

# TEACHERS AS LEARNERS

EXEMPLARY TEACHERS'  
PERCEPTIONS OF PERSONAL AND  
PROFESSIONAL RENEWAL

VIVienne COLLINSON



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# Teachers As Learners Exemplary Teachers Perception Of Personal And Professional Development

**Luciana C. de Oliveira, Marta Civil**



## **Teachers As Learners Exemplary Teachers Perception Of Personal And Professional Development:**

Teachers as Learners Vivienne Collinson, 1994      Teacher Leadership and Professional Development Alex

Alexandrou, Sue Swaffield, 2016-05-06 Interest in and knowledge of leadership and learning separately and together is an international and continuing phenomenon This book adds to a somewhat under researched aspect of the field It focuses both on a particular form of leadership teacher leadership and on a particular form of learning professional development It considers the connection between teacher leadership and professional development and the first chapter relates this connection to a Leadership for Learning conceptual framework developed through an international three year project The book's chapters explore teacher leadership and professional development from a number of perspectives giving rise to three points of particular significance Firstly the chapters show that either by accident or design there is a growing cadre of teacher leaders emerging from a multitude of professional development activities and initiatives Secondly a number of new conceptual frameworks are put forward alongside the adaption and development of extant ones that add to the ever increasing theorisation of educational leadership and professional development literature Thirdly the chapters provide evidence of the connections between leadership and learning as conceptualised in the Leadership for Learning framework This book was originally published as a special issue of Professional Development in Education

**Teaching Reading and Writing Beyond High-stakes Testing** Rongrong Dong, 2023-03-10 This book tells about an exemplary high school Chinese language arts teacher's effort in nurturing lifelong readers and writers under the test driven culture in China's society It looks closely at his everyday literacy practices focuses on his ways of creating authentic reading and writing spaces for students beyond test preparation With the lens of social constructivism the case study reveals his efforts of creating safe learning environment modeling his literate life connecting real life with literacy learning and building a school wide literate life for students Furthermore he also collaborates with other Chinese language arts faculty and reaches out to school administrators and educators to gain any potential teaching resource for students The findings indicate exemplary teachers are not only equipped with professional knowledge but also inter intrapersonal knowledge and practical knowledge in their teaching career which might be enlightening in today's high stakes testing culture The book will appeal to scholars of literacy education and teacher education as well as pre service and in service teachers

*Teaching Mathematics to English Language Learners* Luciana C. de Oliveira, Marta Civil, 2020-10-09 This edited book is about preparing pre service and in service teachers to teach secondary level mathematics to English Language Learners ELLs in twenty first century classrooms Chapter topics are grounded in both research and practice addressing a range of timely topics including the current state of ELL education in the secondary mathematics classroom approaches to leveraging the talents and strengths of bilingual students in heterogeneous classrooms best practices in teaching mathematics to multilingual students and ways to infuse the secondary mathematics teacher preparation curriculum with ELL pedagogy This book will appeal to all teachers of ELLs

teacher educators and researchers of language acquisition more broadly This volume is part of a set of four edited books focused on teaching the key content areas to English language learners The other books in the set focus on teaching History and Social Studies English Language Arts and Science to ELLs *Top Vol 17-N4 Teacher Education and Practice*, 2005-07-07 Teacher Education and Practice a peer refereed journal is dedicated to the encouragement and the dissemination of research and scholarship related to professional education The journal is concerned in the broadest sense with teacher preparation practice and policy issues related to the teaching profession as well as being concerned with learning in the school setting The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes As a forum the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue Alternative forms of inquiry and representation are invited and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute Teacher Education Practice is published by Rowman Littlefield

**Exemplary Teachers' Perceptions of the Principalsip** Cheryl Buscher Henig, 1999

**Organizational Learning** Vivienne Collinson, Tanya Fedoruk Cook, 2006-10-05 Reshapes the way teachers and administrators think about people practices and policies 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 Key Features Six interrelated conditions support organizational learning prioritizing learning fostering inquiry facilitating the dissemination of knowledge practicing democratic principles attending to human relationships and providing for members self fulfillment An on going case study connects everyday practices in school systems to a holistic framework that helps practitioners understand how their thinking and behaviors influence learning work environments collegial interactions decision making and innovation Numerous practical examples bring complex theoretical concepts to life while a series of essential questions activities for getting started and reflective journal prompts allow practitioners to apply content and ideas to their own settings

*Transformative Learning in Healthcare and Helping Professions Education* Teresa J. Carter, Carrie J. Boden, Kathy Peno, 2019-05-01 Transformative Learning in Healthcare and Helping Professions Education Building Resilient Professional Identities is a co edited book Carter Boden and Peno with invited chapters from educators who share our passion for learning in healthcare and the helping professions The purpose of the book is to introduce professional learners students residents and others in professional training to transformative learning for building resilient professional identities amid practice environments that include widespread burnout and compassion fatigue With a diverse set of authors engaged in clinical and educational practice in academic medicine nursing dentistry physical therapy mental health counseling science education psychology social work and inter professional collaborative practice we offer strategies for building resilience throughout the years of professional training and into professional practice We do so through the experiences of authors involved in healthcare and the helping professions to

illustrate how some are coping with the challenges of burnout and compassion fatigue through learning that can be transformative This book explores the nature of professional identity formation by examining ways that professionals in training can thrive amid the challenges of today's stressful practice environments First hand stories of resilience illustrate how learners as well as educators in these professions are addressing adversity career decision making service to the underserved and the self care needed to provide excellent care for others The prominence of transformative learning within adult learning theory is illustrated for its potential to revise the meaning that learners make of their experiences and open up new possibilities for renewed vitality in professional education and practice environments The book has two primary audiences professional learners in healthcare and helping professions education and their educators who are often professional practitioners themselves These educators have a significant role in influencing the next generation of professionals by serving as mentors role models and teachers The importance of fostering learning that is transformative has never been more important than it is today for those who will work in these demanding professions We invite readers to discover experiences and strategies for achieving individual wellbeing as well as opportunities for building a culture within professional education and practice settings that will foster resilience

### **Enacted Personal Professional Learning**

Carmel Patterson, 2019-01-16 This book offers a vital new approach to teacher professional learning drawing on teachers' stories from the field It investigates expert teachers' professional learning and uses a narrative framework to analyse their meaning making processes The book focuses on how proficient teachers develop their expertise emphasising that individual needs and the contextual nature of learning require a personally enacted approach Further it explores the stories of five secondary school teachers nominated by their colleagues for their outstanding expertise to present new insights into expert teachers' views Using a new evidence based approach Enacted Personal Professional Learning it incorporates teachers' unique perspectives problems and thought processes in order to understand expert teachers' learning and offers essential principles for promoting storytelling to help teachers be or become empowered educators who can actively shape education communities for teacher professional learning

**Resources in Education**, 2001      [TESOL Teacher Education in a Transnational World](#) Osman Barnawi, Anwar Ahmed, 2020-11-26 TESOL Teacher Education in a Transnational World critically examines theories and practices in contemporary TESOL teacher education to shed new light on the intersection of transnationalism and language teacher education It emphasizes the scholarship of transnational mobility of language teachers and showcases critical research from diverse contexts The book fills a critical research gap by more fully examining the theory and practice of teacher education in a changing time when national identities and cross border mobilities continue to figure prominently in scholarly discussions Through a diverse set of epistemological historical and theoretical perspectives along with methodological innovations contributors of this volume not only index the dynamism of the scholarship of teacher education but they also offer new forums for lively pedagogical debates Featuring contributions from diverse educational and

geographical contexts including Europe Asia North America and Latin America the book moves the existing scholarship forward to more fully examine TESOL teacher education in relation to transnationalism This book will be of great interest to academics scholars post graduate students teacher educators policymakers curriculum specialists administrators and other stakeholders interested in language teacher education TESOL and applied linguistics

**Handbook of Research on the Education of School Leaders** Michelle D. Young, Gary M. Crow, Joseph Murphy, Rodney T. Ogawa, 2009-09-10 Sponsored by the University Council of Educational Administration this comprehensive handbook is the definitive work on leadership education in the United States An in depth portrait of what constitutes research on leadership development this handbook provides a plan for strengthening the research based education of school leaders in order to impact leadership's influence on student engagement and learning Although research oriented the content is written in a style that makes it appropriate for any of the following audiences university professors and researchers professional development providers practicing administrators and policy makers who work in the accreditation and licensure arenas

**Well-Being of School Teachers in Their Work Environment** Caterina Fiorilli, Wong Yau Ho Paul, Simona De Stasio, Florencio Vicente Castro, Paula Benevene, 2020-10-09 This eBook is a collection of articles from a Frontiers Research Topic Frontiers Research Topics are very popular trademarks of the Frontiers Journals Series they are collections of at least ten articles all centered on a particular subject With their unique mix of varied contributions from Original Research to Review Articles Frontiers Research Topics unify the most influential researchers the latest key findings and historical advances in a hot research area Find out more on how to host your own Frontiers Research Topic or contribute to one as an author by contacting the Frontiers Editorial Office [frontiersin.org](mailto:frontiersin.org) about contact

**Liberating The Learner** Terry Atkinson, Guy Caxton, Marilyn Osborn, Mike Wallace, 2013-12-16 There is clear evidence that the quality of children's learning in school is very dependant on the style of the teacher's approach and the learning environment he or she creates This in turn is a reflection of teachers own beliefs anxieties and enthusiasms about learning often gained through their own educational experiences This edited volume provides a new framework for exploring teachers views on a whole range of professional issues for instance the nature of teaching and learning the needs of students and their own abilities as learners Within this is presented a variety of case studies which illustrate how teachers views impact upon students learning The book builds on the well established assumption that teachers are themselves also learners and that the learning processes involved in professional development are in many ways the same as those involved in a classroom context It shows how the conclusions drawn from this study can be used in a practical way to assist teachers professional development throughout their career All teacher trainers and mentors who take seriously their role of helping children to be resourceful resilient and reflective learners will find that this book helps them to achieve this aim

**SAGE Handbook of Mentoring and Coaching in Education** Sarah Fletcher, Carol A Mullen, 2012-02-14 This Handbook is a leading source of ideas and information on mentoring and coaching It covers

national and international research on schools higher education and disciplines within and beyond education The editors draw together contributions and present evidence bases and alternative worldviews in which concepts are both untangled and substantiated Unique in its coverage it maps current knowledge and understanding and values and skills underpinning educational mentoring and coaching for learning Contributors set out practical applications of coaching and mentoring for practitioners and researchers and also address social justice issues such as those involving traditional and technical forms of mentoring and coaching democratic and accountability agendas and institutional and historical patterns of learning

Cultivating Dynamic Educators Sarah Pouezevara, 2018-09-28 Cultivating Dynamic Educators Case Studies in Teacher Behavior Change in Africa and Asia responds to growing recognition by international education professionals policy makers and funding partners of the need for qualified teachers and interest in the subject of teacher professional development also referred to as teacher behavior change The book responds to important questions that are fundamental to improving teaching quality by influencing teaching practice These questions include How do we provide high quality training at scale How do we ensure that training transfers to change in practice What methods are most cost effective How do we know what works The book includes case studies describing different approaches to teacher behavior change and illustrates how specific implementation choices were made for each context Individual chapters document lessons learned as well as methodologies used for discerning lessons The key conclusion is that no single effort is enough on its own teacher behavior change requires a system wide view and concerted coordinated inputs from a range of stakeholders *The Wiley Handbook of Teaching and Learning* Gene E. Hall, Linda F. Quinn, Donna M. Gollnick, 2018-07-19 Provides a comprehensive reference for scholars educators stakeholders and the general public on matters influencing and directly affecting education in today's schools across the globe This enlightening handbook offers current international perspectives on the conditions in communities contemporary practices in schooling relevant research on teaching and learning and implications for the future of education It contains diverse conceptual frameworks for analyzing existing issues in education including but not limited to characteristics of today's students assessment of student learning evaluation of teachers trends in teacher education programs technological advances in content delivery the important role for school leaders and innovative instructional practices to increase student learning The Wiley Handbook of Teaching and Learning promotes new global approaches to studying the process of education demonstrates the diversity among the constituents of schooling recognizes the need for and presents a variety of approaches to teaching and learning and details exemplary practices in education Divided into four sections focused on general topics context and schooling learners and learning teachers and teaching and educators as learners and leaders and with all new essays that look at what has been what is and what could be this book is destined to inspire thoughtful contemplation from readers about what it means to teach and learn Examines teaching learners and learning from a contemporary international perspective presenting alternative views and approaches Provides a single

reference source for teachers education leaders and agency administrators Summarizes recent research and theory Offers evidence based recommendations for practice Includes essays from established and emerging U S and international scholars Each chapter includes a section encouraging readers to think ahead and imagine what education might be in the future Scholars from around the world provide a range of evidence based ideas for improving and modifying current educational practices making The Wiley Handbook of Teaching and Learning an important book for the global education community and those planning on entering into it      **International Guide to Student Achievement** John Hattie, Eric M.

Anderman, 2013-01-17 The International Guide to Student Achievement brings together and critically examines the major influences shaping student achievement today There are many often competing claims about how to enhance student achievement raising the questions of What works and What works best World renowned bestselling authors John Hattie and Eric M Anderman have invited an international group of scholars to write brief empirically supported articles that examine predictors of academic achievement across a variety of topics and domains Rather than telling people what to do in their schools and classrooms this guide simply provides the first ever compendium of research that summarizes what is known about the major influences shaping students academic achievement around the world Readers can apply this knowledge base to their own school and classroom settings The 150 entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick easy reference Chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries guiding readers to apply this knowledge to their own classrooms their curriculums and teaching strategies and their teacher training programs      **The Dream and the**

**Reality of Teaching** Keen J. Babbage, 2011-05-05 The dream of teaching is that it s fascinating meaningful inspiring and rewarding The reality of teaching is that it can be exhausting frustrating heart breaking and disappointing This book guides prospective teachers through an analysis of the profession they are considering and of their match with that profession and leads current teachers through an analysis of their career achievements progress challenges and goals      Resources in Education ,1997



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