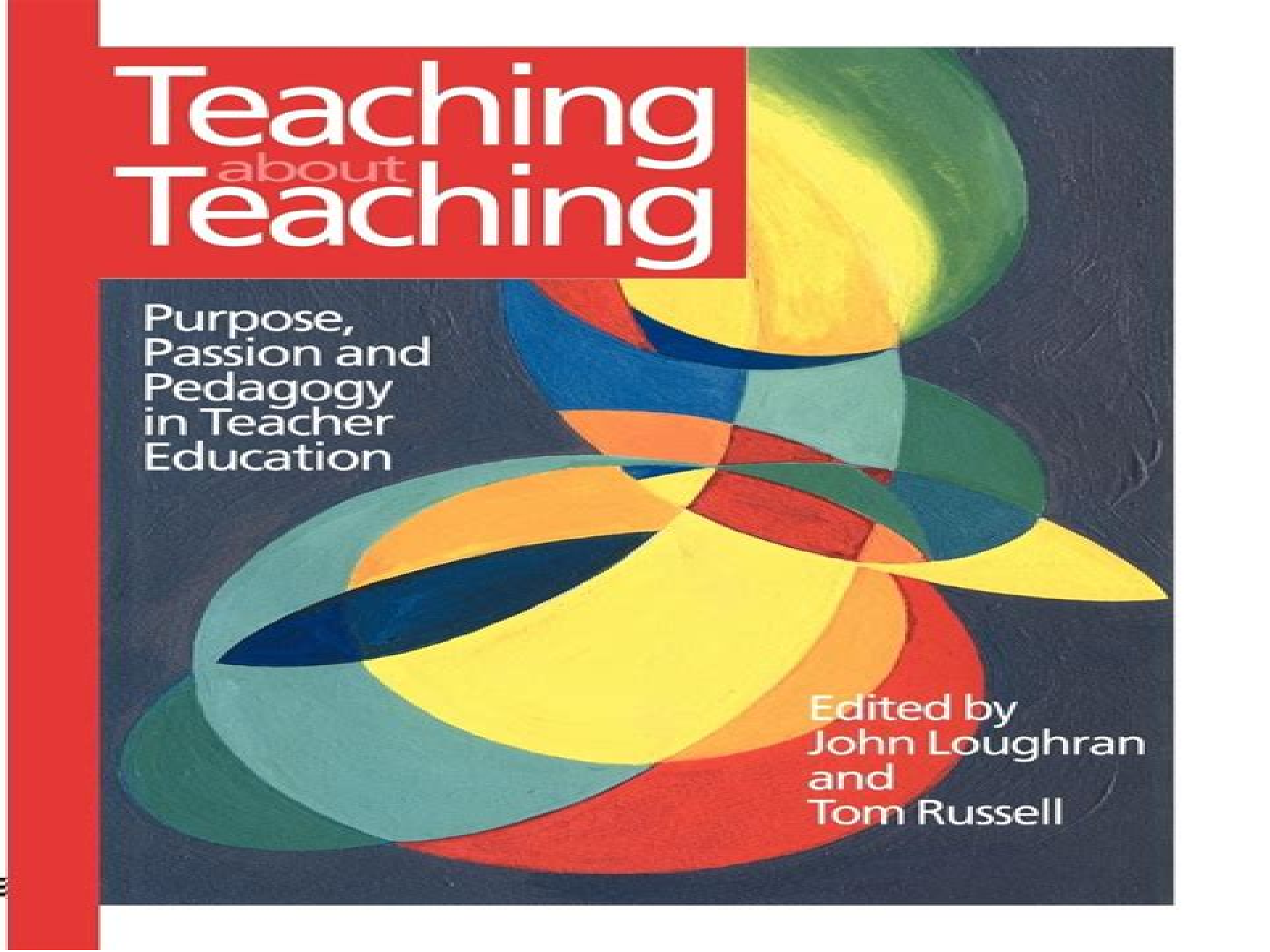


# Teaching about Teaching



Purpose,  
Passion and  
Pedagogy  
in Teacher  
Education

Edited by  
John Loughran  
and  
Tom Russell

# Teaching About Teaching Purpose Passion And Pedagogy In Teacher Education

**Shawn Michael Bullock, Karen  
Ragoonaden**



## **Teaching About Teaching Purpose Passion And Pedagogy In Teacher Education:**

**Teaching about Teaching** Tom Russell, 2002-11 Considers teacher education as an important aspects of the teaching profession and demonstrates why it is so important for higher education institutions to value their teacher educators professional knowledge The book demonstrates how teaching about teaching knowledge pedagogy is vital to the development of quality in teacher education and how this knowledge needs to be articulated and communicated throughout the teaching profession both in schools and universities Developing a Pedagogy of Teacher Education John Loughran, 2013-01-11 A pedagogy of teacher education must go well beyond the simple delivery of information about teaching This book describes and explores the complex nature of teaching and of learning about teaching illustrating how important teacher educators professional knowledge is and how that knowledge must influence teacher training practices The book is divided into two sections The first considers the crucial distinction between teaching student teachers and teaching them about teaching allowing practice to push beyond the technical rational or tips and tricks approach to teaching about teaching in a way that brings in the appropriate attitudes knowledge and skills of teaching itself Section two highlights the dual nature of student teachers learning arguing that they need to concentrate not only on learning what is being taught but also on the way in which that teaching is conducted International Handbook of Self-Study of Teaching and Teacher Education Practices J. John Loughran, Mary Lynn Hamilton, Vicki Kubler LaBoskey, Tom L. Russell, 2007-07-03 The International Handbook on Self study of Teaching and Teacher Education Practices is of interest to teacher educators teacher researchers and practitioner researchers This volume offers an encyclopaedic review of the field of self study examines in detail self study in a range of teaching and teacher education contexts outlines a full understanding of the nature and development of self study explores the development of a professional knowledge base for teaching through self study purposefully represents self study through research and practice illustrates examples of self study in teaching and teacher education **Interrogating Authenticity in Outdoor Education Teacher Education** Chris J. North, 2020-03-02 This book addresses student passivity in teacher education Using a developed metaphor the author critically examines the use of authentic learning to design and implement learning experiences for preservice teachers and reveals the opportunities and limitations of a focus on authenticity This book prepares teachers for outdoor education using practice based exemplars of applied teaching theories Focusing on authentic pedagogies it applies to all teacher educators who seek to engage in high impact learning for their students and is relevant for in service educators preservice teachers and researchers in the field of self study Teacher Education through Active Engagement Lori Beckett, 2013-12-04 Teacher Education through Active Engagement identifies and addresses a contemporary issue the ways in which teaching and teacher education are articulated by politicians civil servants business leaders and educational entrepreneurs intent on profit making in the current global neoliberal policy context This is often characterised by narrow and ill conceived ideas about teacher characteristics and competences recruiting and fast tracking

graduates from elsewhere into the profession the reform of teacher training with less emphasis on theory and academic study a narrow focus on teachers core skills and the promotion of training in model teaching schools In this book contributors challenge this conceptualisation and demonstrate practitioners necessary intellectual activity to wrest back professional control By drawing on practice focused research carried out in sites of educational policy and practice each chapter exemplifies for teachers student teachers and teacher educators the sort of knowledge work to coordinate a professional reply to non educationalists who dictate the terms of teaching and teacher education The book provides directions for encouraging critical thinking analytical skills and political activism which consider the needs and interests of diverse children and young people in real classrooms real schools and real communities Illustrated throughout with practice focused research and drawing on the historical case of Winifred Mercier and her colleagues at the City of Leeds training college who challenged the establishment to leave a legacy of professional control the book will appeal to practitioners academics and researchers in the fields of teacher education and education studies

*Seeking Integrity in Teacher Education* Ann Katherine Schulte, 2008-11-01 In this book a teacher educator examines her practice as a way of learning about teaching as well as challenging teacher education It is about how one teacher educator sought to transform the perspectives of her student teachers in order to better prepare them to teach diverse populations of students while challenging her own beliefs about how best to do that The author seeks integrity in her practice defined as her ability to enact what she teaches preservice teachers to do In particular this book is a self study that contributes to understanding the broader question How much can one affect and change the discourse within education when one also inhabits the characteristics that are privileged by the institution The teacher education literature supports the need to study this type of self reflection Other researchers have pointed out that the role of teacher educators cultural identities in reforming education has been largely ignored in the literature This book offers a unique perspective on the analogous relationship involved when a teacher educator teaches teachers how to examine the impact of their own identities on their teaching while examining that herself

**Teacher Education and Professional Development in TESOL** JoAnn Crandall, MaryAnn Christison, 2016-01-29 At the forefront of research on English language teacher education and professional development this volume presents new empirical research situated in different contexts around the world including Canada Denmark Israel Japan Korea Qatar Sudan and the U S It is framed by the volume editors insightful overview and analyses of previous and ongoing work in a variety of related domains and an epilogue by David Nunan The chapter studies are organized around three themes teacher identity in ESL EFL teacher education and professional development programs second language teacher education programs for diverse contexts and professional development for diverse contexts All chapters focus on the applied nature of the research and include a section on implications To provide balance and a range of views the volume includes both chapters reporting on empirical research funded by TIRF grant recipients and several from invited authors who are senior scholars in the field This is the third volume

in the Global Research on Teaching and Learning English Series co published by Routledge and TIRF      **Teaching Teachers** Angi Malderez, Martin Wedell, 2007-05-31 This book is a rich resource for all those who support the learning of teachers These teachers of teachers ToTs may find themselves Being responsible for staff development within the context of a school Running a one off workshop or a longer in service programme Teaching university based elements of an initial teacher preparation ITP programme or Mentoring a trainee during the classroom based elements of their ITP or as part of an ongoing programme of inservice provision Based on many years of experience in the field as ToTs and researchers the authors provide strategies which support the following processes and practices Designing and planning effective programmes to support teacher learning Planning sessions or sequences of sessions on such programmes Engaging in a one to one mentoring process Assessing teachers and their learning Managing your personal development as a ToTs

**Navigating Teacher Education in Complex and Uncertain Times** Carmen I. Mercado, 2019-04-04 Carmen I Mercado draws on four decades of seminal research and theory on how American children who come from homes where languages other than English are spoken learn to read and to write in school to reveal aspects of locally responsive planning and adaptations that should be central to any teacher education program that hopes to serve its unique local population base responsibly Mercado uses a range of theoretical lenses particularly those surrounding critical theory the approach designed to deconstruct power relationships in society to capture and explain the complexities of the teaching learning process making visible institutional social and political influences clear She explores an extensive collection of tools and resources for teaching to explore how educators can inform their thinking and shape their own practices to broaden access to people and resources and to influence classroom instruction as school populations becomes increasingly diverse on a global scale through immigration Mercado also shows how self study has been a key aspect of her program s evolution suggesting that teacher education should be informed by teacher educators own investigations into their own programs and processes that each teacher educator ought to be an active reinventor of her own program based on reflection on current data Mercado sensitively draws together the technical and emotional dimensions of learning to teach acknowledging that critical theory can bring up deep often uncomfortable feelings of anger guilt resentment and other responses to unfair conditions However since schools are designed as places of opportunity facing these responses is essential at a time with the feelings of antagonism that characterize the present day world and its conflictual social groups Mercado offers the opportunity to address these facets of educational process in compelling informed ways      *Mindfulness and Critical Friendship* Shawn Michael Bullock, Karen Ragoonaden, 2016-06-15 *Mindfulness and Critical Friendship* A New Perspective on Professional Development for Educators assembles an international community of scholar practitioners from multiple disciplines who utilize different methodologies and ideological perspectives to reflect on and interrogate contexts that situate mindfulness and critical friendship as constructs which support professional development for educators Mindfulness and critical friendship connect

critically and creatively like minded colleagues and enable the facilitation and promotion of transformative pedagogy and practice Supported by a robust set of evidence based research the contributors to this collection consider the ways in which educators can develop habits of mind and courses of action which will support them as they cultivate their ability to thrive and cope with the modern demands of their personal and professional lives This edited collection is recommended for educators of all disciplines and for scholars of education social science and psychology

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