiles to reorganizing companies building spacecraft and dairy plants to flying solar powered airplanes Readers will discover new ways to unleash the power of autonomy and learning adapt to change on a timely basis give up control without losing control use face to face interaction to maximize alignment manage no fun missions in hostile environments deliver on bold ideas through sheer preparation learn from practice and unlearn lessons that need to be unlearned Mastering the Leadership Role in Project Management will be invaluable to executives project leaders and aspiring project leaders in all organizations regardless of their project goals backgrounds or experience

Immerse yourself in heartwarming tales of love and emotion with is touching creation, **Teachers Stories From Personal Narrative To Professional Insight** . This emotionally charged ebook, available for download in a PDF format (Download in PDF: *), is a celebration of love in all its forms. Download now and let the warmth of these stories envelop your heart.

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