

Teacher Lore

LEARNING FROM OUR OWN EXPERIENCE



William H. Schubert and William C. Ayers
Editors

Teacher Lore Learning From Our Own Experience Clabics In Education Troy Ny

Wolfgang Guggemos



Teacher Lore Learning From Our Own Experience Clabics In Education Troy Ny:

Teacher Lore William Ayers, William Henry Schubert, 1992 **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 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 *Teacher's Stories, Teacher's Lives* Carola Conle, 2006 In this book we demonstrate a mode of teacher education that is practical in a non technical sense and relies on Dewey's notion of curriculum as the reconstruction of experience We present a curriculum that emerged through collaborative self reflection and seeks to reconstruct personal histories of schooling As four former preservice teachers and their instructor we engaged in jointly constructed autobiographical inquiry in order to generate data on our own past and on our current histories of teaching and learning We wanted to illuminate parts of our lives in schools that until now belonged to our normal and taken for granted past We did this in order to enjoy certain degrees of awareness and choice as to which of our living stories to reinforce and which to let run out in our classrooms today **Stories of Teaching** Stephen Preskill, Robin Smith Jacobvitz, 2001 This unique and compelling collection of stories emphasizes the challenges and joys of teaching that inspire teachers to commit themselves to a profession that is adventurous generous and nurturing It is the only book of its kind to combine highlights and the analysis of stories written by skilled teachers with a discussion of the history of teaching narratives The book contains chapters on the history of teaching narratives and the methods used to entice teachers to write their own stories of teaching This inspires teachers to personalize their own teaching role to see their own evolution and to reflect on their experiences and what they have learned Narratives by Kozol Rose Tompkins and Paley are analyzed and showcased to familiarize readers with the writings of several experts in the field For use at in service teacher seminars

or for anyone considering a career in the field of education Learning from Experience Miriam Ben-Peretz,1995-02-16 This book explores several aspects of learning from experience as reported by retired teachers the nature of teachers memories the structure of teachers narratives and the manner in which teachers transform concrete experiences into practical wisdom Teachers like other professional practitioners learn from their experiences which shape the wisdom of practice enacted in classrooms Memory of professional events is conceived as providing the basis for the construction of the personal professional knowledge of teachers The book provides insights into the nature of human memories in a professional context

Teacher Lore Gretchen Schwarz,Joye Alberts,Sarah Hudgens,2001 Discusses the educational value of teacher lore that is stories teachers tell to one another about their classroom experiences **Renegade Teacher** Duane F. Smith,2013-04-04 What would happen if you threw a teacher s curriculum out the window and empowered dyslexic and ADDHD fourth through sixth graders to learn at their own pace focused on their areas of interest and abilities Then mix in some troublemakers along with some bright but bored in need of a good challenge This experiment in child directed learning actually occurred in the 1970s led by a renegade teacher who had struggled with his own dyslexia in school before this condition was recognize and an optimistic school superintendent who was intrigued with the idea of teaching problem solving and life skills instead of facts figures and formulas Fast paced stories of class projects run amok and students facing their inner demons will warm your heart and entertain you Plus they may provide food for thought on reaching kids through self organized experiential learning before they lose their love of learning and fall prey to negative peer groups A follow up book Renegade Class is now available It is the surprising story of what became of these kids in the 40 years after leaving the experimental program the story of what worked and what didn t True Story Rachelle Dené Poth,2020-12-18 In this book you will read true stories from the author s own experiences as a teacher and as a student as well as stories from many educators about That One Kid who made an impact on them Some share the times they learned a good lesson experienced a loss and questioned or reaffirmed their calling as an educator Others recall interactions that led to a really good laugh or an experience that took them down a different path entirely Each story in this book will push you to reflect on your own practice and teach some truly valuable and heartfelt lessons THRIVE Tenacity Honesty Relatability Integrity Vulnerability Empathy **Please Lord, Spare Me the Full Moon** Deborah Hendricks Pierce,2009-08-13 When I began teaching in the early seventies I knew I was in it for the long haul I knew this was my career my calling the fulfillment of a childhood dream From as far back as my memory will take me I had a longing to be a teacher It never entered my mind to spend my life in any other way than in front of a classroom This was cemented with I entered the first grade and loved my teacher so much I wanted to be just like her Im sure I lost no time telling this teacher what I wanted to be when I grew up So she gave me little opportunities to practice teaching When someone couldnt tie his shoes she would ask me to teach him how If a student was struggling shed place me beside him to help I was so proud Any opportunity to teach was just taking me one inch nearer my destination As I

progressed through my school years being assigned to help one of the slower students was an honor for me I was fortunate that those were the years teachers were absolutely dedicated to their calling and to their students Those were the days when teaching was one of the few professions women could enter And to get there usually meant someone was sacrificing for them to attend school Completing their education was a culmination of hard work and determination Teachers were respected and highly regarded by the public All that combined produced good teachers who were extremely proud to stand before children and be the planters of knowledge As a child to be like any one of them was my burning desire Never losing sight of my goal I progressed through the grades I may not have been the most academic kid on the block but I was responsible Teachers entrusted me with duties jobs and tutoring In twelfth grade I was put in charge of a study hall Upon graduation I was one step closer to being a teacher I finished college early and finally was a teacher From the beginning of my days in the classroom I wrote down funny things kids would say and do because I just didnt want to forget them As I moved from pre school to kindergarten then middle or high school I had quite a treasure trove After retiring I reflected upon my time in the classroom and decided maybe my friends were right in telling me I should write a book I knew it would be fun to share my stories and experiences From time to time I would get out my old brown tattered notebook and write And as I got older and older I decided if I am going to ever write a book I need to get moving I knew Id rather write it myself than to die and have someone run across my notebook and try to write my story Thus a book was born I delight in telling my story Some pages will make you cry Others will make you laugh I dont begin to pretend I was the perfect teacher This book does not allude to that It paints a portrait of the inner workings of a classroom in todays world It conveys the fact that when teaching children with special needs subject matter sometimes takes a back seat They came to us with such baggage When I stop and think about the troubles those children carried on their shoulders I marvel at how they managed to rise in the mornings and get to school As teachers we had to look beyond the language and behavior in order to help these people Our role as teachers extended way beyond our training These were not the children of yesteryear Most of them were products of drug ridden homes and streets absentee parents video games violence on television and movies and absolute poverty These influences rode on the bus with them and traveled right into the classroom where we were expected to teach counsel and police That may not have been the teaching of my childhood dreams but somehow I saw the need to know what my priorities had to be each and every day Given all the things I saw heard and dealt with I dont believe I could ever have returned to a regular classroom It woul

The Discipline of Hope Herbert R. Kohl, 1998 It has been thirty years since Herbert Kohl taught the sixth grade Harlem class he wrote about in his classic 36 Children He has been teaching ever since in kindergarten through graduate school as he has pursued his lifelong work with children adolescents college age students and education professionals In The Discipline of Hope Kohl examines teaching as a vocation and as a skill and examines his own love affair with it He provides insight into how learning takes place in the widest range of circumstances both in and out of a formal school setting He demonstrates

how schools and other centers of learning can be transformed so that they become places that nurture children while instilling discipline and how they can help students meet high academic standards develop a sense of respect for themselves and others and grow into successful adults Central to this book and at the core of the act of teaching as Kohl describes it is what he calls the discipline of hope the stubborn refusal to accept limits on what students can learn or what teachers can do by helping them discover the power of their minds At a time when so many are complacent or skeptical about the possibilities of education this book with the experiences it describes of teacher and taught is an affirmation that provides guideposts insight and wisdom BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved

Teacher Lore and Professional Development for School Reform Gretchen E. Schwarz, Joye Alberts, 1998-07-23 The power of the stories of teachers and students in the classroom teacher lore is inspiring and is the starting place for real reform in education The Fire Within Mandy Froehlich, Ethan Backwell, 2018-05-21 Adversity itself is not what defines us It is how we react to that adversity and the choices we make that creates who we are and how we will persevere The Fire Within Lessons from defeat that have ignited a passion for learning is a compilation of stories from amazing educators who have faced personal adversity head on and have become stronger people for it They use their new found strength to support the students and teachers they work with They are sharing their stories with a hope that others in the same situations might not feel alone knowing that in our darkest hours when our situations feel the most hopeless is when we develop the extraordinary characteristics that make us who we are at our very cores In addition to the powerful and inspirational stories there is a chapter included on trauma and how it rewires our brain as well as the effects of Secondary Trauma especially as it affects someone who is still dealing with their own fallout from traumatic experiences This chapter also includes mindfulness activities that support coping and healing As teachers we often don't like to share our stories of adversity because we feel like we need to be strong for the little people we work with but oftentimes our struggles give us strengths that are unique to us and support our work with others When people fight through adversity they either choose to live in their sorrow or they use what they've learned to become a better servant of others Everyone has a story We are hopeful that ours will inspire other educators to discover their superpowers too The Learning Game Jonathan Smith, 2000 We are all caught up in our children's lives We all remember our own schooldays and as parents we watch anxiously as our children go through it As we look at the world of teaching from the outside we wonder not only what is going on but what we can do to help Jonathan Smith a born teacher and writer takes us on his personal journey from his first days as a pupil through to the challenges of his professional and private life on the other side of the desk He makes us feel what it is like to be a teacher facing the joys and the battles of a class How do you influence a child He describes how you catch and stretch their minds What difference can a teacher make or how much damage can he do Should clever pupils teach themselves What works in the classroom world and what does not And while influencing the young how do you develop yourself how do you teach yourself to keep

another life and find that elusive balance This is a compelling and combative story warmly anecdotal in approach yet as sharp in its views of the current debates as it is sensitive in its psychological understanding From the first page to the last and without a hint of jargon this inspiring book rings true **Did You Ever Have the Teacher...** Nelson M. Russell,2010-06 We all remember teachers Whether they encouraged us or impaired us we remember them and their impact In life though we are all teachers whether as educators parents nurses fellow workers etc Do we support and open doors or do we humiliate and act as gatekeepers The book is a collection of teacher stories from the inspiring to the outrageous They invite us to be self reflective as they are organized around issues of trust power boundaries etc How well do we educate and treat others Reflect on your own teacher stories and ask Are we the best we can be *The First Year of Teaching* Pearl R. Kane,1991-09-01 A collection of the best essays by educators asked to describe the trials rewards of their first year as teachers **Talks with Teachers (1881)** Amory Dwight Mayo,2008-10-01 This scarce antiquarian book is a facsimile reprint of the original Due to its age it may contain imperfections such as marks notations marginalia and flawed pages Because we believe this work is culturally important we have made it available as part of our commitment for protecting preserving and promoting the world s literature in affordable high quality modern editions that are true to the original work **This Teaching Life** Selma Wassermann,2004 This important memoir of professional development in action follows bestselling author Selma Wassermann from her dismal beginnings struggling for control over her students to enjoying the kind of teaching in which teacher and students are truly partners in the process This is the story of learning to respect students to allow them choices to engage them in their own self discoveries to relinquish control to make informed diagnoses of individual learning needs and create teaching strategies to address them and ultimately to stand up for what one believes is right and good in the education of children Holler If You Hear Me Gregory Michie,2009-04-27 In this time of narrowed curricula and high stakes accountability Gregory Michie s tales of struggle and triumph in *Holler If You Hear Me The Education of a Teacher and His Students* are as relevant as ever Since it was first published in 1999 *Holler* has become essential reading for new and seasoned teachers alike and an inspiring read for many others Weaving back and forth between Michie s awakening as a teacher and the first person stories of his students this highly acclaimed book paints an intimate and compassionate portrait of teaching and learning in urban America While the popular notion of what it s like to teach in city schools is dominated by horror stories and hero tales Michie and his students reside somewhere in between these extremes between the miracles and the metal detectors This updated 10th Anniversary Edition of Michie s moving memoir of teaching on Chicago s South Side includes a new foreword by Luis J Rodriguez a new introduction and a new afterword as well as updates on his students

Stories of Teaching and Learning, a Memoir ,2001

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