
D. JEAN CLANDININ and F. MICHAEL CONNELLY

TEACHERS' PROFESSIONAL KNOWLEDGE LANDSCAPES

Advances in Contemporary Educational Thought, Volume 15

Teachers Professional Knowledge Landscapes

D Jean Clandinin



Teachers Professional Knowledge Landscapes:

Teachers' Professional Knowledge Landscapes D. Jean Clandinin, F. Michael Connelly, 1995-01-01 In this groundbreaking work the authors and their contributors offer a deep probing look at the multilayered professional lives of teachers where moral historical personal epistemological worlds merge Using the language of metaphor the authors explore the realm of teachers knowledge and how it applies to their lives Each part of the book focuses on a different aspect or landscape Personal stories contributed by real teachers both beginning and experienced are interwoven with stories of teacher development growth and even failure This book is essential reading for all teachers teacher educators principals superintendents staff developers and those who work in teacher research professional development and the philosophy of education

Language Teachers' Stories from their Professional Knowledge Landscapes Lesley Harbon, Robyn Moloney, 2017-06-23 Language Teachers Professional Knowledge Landscapes is a collection of fourteen narratives from teachers of different languages at different school levels in different contexts across Australia This volume brings together not simply language teacher stories but also more political stories of the problems associated with school programs and contexts Highlighted through these stories are some of the major political issues in schools that impact language teachers work and their students success in sustained language study The book is conceptually framed by the work of Clandinin and Connelly 1996 and their notion of levels of stories told by teachers about their classrooms the secret the sacred and the cover stories The term professional knowledge landscape is used to indicate how teachers can critically situate their work and thereby understand it better The collection includes the stories of two outstanding primary language educators and a story of mixed success in a rural program in teaching the local Aboriginal language Ngarrabul There are stories of frustration with policy failures particularly in supporting the learning of Asian languages Many of the teacher narrators ask the confronting question What blocks language learning in Australia They offer the strategies which they have developed that they see making a difference Other narratives offer autoethnographic tracking of careers for example as a teacher of Latin and Classics Japanese French Spanish Russian and of teachers ongoing vigour and creativity in advocacy A number of teachers examine their own identity story for the intercultural learning which they then offer and extend in student learning Consistently expressed there is the need for teachers to take up individual responsibility while still being strongly supported by their professional community It is us who make the difference one teacher concludes Supported by a strong Foreword by Canadian scholar F Michael Connelly this ground breaking collection of narratives represents a form of social research in providing critical illustrations of the issues needing attention for national language education enhancement It is the only extended inquiry into language teaching in the context of an active policy initiative environment and the first volume to address the language education landscape through the voices of active language teachers

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

Knowledge Communities in Teacher Education Cheryl J. Craig, Gayle A. Curtis, Michaelann Kelley, P. Tim Martindell, M. Michael Pérez, 2020-09-01 This book traces the origins and activities of the longest standing collaborative teacher group in education the Portfolio Group Each chapter documents historically and conceptually the main intellectual moments in the evolution of the idea of knowledge communities Authors illuminate the expansive work research and the leading learning influence that the Portfolio Group has had in the local education community as well as on the international education landscape In doing so they illustrate the journey of a school based cross institutional knowledge community and provide the proverbial light at the end of the tunnel for so many novice and newly formed groups seeking sustainability The book demonstrates through the shared experiences of five teachers teacher educators the ways in which varied collaborations aimed at professional development lead to teacher growth in practice leadership and career

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

Landscapes, Edges, and Identity-Making Vicki Ross, Elaine Chan, 2019-10-21 In this volume experiences as narrative inquiry are explored in order to make sense of research identities and the response community we have created through this process Researchers bring together thinking and experiences in the current educational landscape to better understand the ways researchers have shaped and been shaped by their work Shaping the Future, 2007-01-01 World wide the production of teachers has become a sharp political issue during the early years of the twenty first century Current systems for ensuring a supply of capable and knowledgeable teachers have come sustained under attack from politicians economists parents organisations and social critics alike There is less agreement now about teacher education than in any time over the pass fifty years Much of the debate in the public and political arenas has been driven by narrow and expedient consideration and too much of it demonstrates a poor grasp of the deep and complex issues which teacher education in a democracy must confront At the same time there has been a serious educational debate which has focused on what a well trained teacher ought to be able to do and what methods of training and education can produce competent teachers The chapters of this book address these issues in a critical way asking what should the objectives of teacher education be The authors demonstrate the international reach of the debate over teacher education and they ground their discussions within the national contexts of their own experience All the authors share the view that teacher education involves much more than acquiring a set of skills and techniques Important as these are the well trained teacher needs for example to have an understanding of the contexts of teaching of the reasons why we teach of the role of schools as institutions within political environments as well as a coherent perspective on curriculum and the relevant bodies of theory which give overall point to what is being done What teacher education entails will probably never be beyond contestation at least not so long as it takes place within capitalist democracies These democracies with their tensions running between liberal ideals and economic imperative push and pull teacher education in contradictory directions At present educational ideals seems too quickly and too dogmatically to be traded for immediate fiscal policy The authors of these chapters articulate the reasons why such short term thinking will be detrimental to any approach to teacher education which commits itself to producing well rounded and comprehensively professional teachers *Inside Teacher Education: Challenging Prior Views of Teaching and Learning* S.M.

Bullock, 2011-07-23 Learning to teach is complex Teacher candidates begin a preservice program with powerful tacit assumptions about how teachers teach based on lengthy apprenticeships of observation over many years as students Virtually all teacher education programs provide a mixture of coursework and classroom experience Much has been written about the theory into practice approach in teacher education an approach that assumes teacher candidates who have been provided with instructions about how to teach will be able to recall and apply them in a school setting In reality teacher candidates report considerable difficulty enacting theory in practice to the point that many question the value of coursework

This book takes an in depth look at five future teachers in one teacher education program analyzing and interpreting how they and their teacher educators learn from experience during both coursework and practicum experiences Many assumptions about the complex challenges of teaching teachers are called into question Is the role of a teacher educator to synthesize research based best practices for candidates to take to their field placements Does the preservice practicum experience challenge or reinforce a lifetime of socialized experiences in schools Must methods courses always be seen by most teacher candidates as little more than sites for collecting resources Where and how do candidates construct professional knowledge of teaching The data illustrate clearly that methods courses can be sites for powerful learning that challenges tacit assumptions about how and why we teach Political Contexts of Educational Leadership Jane Lindle,2014-02-24 Co published with UCEA this exciting new textbook is the first to tackle the ISLLC Standard 6 the political context of education This unique volume helps aspiring school leaders understand the dynamics of educational policy in multiple arenas at the local state and federal levels Leaders are responsible for promoting the success of every student by understanding responding to and influencing the political social economic legal and cultural contexts in which education and learning reside Featuring Case studies and Suggested activities this book provides an authentic illustration of the political dynamics that emanate from individual social economic and cultural issues surrounding all schools and further aspiring school leaders understanding of political issues through experiences By presenting problem posing cases theoretical grounding relevant research and implications for practice this book provides aspiring leaders with the background learning experiences and analytical tools to successfully promote student success in their contexts Companion website includes shared resources relevant to all ISLLC standards along with particular activities for ISLLC Standard 6 *Narrative Conceptions of Knowledge* D. Jean Clandinin,C. Aiden Downey, Lee Schaefer,2014-12-03 Working from a narrative teacher knowledge perspective that understands teachers personal practical knowledge as shaped in professional and personal knowledge landscapes The book focuses on the experiences of six people who left teaching in their first five years to bring teachers experiences to the phenomenon of early career teacher attrition *Teaching and Teacher Education in International Contexts* Cheryl J. Craig,Juanjo Mena,Ruth G. Kane,2023-08-10 The ISATT 40th Anniversary Yearbook presented over three volumes celebrates the contributions of ISATT members over time and offers current scholarly research to inform current and future teacher education and teaching **Geography Education in the Digital World** Nicola Walshe,Grace Healy,2020-10-07 Geography Education in the Digital World draws on theory and practice to provide a critical exploration of the role and practice of geography education within the digital world It considers how living within a digital world influences teacher identity and professionalism and is changing young people s lives The book moves beyond the applied perspective of educational technology to engage with wider social and ethical issues of technology implementation and use of digital data within geography education Situated at the intersection between research and practice chapters draw

on a wide range of theory to consider the role adoption and potential challenges of a range of digital technologies in furthering geographical education for future generations Bringing together academics from the fields of geography geography education and teacher education the book engages with four key themes within the digital world Professional practice and personal identities Geographical sources and connections Geospatial technologies Geographical fieldwork This is a crucial read for geographers geography educators and geography teacher educators as well as those engaging with existing and new technologies to support geographical learning in the dynamic context of the digital world It will also be of interest to any students academics and policymakers wanting to better understand the impact of digital media on education

Journeys in Narrative Inquiry D Jean Clandinin, 2019-09-20 Organized around a metaphor of an academic journey D Jean Clandinin offers published tracings of an unfolding journey over 40 years that at its outset appeared to focus only on questions of epistemology However the book illuminates how that apparent beginning focus shape shifted to questions of methodology ethics ontology and subsequently political concerns Clandinin shows that even at the outset her research wonders were grounded in relational understandings of experience understandings that were simultaneously ontological methodological epistemological and ethical Jean's work is collaborative an engagement alongside others and within the contexts in which they and she lived and worked including those who were participants in the research She continues to acknowledge that narrative inquiry changes people's ways of being in the world and those changes have ethical significance While what she and her colleagues now call relational ethics has always been central recently her sense of ethics has become more explicitly political She shows the development of ideas over time beginning as she entered doctoral work and continuing through 2019 and onward Jean's work centered on relational understandings of experience highlights ethical dimensions and has come to define narrative understandings for generations of researchers This book will be an invaluable resource for researchers and graduate students and professional researchers in both educational and healthcare settings

Storied Inquiries in International Landscapes Tonya Huber, 2010-06-01 *Storied Lives Emancipatory Educational Inquiry* Experience Narrative Pedagogy in the International Landscape of Diversity contains exemplary research practices strategies and findings gleaned from the contributions to the 15 issues of the Journal of Critical Inquiry Into Curriculum and Instruction JCI CI Founding Editor Tonya Huber initiated the JCI CI in 1997 as a refereed journal committed to publishing educational scholarship and research of professionals in graduate study The journal was distinguished by its requirement that the scholarship be the result of the first author's graduate research according to Cabell's Directory the first journal to do so Equally important the third issue of each volume targeted wide representation of cultures and world regions Current thinking on written by members of the JCI CI Editorial Advisory Board explores state of the art topics related to curriculum inquiry Illustrations photography e.g. Sebastião Salgado's *Workers* in vol 2 collage student generated art artifacts and full color art enhance cutting edge methodologies extending educational research through Aboriginal and Native oral traditions arts based

analysis found poetry data poetry narrative and case study foci on liberatory pedagogy and social justice action research

Understanding Excessive Teacher and Faculty Entitlement Tara Ratnam, Cheryl J. Craig, 2021-09-30 Understanding Excessive Teacher and Faculty Entitlement develops a body of professional knowledge by providing a deeper understanding of what manifests itself as excessive entitlement by presenting a theoretical framework within which one can investigate issues and helps those concerned with education and teacher education

Truth and Knowledge in Curriculum Making Lobat Asadi, Cheryl J. Craig, 2021-01-01 Truth and Knowledge in Curriculum Making addresses issues in curriculum and instruction such as the lack of Black teachers minority representation and mentorship The book arose from a serial interpretation of five published narrative inquiries that pinpointed complexities lived in a teacher knowledge community at T P Yaeger Middle School a campus located in the fourth largest urban center in America The inquiry initially resulted in a documentary style presentation at an educational conference using performance narrative inquiry as an arts based method to recount the research In Truth and Knowledge in Curriculum Making the process of researchers turned actors is unraveled by looking at the lived experiences and identifying the embodied knowledge of teachers in different content areas including Physical Education Music Teaching English as a Second Language Mathematics and Reading The authors use parallel stories counter stories story constellations musical narrative inquiry performance narrative inquiry and other narrative means of sense making as they examine how they may relate to those stories Ethical research dilemmas including the how and why behind each author's choice to burrow into difficult topics such as race gender and conflict resolution are revealed By unpacking the hidden curriculum examining value creation and by revealing isolated relational experiences of participants and researchers Truth and Knowledge in Curriculum Making instantiates and outlines how truth and knowledge may be formed in educational settings through intertwining narrative inquiry teacher knowledge and aesthetic ways of knowing

Stories of Men and Teaching Ian Davis, 2014-09-26 This book investigates the dynamic relationship between masculinity fiction and teaching answering one central question How are male teachers influenced by fictional narratives in the construction of masculinities within education It achieves this in three major steps by describing a methodological system of narrative analysis that is able to account for the influence of a fictional text alongside a reading of interview data by focusing on a specific cohort of male teachers in order to measure the influence of a fictional text and the literary tropes they contain both widening and restricting perceptions of teachers and teaching The book demonstrates how fictional narratives and their encompassing ideologies can become a powerful force in the shaping of male teachers professional identities The book focuses on a collection of 22 fictional narratives drawn from the teacher text genre Each text describes the world of teachers and teaching from differing perspectives in differing forms including literary texts dramatic works such as plays or musicals feature films and television and radio series The teacher text is a popular and prolific genre As part of the analysis the book pilots an innovative methodological process that reconciles the structural and textual differences between fictional texts and

interview data in an effort to find points of commonality and mutual influence Stories of Men and Teaching reveals how teaching professionals utilise tropes found in fictional texts in chaotic and unstructured ways to manage points of professional intensity as they arise Key features such as legacy fear belonging reparation and violence are identified as themes that occupy male teachers most when considering their own identity and professional performance and each is also represented in the fictional teacher text canon

Preparing Teachers for the 21st Century Xudong Zhu,Kenneth Zeichner,2013-12-16 This book addresses two main questions namely how to prepare high quality teachers in the 21st century and how the East and the West can learn from each other It addresses the different challenges and dilemmas that eastern countries especially China and western countries are facing with regard to teacher education We explore the question by examining teacher education research practice and policy in different countries identifying both common problems and country specific challenges We then try to find valuable experiences theories and practice which can solve specific problems in the process of teacher education also addressing how local and global factors impact it In this regard our approach does not strictly separate pre service teacher education from teachers in service professional development adopting an integrative perspective Further we believe the respective social and cultural contexts must also be taken into account Lastly we call for teachers knowledge and individual character traits to be accounted for in the education of high quality teachers

International Research, Policy and Practice in Teacher Education Jean Murray,Anja Swennen,Clare Kosnik,2018-12-17 This unique book is an important source of information for all of those who educate future teachers and those who participate in teacher education as students researchers educators and policymakers The volume also contributes to the international development of higher quality and research led teacher education provision by providing clear evidence of policy impact It draws on original research studies conducted across eight countries in North America Europe and Australia to analyse the impact of teacher education policy initiatives on insiders in the fields including education students teacher educators and mentors in schools In achieving this the various chapters in the book analyse the commonalities and differentiations in the many policy reforms in teacher education currently being implemented by national governments The book reveals some of the hidden consequences of these recent reform efforts It is also of use for leaders and policy makers in teacher education providing them with insider perspectives from both theory and practice and making it possible for them to develop research informed decisions that take into account the voices of insiders Few texts have considered international policy trends alongside the impact they have had on significant stakeholder groups inside teacher education In redressing this omission the book contributes to a better understanding of and improved practice of work in teacher education both pre and in service

Education For Future Practice ,2010-01-01 Education for Future Practice engages with the challenge faced by higher education to envisage probable possible and desired futures for practice and education and to realise ways of educating practitioners for these futures Future education involves the pursuit of shared visions and purpose in the midst of

the turbulence created by a diverse influences on education and practice These influences arise from learners participation in multiple practice and learning communities unpredictable workplaces dynamic education and practice market places the various demands and interests of stakeholders higher education imperatives and unparalleled opportunities and expectations associated with advancing information and communication technologies The book contains four sections Education for practice Contextualising practice Contextualising education for practice Doing education for practice

Unveiling the Power of Verbal Beauty: An Emotional Sojourn through **Teachers Professional Knowledge Landscapes**

In a world inundated with screens and the cacophony of fast communication, the profound energy and psychological resonance of verbal artistry frequently disappear into obscurity, eclipsed by the continuous onslaught of sound and distractions. Yet, nestled within the lyrical pages of **Teachers Professional Knowledge Landscapes**, a interesting perform of literary brilliance that impulses with raw feelings, lies an memorable journey waiting to be embarked upon. Written by way of a virtuoso wordsmith, that exciting opus guides readers on a mental odyssey, gently revealing the latent possible and profound affect embedded within the elaborate web of language. Within the heart-wrenching expanse with this evocative examination, we will embark upon an introspective exploration of the book is key subjects, dissect its interesting writing fashion, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

https://archive.kdd.org/files/publication/index.jsp/Super_Bowl_1984.pdf

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