

TEACHERS TALK ABOUT TEACHING

CONTRIBUTIONS FROM THE COLLEAGUES OF THE BRITISH EDUCATION RESEARCH ASSOCIATION

EDITED BY H. D. THIBELL



Teachers Talk About Teaching Coping With Change In Turbulent Times

Judith Bell



Teachers Talk About Teaching Coping With Change In Turbulent Times:

Teachers Talk about Teaching Judith Bell, 1995 This book considers the impact of some of the far reaching educational reforms introduced in the UK during the last decade from the point of view of those people who have been required to implement them All the contributors are or were teachers and all are committed to providing the best possible education for school students Their views on the impact of some of the reforms provide an insight into what it is like to work in schools today and the effect the many demands placed on them have had on their lives They consider the impact of the National Curriculum and the associated methods of assessment career prospects appraisal the changed role of governors the influence of Local Management of Schools and the low morale of many teachers Throughout the book the unifying threads are how teachers are coping with change and ways in which their interpretation of autonomy and professionalism differ from those of some ministers and administrators These messages from the coalface are worthy of serious consideration by all who have a concern for quality education and for the well being of learners and teachers alike *Realities of Teachers' Work*

Sandra Acker, 1999-04-01 The Realities of Teacher Work Never a Dull Moment follows the fortunes of the teachers at Hillview Primary School over ten years It explores what it is like to be a primary or elementary school teacher in an urban school with about 200 children mixed in social class and ethnicity and suggests what we may learn from them for the future Sandra Acker links her research with other literature on teachers work and describes the school as a workplace focusing on four key features the characteristics of the children the school s physical setting the available resources and the ethos of the school She successfully places us in the classroom giving vivid images of daily interactions with the children and shows too how teaching extends far beyond the classroom door The book explores the caring culture that has developed among the teachers and helps them to cope with the difficulties they encounter It also considers the school as located in the wider community by looking at changes in teachers careers over time and the effects on Hillview of recent educational reform This book shows us how and why we need to revise our assumptions about schools and teachers and see them not as isolated individuals in closed classrooms and self contained schools but as an integral part of a much broader community Above all it shows that teaching is hard demanding work that is influenced by workplace cultures and the gendered expectations society holds about teachers

EBOOK: EFFECTIVE TEACHING AND LEARNING Paul Cooper, Donald McIntyre, 1996-02-16 This book examines how teachers and students actually go about their classroom business It carefully avoids the assumptions of policy makers and theorists about what ought to be happening and focuses on what is happening In doing so Cooper and McIntyre offer a detailed look at how teachers are responding to the National Curriculum a unique insight into secondary school students as learners a grounded analysis of teaching and learning strategies drawing on the psychological theories of Bruner and Vygotsky The book follows on from Donald McIntyre s previous book Making Sense of Teaching and will be of interest to student teachers teachers studying for advanced degrees and academics involved in teacher education *Adapting*

Approaches and Methods to Teaching English Online Dionysios I. Psounis, 2021-07-12 This book provides a framework for synchronous and asynchronous online language teaching. It elaborates on the key features of an online teaching setting including the instructional media that are involved in it, their affordances and limitations, and recommends ways to adapt pedagogy to suit the online environment. To this end, the book draws on well-established language teaching methods that have been widely used in the physical classroom and puts them to the test by applying them online. This results in the emergence of an eclectic approach that enables language teachers to be flexible and intentional in their online classroom-related decisions and combines good practices that cut across the broader methodological spectrum with personal teaching preferences, teaching style, and stakeholders' specifications, always considering the capabilities of the setting and the tools currently available to teachers and learners. The book enables teachers to be critical and reflective of their own online teaching practices and equips them via analysis of live online language sessions with the necessary skills to confidently engage with screen layout. It also addresses the prominent issue of adapting teacher and learner identity in the online context and examines their respective roles in online language sessions in a holistic way, offering guidance and support for the practicing online language teacher.

Researching School Experience Martyn Hammersley, 1999 This book brings together material from a wide range of studies, mainly qualitative in character, concerned with exploring what actually goes on in learning situations and explores the perspectives of teachers and students.

The RoutledgeFalmer Reader in the History of Education Gary McCulloch, 2020-11-25 This Reader brings together a wide range of material to present an international perspective on topical issues in the history of education today. Focusing on the enduring trends in this field, this lively and informative Reader provides broad coverage of the subject and includes crucial topics such as higher education, informal agencies of education, schooling, the state and local government, education and social change, and inequality, curriculum, teachers and pupils, education work, and the economy, education and national identity. With an emphasis on contemporary pieces that deal with issues relevant to the immediate real world, this book represents the research and views of some of the most respected authors in the field today. Gary McCulloch also includes a specially written introduction which provides a much-needed context to the role of history in the current educational climate. Students of history and the history of education will find this Reader an important route map to further reading and understanding.

Aviation Education and Training Irene M.A. Henley, 2017-03-02 The aviation teaching environment is fairly unique and combines both traditional and non-traditional teaching environments. There are presently few books that address adult learning principles and teaching strategies relevant to the aviation context. Furthermore, aviation education has not generally benefited from many of the developments made in the field of education. This timely book facilitates the development of knowledge and skills necessary to conduct effective instruction and training within the aviation context, develops an awareness of critical issues that should be of concern to aviation educators and trainers, and provides aviation educators and trainers with a variety of teaching strategies.

that can be effective in the development of essential skills in aviation professionals The readership for this book includes university students who want to become instructors as well as industry personnel who are involved in any of the various domains of aviation education from junior flight instructors to the trainer of instructors or from training captains or traffic controllers to crew resource management and human factors facilitators

Getting it Right for Boys ... and Girls Wendy Bradford, Colin Noble, 2002-01-04 Boys underachievement is grabbing headlines in the education debate and it has never been more important to solve the problem This book offers clear and practical strategies to headteachers classroom teachers and other professionals for ways to address the issue The book looks at reasons for boys underachievement ways of adapting teaching styles to maximise learning gains for boys and girls guidance on how to plan successful pyramid whole school and classroom approaches practical strategies for subject leaders and teachers examples of successful case studies After introductory chapters examining whole school issues and strategies there are further subject specific chapters that advise on particular teaching approaches

Teacher Retention in an Age of Performative Accountability Jane Perryman, 2022-03-30 In this insightful and timely volume Jane Perryman provides a definitive analysis of the crisis in teacher recruitment and retention through a critique of the culture of performative accountability in education bringing together theory literature and empirical data Drawing on data across several long term research projects and through a Foucauldian theoretical framework Perryman argues that teachers working lives both in the UK and internationally are being increasingly affected by the rise in the neoliberal performativity and accountability culture in schools Teachers work is increasingly directed towards assessment exams progress measures and preparation for review and inspection and drawn away from the more individualistic and creative aspects of the job This culture of hyper accountability and super performativity Perryman argues has created a discourse of disappointment where the hopes and aspirations of teachers are crushed beneath the performative pressures under which they work Teacher Retention in an Age of Performative Accountability offers a convincing compellingly written critical analysis of how the values purposes and practices embedded in education affect the working experience of teachers over time Perryman makes a significant contribution to our understanding of the effects of accountability and performativity mechanisms in schools and offers insight into why so many teachers leave the profession This analysis is important to scholars educators and policymakers alike

The Politics of Professionalism Gary McCulloch, Gill Helsby, Peter Knight, 2000-05-01 Many commentators feared that the Education Reform Act of 1988 sounded the death knell for teacher professionalism in Britain More than a decade later however professionalism appears to have staged a miraculous recovery David Blunkett says that it is back at the very heart of teaching But what kind of professionalism is this In whose interest is its recovery and what effects will it have And how does this development relate to changes in edict countries and other professions The Politics of Professionalism provides authoritative answers to these questions It does so by setting the debates in their historical context and by drawing on detailed research findings on

teachers experience of work and education especially the curriculum in the current era In the process this book makes a major contribution to our understanding of the politics history and sociology of teaching and the other professions

Teachers and the National Curriculum Gill Helsby, Gary McCulloch, 1997 Focuses on the two way relationship between the UK's National Curriculum and teachers charged with implementing it offering perspectives from primary and secondary education and discussion of socio historical frameworks and continuing professional development Specific topics include creative mediation in the primary classroom accommodating the National Curriculum in math and technology and teaching and assessing scientific investigation Distributed by Books International Annotation copyrighted by Book News Inc Portland OR

History Teachers in the Making Anna Pendry, Christopher T. Husbands, 1998 Mentoring and reflective practice have become central elements in the development of teacher learning This book examines the processes which support mentors in service coordinators and heads of history departments in their professional developmental work with student teachers newly qualified teachers and experienced colleagues Key aspects of mentoring are examined and the book offers practical guidance on topics such as collaborative teaching observation and discursive mentoring

Beginning Teaching in the Secondary School Joan Dean, 1996 After teaching in primary and secondary schools Joan Dean spent five years training teachers in a college of education From there she went on to headships in two schools which led to an appointment as senior primary adviser in Berkshire In 1972 she became chief inspector for Surrey where among other things she pioneered the training of head teachers of secondary schools She was awarded an OBE in 1980 and a doctorate in 1993 She has published 29 books on primary and secondary education and is currently a governor of a secondary school

Forthcoming Books Rose Arny, 2003

Educational Reform Jordan T. Ville, 2001 This book brings together the literature in a field which may define the 21st century Can economic and technological progress continue with educational systems which seem to answer to no one but themselves and which output graduates who can barely read and write and who have only the faintest clue how to use a map This bibliography provides access via Title Author and Subject Indexes Contents Educational Accountability Educational Change Educational Equalisation Educational Leadership Educational Planning Educational Indicators

Regime and Education in Zimbabwe Bekithemba Dube, Albert Mufanечиya, 2024-06-10 This collection focuses on the post independence educational development in Zimbabwe It shows how the ZANU PF regime has presided over the demise of education and covers a wide range of topics such as violence against teachers poor salaries student activism minority languages and curriculum innovations This volume argues that the regime has used education as a tool for repression Curriculum innovations introduced and implemented in Zimbabwe have little to do with improving the performance of the learners and more to do with stopping teachers from pushing the regime change agenda Consequently this has resulted in a nation in crisis marked with high turnover poor economy and mass exodus of teachers and learners The contributors to this volume make various suggestions which could recenter education towards addressing the experiences of

the learners as opposed to being used as a tool to push repression and thwart democracy **Becoming a Critically Reflective Teacher** Stephen Brookfield, 1995-10-13 Building on the insights of his highly acclaimed earlier work *The Skillful Teacher* Stephen D Brookfield offers a very personal and accessible guide to how faculty at any level and across all disciplines can improve their teaching Applying the principles of adult learning Brookfield thoughtfully guides teachers through the processes of becoming critically reflective about teaching confronting the contradictions involved in creating democratic classrooms and using critical reflection as a tool for ongoing personal and professional development Using numerous examples Brookfield describes what critical reflection is and why it is so important He tells how teachers can reframe their teaching by viewing their practice through four distinctive lenses their autobiographies as teachers and learners their students eyes their colleagues perceptions and theoretical literature He includes specific advice on using practical approaches to critical reflection such as teaching diaries role model profiles participant learning portfolios structured critical conversation the Critical Incident Classroom Questionnaire the Good Practices Audit and more He explains how the literature of educational research and philosophy can be used as an aid to rather than an inhibitor of critical reflection And he discusses how to create a campus culture that supports critically reflective teaching **American Book Publishing Record** ,2005 Boletín Internacional de Bibliografía Sobre Educación ,1995 The British National Bibliography Arthur James Wells, 1995

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