

Teachers' work

*Individuals, Colleagues,
and Contexts*

*Judith Warren Little
Milbrey Wallin McLaughlin
Editors*

Teachers Work Individuals Colleagues And Contexts

Ilana Horn, Brette Garner



Teachers Work Individuals Colleagues And Contexts:

Teachers' Work Judith Warren Little, Milbrey Wallin McLaughlin, 1993 **Teacher Learning That Matters** Mary Kooy, Klaas van Veen, 2012-02-27 In the continuing global call for educational reforms and change the contributors in this edited collection address the critical issue of teacher learning from diverse national contexts and perspectives They define teacher learning that matters as it shapes and directs pedagogical practices with the goal of improving student learning This book weaves together major studies research findings and theoretical orientations to represent a globalized network of inquiries into the what how and why of teacher learning that shapes teacher skill and knowledge Teacher learning matters on an international scale because teachers are the portals through which any initiative for change and reform is realized Recognizing that a highly skilled teaching force is instrumental to improving student achievement adds import to generating interactive dialogue on teacher learning around the globe Theory and Research in Educational Administration Vol. 1 Cecil Miskel, Wayne K. Hoy, 2002-03-01 This series is dedicated to advancing our understanding of schools through empirical study and theoretical analysis Scholars both young and established are invited to publish original analyses but we especially encourage young scholars to contribute to Theory and Research in Educational Administration This first issue provides a mix of beginning and established scholars and a range of theoretical perspectives Eight separate but related studies were selected for this first issue Three of the research pieces deal with the intended and unintended consequences of policy and political initiatives in schools Do high stakes accountability environments threaten the potential of learning organizations Marks and Printy grapple with that question Not surprisingly they anticipate the latent dysfunctional consequences of high stakes accountability as they provide a careful analysis of urban school district responses to state policies Well intended initiatives produced unintended consequences that threatened the capacity for organizational learning in these schools In a similar fashion Jones and Malen s findings suggest that political strategies that use insider dynamics can foster successful enactment of reforms but often at a cost of undermining efforts to implement the policy Song and Miskel focus their analysis on national reading policy An examination of national interests groups and policymakers suggests that an assessment of various groups influence is necessary if policy actors are to make sensible judgments in choosing allies and building coalitions for effective actions Two of the papers are informed by contingency theory Ogawa and Studer are concerned with the relationship between the school and its community They propose that both buffering and bridging strategies enable schools to deal with parents effectively Because schools depend on parents for resources they bridge to parents in cooperative fashion but because parents often pose uncertainty schools also buffer parent influence by limiting their access Yet there is divergence from contingency theory because schools depend primarily on parents to provide socio cultural rather than material resources hence schools often use strategies that shape rather than diminish dependence on parents Rowan also draws ideas from contingency theory to examine the extent to which the nature of teachers instructional work affects

patterns of instructional management in schools His data support the explanation that teachers who face increased task variety actively work to construct organic patterns of instructional management to reduce task uncertainty and to increase workplace motivation and commitment Three papers examine teachers in schools Rowan is intrigued by the variation in the nature of teachers work both in terms of task variety and task uncertainty He finds that teachers do not see their work as many organizational theorists do that is as a non routine form of work in fact teachers view teaching as either as a routine task or expert task In spite of the fact that many teachers endorsed a constructivist view of teaching few concluded it was a non routine task Moreover teachers in different disciplines have different views about both the nature of academic knowledge and desirable teaching practices Both Goddard and Hoy and his colleagues use social cognitive theory to develop an argument of the importance of collective efficacy in positively influencing student achievement Hoy Smith and Sweetland build on their earlier work to demonstrate that collective efficacy of schools is pivotal in explaining student achievement in a sample of rural schools Goddard shows that that collective efficacy is also an important predictor of the practice of involving teachers in important school decisions He concludes that the more we learn how school practices are related to collective efficacy the more we will know about what school leaders

International Handbook of Teachers and Teaching Bruce J. Biddle, T.L. Good, I. Goodson, 2013-11-11 Recent years have generated a huge increase in the number of research and scholarly works concerned with teachers and teaching and this effort has generated new and important insights that are crucial for understanding education today This handbook provides a host of chapters written by leading authorities that review both the major traditions of work and the newest perspectives concepts insights and research based knowledge concerned with teachers and teaching Many of the chapters discuss developments that are international in scope but coverage is also provided for education in a number of specific countries Many chapters also review contemporary problems faced by educators and the dangers posed by recent politically inspired attempts to reform schools and school systems The Handbook provides an invaluable resource for scholars teacher educators graduate students and all thoughtful persons concerned with the best thinking about teachers and teaching current problems and the future of education

Progress in Educations R. Nata, 2004 This series presents substantial results from around the globe in selected areas of educational research The field of education is consistently on the top of priority lists of every country in the world yet few educators are aware of the progress elsewhere Many techniques programs and methods are directly applicable across borders This series attempts to shed light on successes wherever they may occur in the hope that many wheels need not be reinvented again and again

School as Community Gail Furman, 2012-02-01 An increasingly important and appealing concept for school renewal is that of school as community While community holds multiple promises for schools little is known about the practice of community in schools This collection furthers our understanding about the nature of school community its practice in public schools and the role of leadership in this practice Of particular importance is the question of how community can be created

and sustained in K 12 public schools with highly diverse populations Community, Diversity, and Conflict Among Schoolteachers Betty Achinstein, 2002-01-11 Using richly textured case studies of two very different schools the author shows when teachers enact reforms in the name of community what often emerges is conflict Whether dealing with issues of teachers collaboration or how to meet the needs of a diverse student population conflicts within professional communities reflect important differences of beliefs and practices This book reframes conflict as constructive in building educational communities that learn and promote democratic values in schools *Becoming a Teacher through Action Research* Donna Kalmbach Phillips, Kevin Carr, 2010-05-26 Becoming a Teacher through Action Research skillfully interweaves the stories of pre service teaching with the process of action research This engaging text focuses specifically on the needs of pre service teachers **Second International Handbook of Educational Leadership and Administration** Kenneth A. Leithwood, P. Hallinger, 2012-12-06 The first International Handbook of Educational Leadership and Administration Leithwood et al was published in 1996 and quickly became something of a best seller for reference works within education Such success we suggest was at least partly due to the unprecedented global waves of concern for improving schools launched in the mid 1980 s combined with a widespread belief in leadership as the single most powerful contribution to such improvement The roots of this belief can be found in evidence produced by the early effective schools research although there is a romance with leadership as an explanation for success in many non school enterprises as well During the two year period during which this current handbook was being written activity in the realms of school leadership school improvement and leadership development gained further momentum The English government created its new National College of School Leadership and several Asian nations announced new initiatives in leadership selection preparation and development Teacher Learning of Ambitious and Equitable Mathematics Instruction Ilana Horn, Brette Garner, 2022-03-17 Drawing on sociocultural learning theory this book offers a groundbreaking theory of secondary mathematics teacher learning in schools focusing on the transformation of instruction as a conceptual change project to achieve ambitious and equitable mathematics teaching Despite decades of research showing the importance of ambitious and equitable teaching few inroads have been made in most U S classrooms and teacher learning in general remains undertheorized in most educational research Illustrating their theory through closely documented case studies of secondary mathematics teachers learning and instructional practices authors Horn and Garner explore the key conceptual issues teachers are required to work through in order to more fully realize ambitious and equitable teaching in their classrooms By theorizing teacher learning from a sociocultural perspective and focusing on instructional practice the authors make a unique contribution to the field of teacher learning This book offers researchers scholars and teacher educators new theoretical and methodological tools for the elusive phenomenon of teacher learning and provides instructional leaders and coaches with practical examples of how teachers shift their thinking and practice **Creating Productive Cultures in Schools** Joseph Murphy, Daniela Torre, 2014-04-22 Your path to sustainable

school improvement starts here School reform scholars Joseph Murphy and Daniela Torre shed light on the components that promote learning centered leadership at the secondary level Strengthen your school culture and discover clearly defined processes for engagement among students teachers parents and community members Learn to Understand variables that shape leadership practices and student learning Cultivate school community and parent partnerships Include both rigor and acceleration within a caring culture particularly for at risk schools Create communities of professionalism for teachers Use this comprehensive resource to explore how comprehensive school improvement really works **Foundations of**

Education Samuel M. Craver, Maike Ingrid Philipsen, 2011-06-30 Foundations of Education is organized around the major problems facing contemporary American education It offers a thorough scholarly treatment of these problems from historical philosophical and sociological perspectives bringing together relevant findings from those disciplines to analyze and illuminate a wide range of issues Each chapter focuses on a core topic including race gender equal opportunities school governance to give students a solid overview providing intellectually sound material that offers real depth and challenges students to think creatively Packed with exercises discussion questions international case studies for comparative purposes and supported by a fully up to date companion website this is a text that responds to current developments changes and trends in teacher education Foundations of Education will prepare a new generation of educators for a globalized and technology driven society that needs to be aware of its best educational traditions its current problems and its future possibilities The Power of Teacher Networks Ellen Meyers, Peter A. Paul, David E. Kirkland, Nancy Fichtman

Dana, 2009-03-31 Develop a teacher network or grow an existing one to support new teachers reduce teacher isolation increase retention rates enhance professional practice and nurture teacher leaders *Developing Teachers* Chris Day, 2002-01-04 Effective schools or improving schools are fashionable terms in the rhetoric of recent education movements yet the heart of these movements is often more to do with teaching quality than with school practice This book takes a holistic view of teacher development examining the contexts and conditions of teaching school leadership and culture teachers lives and histories change teacher learning competence and expertise and the moral purposes of teaching Day looks at the conditions under which teacher development may be enhanced and brings together research and other information from the UK and overseas Organizational Learning Vivienne Collinson, Tanya Fedoruk Cook, 2006-10-05 This innovative book about organizational learning in K 12 settings reshapes the way teachers and administrators think about people practices and policies while providing a compelling roadmap for transformation from within today s school systems

Technology, Innovation, and Educational Change Joke Voogt, 2003 Research from 28 countries highlights the scope and variety of curricular change made possible by educational technology **The Power of Instructional Coaching in Context** Jacy Ippolito, Rita M. Bean, 2024-02-20 From nationally known experts this book provides guidance for leveraging the power of instructional coaching and helping coaching programs succeed It addresses the crucial importance of

developing practices that align instructional goals content with school district and community factors that influence the work of K 12 teachers and coaches context The authors present a framework and practical tools for embedding coaching into the fabric of school life in service of creating equitable opportunities and outcomes for all students Instructive features throughout the chapters include Framing Questions Voices from the Field vignettes Stop and Reflect opportunities and Reflection Activities and Questions Reproducible planning forms can be copied from the book or downloaded and printed in a convenient 8 1 2 x 11 size

A Passion for Teaching Christopher Day, 2004-04-01 This book is a celebration and an acknowledgement of the various forms of intellectual physical emotional and passionate endeavours in which teachers at their best engage Christopher Day demonstrates that teachers with a passion for teaching are those who are committed enthusiastic and intellectually and emotionally energetic in their work with children young people and adults alike Having this passion for helping pupils to learn has recently been identified as one of the four leadership characteristics mentioned in the HayMcBer Report on effective teachers Day recognises that passionate teachers are aware of the challenge of the broader social contexts in which they teach have a clear sense of identity and believe they can make a difference to the learning and achievement of all their pupils Offering a refreshing and positive view *A Passion for Teaching* is a contribution to understanding and improving the teaching profession and brings new insights to the work and lives of teachers It is written for all teachers teacher educators and student teachers who have a passion for education who love learners the learning life and the teaching life

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The Adaptive School Robert J. Garmston, Bruce M. Wellman, 2016-08-30 This 3rd edition of the award winning Adaptive Schools Sourcebook provides both a theoretical and practical guide for groups and teams to develop and focus their collaborative energies to improve teaching practices and enhance student learning outcomes In five sections Becoming Adaptive Collaboration Matters Meetings are Teachers Work Resources for Inquiry and Conflict Change and Community the authors draw on decades of personal experiences in schools and research from multiple disciplines to

present powerful tools and useful templates for structuring the work of productive professional communities in schools
Readers will learn ways to develop and sustain the fundamental elements for enhancing social capital in schools
distinguishing between dialogue and discussion establishing seven norms of collaboration automating language patterns for
inquiry and problem solving facilitating groups and data teams engaging in productive conflict and building community The
book offers links to video clips demonstrating key skills inventories for assessing groups instruments for assessing personal
skills and a collection of over 150 meeting strategies and facilitator moves for engaging group members in productive
interactions

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