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Contextes et situations professionnelles

EN STRUCTURE

Sous la direction
de **Blancha Savignat**

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Situations Et Contextes Instructors Edition

Ensheng Dong



Situations Et Contextes Instructors Edition:

Characteristics and Conditions for Innovative Teachers Kay Livingston, Carol O'Sullivan, Karl Attard, 2023-07-31

Characteristics and Conditions for Innovative Teachers International Perspectives is a must read for all those with an interest in teacher education and in enabling teacher innovation. It provides a blend of education theory, practice and research and will appeal to a wide audience including teachers, teacher educators, student teachers, school leaders, policy makers and other stakeholders. Drawing on a wealth of international perspectives, this key text provides a unique insight into how innovative teachers are understood and supported in their respective contexts. It provides recommendations and insights into the characteristics of innovative teachers and considers how best to support professional development to ensure innovation is both encouraged and meaningful. Considering the impact of conditions, context and agency on innovative teachers, the book explores the concept of innovation. It provides rationales for the focus on innovative teachers, identifies characteristics of innovative teachers and offers conceptual models underpinned by research, along with an analysis of current international policy on innovation in education. It explores the rich data obtained from research undertaken in 16 different countries and concludes by focusing on how to nurture innovative teachers through professional development. **Routledge Library**

Editions: Education Mini-Set N Teachers & Teacher Education Research 13 vols Various, 2021-06-23. Dealing with all aspects of teacher education in the past 50 years, the 13 books in this set, originally published between 1969 and 1996, discuss how the education system in the UK has changed, the impact of restructuring on teachers, teacher expectations around the world and other important topics in the sociology of education and teacher research. *Motivation and Emotion in Learning and Teaching across Educational Contexts* Gerda Hagenauer, Rebecca Lazarides, Hanna Järvenoja, 2023-11-28. *Motivation and Emotion in Learning and Teaching across Educational Contexts* brings together current theoretical and methodological perspectives as well as examples of empirical implementations from leading international researchers focusing on the context specificity and situatedness of their core theories in motivation and emotion. The book is compiled of two main sections. Section I covers theoretical reflections and perspectives on the main theories on emotion and motivation in learning and teaching and their transferability across different educational contexts, illustrated with empirical examples. Section II addresses the methodological reflections and perspectives on the methodology that is needed to address the complexity and context specificity of motivation and emotion. In addition to general reflections and perspectives regarding methodology, concrete empirical examples are provided. All cutting edge chapters include current empirical studies on emotions and motivation in learning and teaching across different contexts, age groups, domains, countries etc, making them applicable and relevant to a wide range of contexts and settings. This high quality volume with contributions from leading international experts will be an essential resource for researchers, students and teacher trainers interested in the vital role that motivation and emotions can play in education. *Educational Research and Innovation Teaching as a Knowledge Profession Studying*

Pedagogical Knowledge across Education Systems OECD,2021-10-14 What knowledge do teachers need for 21st century teaching Today teachers have an important role in guiding and shaping students use of digital tools and optimising the educational benefits of their digital experiences

Cultural Compatibility in Educational Contexts Kumi Kato,2010-02-23 Cultural Compatibility in Educational Contexts examines the mechanism of control and efficacy underlying specific cultural contexts intercultural value differences and consequential conflicts which invisibly and unintentionally cause communication difficulties and negative performances This specific study centers on Japanese language classrooms in Australia taught by native Japanese speakers Comparative studies were carried out in classrooms in both Japan and Australia and identified specific teaching strategies perceived to be effective in each cultural context The book concludes by asserting that the notion of culture in the educational context goes beyond ethnic and linguistic differences an awareness of cultural compatibility should be recognized as one of the professional responsibilities of all educators This is particularly relevant to multicultural societies such as Australia where both teaching and learning populations are increasingly diverse as well as being applicable to other social contexts

Higher Educational Leadership in VUCA Contexts Upasana Gitanjali Singh,Cecile Gerwel Proches,Angela Antoinette James,Robyn Ruttenberg-Rozen,2025-11-05 Higher Educational Leadership in VUCA Contexts addresses emerging issues in Higher Education leadership in a Volatile Uncertain Complex and Ambiguous VUCA contexts that have rapidly exasperated since the COVID 19 pandemic

Language Teacher Psychology in the Online Teaching Context Honggang Liu,2024-06-21 Employing a mixed method approach the book investigates the psychology of English as a Foreign Language EFL teachers in the online teaching environment in China during the COVID 19 pandemic Specifically questionnaires were conducted on Chinese EFL teachers to explore the profiles of EFL teachers anxiety self efficacy buoyancy and engagement Additionally semi structured interviews were used to demystify their psychological growth in the dynamic interaction with ecological environments thus constructing an ecological model of EFL teacher psychology in online teaching The book provides new insights into EFL teacher psychology and theoretical references for building a functional ecosystem for the professional development of EFL teachers The book will be of interest to researchers in teacher psychology language teachers and practitioners especially those working in the complex technology based educational environment and policy makers in foreign language education

Teacher Professional Development in Changing Conditions Douwe Beijaard,Pauline C. Meijer,Greta Morine-Dershimer,Tillema Harm,2005-12-12 This book presents some highlights from the deliberations of the 2003 conference of the International Study Association on Teachers and Teaching ISATT Part 1 presents the five keynote addresses of the conference while Parts 2 through 4 present selected papers related to each of three sub themes knowledge construction and learning to teach perspectives on teachers personal and professional lives and teachers workplace as context for learning The chapters in this book provide an array of approaches to understanding the process of teacher learning within the current context of the changing workplace environment They also provide an important

international perspective on the complex issues revolving around the international educational reform movement Basically they show how teachers workplace inside and outside schools are more than ever subject to continuous change and that subsequently standards for teaching must be flexible to these changing conditions This asks for a redefinition of teacher professionalism in which the role of context in teacher learning is emphasized as well as the improvement of the quality of teacher thinking and learning Related to the ever changing context of teaching a dynamic approach to teaching and teacher learning is required in which identity development is crucial Researchers have an important role to play in revealing and explaining how teachers can build their professional identity through self awareness and reflection in the ever changing educational contexts throughout the world *Native and Non-Native Teachers in English Language Classrooms* Juan de Dios Martinez Agudo,2017-05-08 Despite being highly debated in applied linguistics and L2 teaching literature the controversial issue of non nativeness still remains unresolved Contemporary critical research has questioned the theoretical foundations of the nativeness paradigm which still exerts a strong influence in the language teaching profession Written by well known researchers and teacher educators from all over the world both NSs and NNSs the selected contributions of this volume cover a great variety of aspects related to the professional role and status of both NS and NNS teachers in terms of both perceived differences and professional concerns and challenges The strongest aspects of this volume are the global perspectives and the implications for future research and teacher education It is precisely this international perspective which makes this volume illustrative of different realities with a similar objective in mind the improvement of second language teaching and teacher education In today s world being a NS or NNS should not really matter but rather teachers professional competences This publication thus provides a forum of reflection and discussion for all L2 educators who need to be aware of how much they might offer to their future students Teacher Emotions Matter: Nature, Antecedents, and Effects Junjun Chen,Hongbiao Yin,Anne Christiane Frenzel,2021-01-05

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