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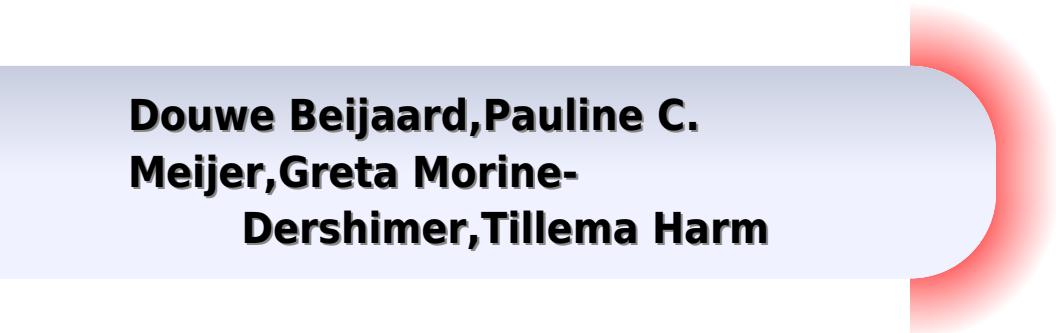
Teacher Development and the Struggle for Authenticity: Professional Growth and Restructuring in the Context of Change (Professional Development and)

Grimmett, Peter P.

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Teacher Development And The Struggle For Authenticity

**Douwe Beijaard, Pauline C.
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Teacher Development And The Struggle For Authenticity:

Teacher Development and the Struggle for Authenticity Peter Philip Grimmert, Jonathan Neufeld, 1994

Changing Times In Teacher Education Marvin F. Wideen, Peter P. Grimmert, 2013-05-13 Pressures for reform in teacher education have begun to take on the same sense of urgency as school reform Those faculties of education who have been strong advocates for change in the schools now find themselves the subject of similar pressures from governmental policy makers Attempts at change have taken place in many different countries and jurisdictions around the world This book details through a series of international vignettes how teachers are responding to the changing times and social contexts in which they do their work The authors hold the view that changes are inevitable in teacher education but what is not clear is who will control the changes and whether the end result will actually improve the preparation of teachers The theme of the book is that the reform of teacher education should be informed by intelligent debate and that any attempt to restructure teacher preparation should result from a careful reconceptualisation of its purposes and processes

Authenticity in and through Teaching in Higher Education Carolin Kreber, 2013-02-11 What does it mean to be authentic Why should it matter whether or not we become more authentic How might authenticity inform and enhance the social practice of the scholarship of university teaching and by implication the learning and development of students Authenticity in and through Teaching introduces three distinct perspectives on authenticity the existential the critical and the communitarian and shows what moving towards greater authenticity involves for teachers and students when viewed from each of these angles In developing the notion of the scholarship of teaching as an authentic practice this book draws on several complementary ideas from social philosophy to explore the nature of this practice and the conditions under which it might qualify as authentic Other concepts guiding the analysis include virtue being communicative action power critical reflection and transformation Authenticity in and through Teaching also introduces a vision of the scholarship of teaching whose ultimate aim it is to serve the important interests of students These important interests it is argued are the students own striving and development towards greater authenticity Both teachers and students are thus implicated in a process of transformative learning including objective and subjective reframing redefinition and reconstruction through critical reflection and critical self reflection on assumptions It is argued that in important ways this transformative process is intimately bound up with becoming more authentic Rather than being concerned principally with rendering research evidence of what works the scholarship of teaching emerges as a social practice that is equally concerned with the questions surrounding the value desirability and emancipatory potential of what we do in teaching The scholarship of teaching therefore also engages with the bigger questions of social justice and equality in and through higher education The book combines Carolin Kreber s previous research on authenticity with earlier work on the scholarship of teaching offering a provocative fresh and timely perspective on the scholarship of university teaching and professional learning

Authentic Assessment in Action Linda

Darling-Hammond, Beverly F. Falk, Jacqueline Ancess, 2017-10-05 This book examines through case studies of elementary and secondary schools how five schools have developed authentic performance based assessments of students learning and how this work has interacted with and influenced the teaching and learning experiences students encounter in school This important and timely book reveals the changing dynamics of classroom life as it moves from more traditional pedagogy to one that asks students to master intellectual and practical skills that are eminently transferable to real life social settings and workplaces The issue of assessment comes first but we see in the following case studies how it becomes powerfully enveloped in the processes of learning and teaching of informing students teachers parents and others of how the children are doing The portraits explicitly and implicitly suggest a deep fair and defensible way to answer the question How am I doing in a manner that helps this child and eventually every child From the Foreword by Theodore RSizer Informative and thought provoking American Journal of Education

Progress in Educations R. Nata, 2004 This series presents substantial results from around the globe in selected areas of educational research The field of education is consistently on the top of priority lists of every country in the world yet few educators are aware of the progress elsewhere Many techniques programs and methods are directly applicable across borders This series attempts to shed light on successes wherever they may occur in the hope that many wheels need not be reinvented again and again

International Perspectives on Teaching Excellence in Higher Education Alan Skelton, 2013-05-13 There has been an explosion of interest in teaching excellence in higher education Once labelled the poor relation of the research teaching divide teaching is now firmly on the policy agenda pressure on institutions to improve the quality of teaching has never been greater and significant funding seeks to promote teaching excellence in higher education institutions This book constitutes the first serious scrutiny of how and why it should be achieved International perspectives from educational researchers award winning teachers practitioners and educational developers consider key topics including policy initiatives research led teaching teaching excellence and scholarship the significance of academic disciplines research into teaching excellence rewarding through promotion inclusive learning and ICT Teaching Excellence in Higher Education provides a guide for all those supporting promoting and trying to achieve teaching excellence in higher education and sets the scene for teaching excellence as a field for serious investigation and critical enquiry

Educating for Civic-mindedness Carolin Kreber, 2016-06-17 Imagined at their best how might professions contribute most effectively to their local and global communities and how could higher education support graduates future professionals in making this contribution The answer proposed in this book is to educate students for civic mindedness an overarching professional capability grounded in certain dispositions and qualities ideals types of knowledge and political emotions Civic mindedness and its internal counterpart the practitioner s self cultivation give rise to an engagement with professional practice that is authentic civic and democratic The tension between responsiveness or regard for others and regard for self is overcome by recognising that authentic professional identities are constructed through practices around

shared purposes and ideals Drawing on a wide range of theorists including Dewey Arendt and Nussbaum professions are envisaged to play a vital role Primarily professions support society s well being by ensuring access to public goods such as local and global justice access to information health education safety housing the beauty and sustaining power of the ecological environment among others Yet professions also protect the fundamental good of citizen participation in free deliberation and decision making on issues affecting their lives The book concludes with a vision of higher education that is transformative of graduates professionals pedagogies professional practices and communities Issues of increasing social awareness are a key concern for anyone involved in teaching professionals and this book which builds best practice around a sound theoretical and philosophical framework will prove both thought provoking and practical in application

A Reflective CLIL Teacher: A Way to Enrich the CLIL Teaching Professional Practice in the Polish Context Katarzyna Lidia Papaja, 2024-04-02 This book intends to look into CLIL teaching professional practice through the prism of reflection It offers a comprehensive coverage of a CLIL teacher s features their attitudes to the approach teaching methodology assessment materials development cooperation with other CLIL and non CLIL teachers professional development expectations and beliefs Furthermore it focuses on CLIL teachers positive and negative emotions experienced in relation to CLIL As a CLIL trainer I spend a lot of time with CLIL teachers trying to guide them in the process of teaching in CLIL but also to help them face many challenges and overcome obstacles which often discourage them from working in the CLIL environment Being greatly inspired by the ongoing research in the field but also by my CLIL trainee teachers I felt there was a need to conduct such research and make the reader reflect on his her own teaching experiences in CLIL

Curriculum and the Teacher Nigel Norris, 2014-06-03 Even though the curriculum can be tightly specified and controlled by strong accountability mechanisms it is teachers who decisively shape the educational experiences of children and young people at school Bringing together seminal papers from the Cambridge Journal of Education around the theme of curriculum and the teacher this book explores the changing conceptions of curriculum and teaching and the changing role of the teacher in curriculum development and delivery The book is organised around three major themes Taking its lead from Lawrence Stenhouse Part One looks at defining the curriculum problem from a variety of perspectives and includes papers from some of the most influential curriculum theorists over the last thirty years Part Two explores the framing of new orders of educational experience It has papers from leading educational thinkers who have contributed to debates about how to make education more inclusive humane liberating creative and educational Part Three is focused on teachers and teaching It offers a selection of papers from significant scholars in the field reflecting on the experience of teaching and how it is personally as well as socially constructed and theorised The papers are drawn from important and eventful periods of educational history spanning the curriculum reform movement of the 1960s and 1970s to the present age of surveillance accountability and control A specially written Introduction contextualises the papers Part of the Routledge Education Heritage series

Curriculum and the Teacher presents landmark texts from the Cambridge Journal of Education offering a wealth of material for students and researchers in education Future School Administration Clive A. J. Dimmock, 2000 The contributors in this book discuss key issues facing schools and school systems from both Western and Asian cultural perspectives In doing so they expose both the similarities and differences convergence and divergence of school leadership in the two regions A number of themes that are currently hot policy issues run through the book including school performance school effectiveness leadership and management school design improvement and change and the globalization and internationalization of policies and policy reforms

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