
TEACHER
AGENCY
and
CURRICULUM
MAKING
in
CLASSROOMS

CYNTHIA L. PARIS

Teacher Agency And Curriculum Making In The Classroom

SB Merriam



Teacher Agency And Curriculum Making In The Classroom:

Teacher Agency and Curriculum Making in Classrooms Cynthia L. Paris, 1993-01-01 Based on a two year ethnographic study of K 4 teachers Teacher Agency and Curriculum Making in Classrooms grew out of one question what might transpire if teachers were granted greater authority and autonomy in curriculum matters The author clearly describes then analyses the experiences of four teachers as they create adapt and revise their own word processing curriculum but the issues she addresses are far broader Dr Paris locates her case studies in their complex physical historical interpersonal and ideological contexts She then demonstrates how the process of curriculum change is neither linear nor predictable but is recursive episodic and characterised by individual experimentation discovery and learning *Teacher Agency* Mark Priestley, Gert Biesta, Sarah Robinson, 2015-10-22 Recent worldwide education policy has reinvented teachers as agents of change and professional developers of the school curriculum Academic literature has analyzed changes in how teacher professionalism is conceived in policy and in practice but Teacher Agency provides a fresh perspective on this issue drawing upon an ecological theory of agency Using this model for understanding agency Mark Priestley Gert Biesta and Sarah Robinson explore empirical findings from the Teacher Agency and Curriculum Change project funded by the UK based Economic and Social Research Council ESRC Drawing together this research with the authors international experiences and perspectives Teacher Agency addresses theoretical and practical issues of international significance The authors illustrate how teacher agency should be understood not only in terms of individual capacity of teachers but also in respect of the cultures and structures of schooling *Teacher Agency and Policy Response in English Language Teaching* Patrick C. L. Ng, Esther F. Boucher-Yip, 2016-08-05 The role of English in the global arena has prompted official language in education policy makers to adopt language education policies to enable its citizens to be proficient in English and to access knowledge Local educational contexts in different countries have implemented English education in their own ways with different pedagogical goals motivations features and pedagogies While much of the research cited in English language planning policy has focused on macro level language policy and planning there is an increasing interest in micro planning in particular teacher agency in policy response Individual teacher agency is a multifaceted amalgam not only of teachers individual histories professional training personal values and instructional beliefs but also of how these interact with local interpretations and appropriations of policy Teacher Agency and Policy Response in English Language Teaching examines the agency of the teacher in negotiating educational reforms and policy changes at the local and national levels Chapters in the book include English language teaching in China teacher agency in response to curricular innovations Incorporating academic skills into EFL curriculum teacher agency in response to global mobility challenge Teacher agency the native nonnative dichotomy and English Classes in English in Japanese high Schools Teacher designed high stakes English language testing washback and impact This book will appeal to researcher across all sectors of education in particular key

stakeholders in curriculum and language planning Those interested in the latest development of English language teaching will also find this book a valuable resource

Competency-Based Teacher Education for English as a Foreign Language Amber Yayin Wang, 2021-11-25 Providing a series of chapters written by teacher educators in three continents this edited volume explores the concepts challenges possibilities and implementations of competency based instruction for developing English competencies in English as a foreign language EFL contexts Recent trends in education have emphasized the need to develop competencies that connect learning with real life performances This need has brought about a massive increase in the number of studies and scholarly works devoted to research into competency based education However for teachers and learners of EFL it is challenging to develop competencies for using a language that does not seem to connect with their real life scenarios The chapters apply the concept of competency based instruction in different EFL contexts and are structured around three themes Theory current thoughts on theories of competency based education Research empirical research on competency based teacher education Practice integrating competency based instruction into teacher education This book offers examples of competency based EFL teacher education through both research and practical applications In addition to the innovation in competency approaches the inclusion of language learning in virtual environments offers a valuable resource for scholars educators researchers and all those concerned with current and future education

Agency in Teacher Supervision and Mentoring Alisa Bates, Mary Burbank, 2019-01-22 Offering an in depth examination of field supervision and the role of the university supervisors in preparing teachers this book addresses the challenges of providing novice teachers with quality supervision through the support and guidance of teacher education programs Through a research based lens Bates and Burbank discuss the role responsibilities and opportunities of the university supervisor Critically examining the supervisor as an agent of change who is positioned to empower early career teachers the authors dissect the necessary preparation and support new teachers need in contemporary K 12 classrooms

The BERA-Sage Handbook of Research-Informed Education Practice and Policy Dominic Wyse, Vivienne Baumfield, Nicole Mockler, Martin Reardon, 2025-06-19 One of the most pressing topics worldwide is how we can improve education to enhance people's life chances The BERA Sage Handbook of Research Informed Education Practice and Policy 2 Vol offers an in depth exploration of the ways in which education research intersects with and can lead to improvements in education Through detailed examinations of educational policies practices values and research methodologies the handbook navigates the complexities inherent in educational systems and in so doing presents a unique new picture of education worldwide Volume One of the Handbook set focuses on Understanding Research Informed Education and Volume Two focuses on how to implement it Across six parts and fifty two chapters the authors and editors explore a myriad of critical topics including using research to promote equity within education systems rethinking pedagogy and knowledge mobilisation through practitioner led inquiry New developments in aspects such as systematic approaches to research synthesis are presented by world leading experts

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Language Teacher Agency Jian Tao, Xuesong (Andy) Gao, 2021-11-18 This Element aims to elucidate the concept of language teacher agency by exploring the what question offering major conceptualisations of agency and explaining how they shape the way we approach teacher agency The authors then continue with the why question and elaborate on the reasons that language teacher agency matters based on a discussion of the varied purposes of teacher agency at multiple levels They also acknowledge that teacher agency does not operate alone and discuss how it intersects with such concepts as teacher identity emotion belief and knowledge Based on this they identify ways to promote teacher agency through making changes to contexts and or actors They then introduce the concept of collective agency and propose a multi layered model based on an illustrative study The Element ends with a call for a trans perspective on understanding language teacher agency so as to facilitate the professional development of language teachers

Teacher Agency, Professional Development and School Improvement Judy Durrant, 2019-11-21 Highlighting the role of teachers in school change Teacher Agency Professional Development and School Improvement explores the important related issues of professional identity teacher self efficacy leadership and autonomy in the context of contested improvement agendas Providing analytical frameworks and practical models this book Offers examples of projects programmes and narratives to illustrate the role of teachers in school change Invites readers to reconceptualise professional development and re imagine school improvement Focuses on enabling teacher agency as the foundation for improvement Emphasises the importance of human agency to influence environments lives and learning Provides strategies for improvement with integrity amidst powerful accountability requirements and external forces for change At the heart of this book is a fresh perspective on schooling in which teacher agency is considered a fundamental dimension of professional development and key to school improvement This raises necessary and challenging questions about purposes and processes in education With practical ideas and strategies that can be used to inform and evaluate practice and policy Teacher Agency Professional Development and School Improvement is essential reading for headteachers and teachers wishing to lead

changes to improve their school and for teacher educators who support them

The Jewish Educational Leader's

Handbook Robert E. Tornberg, 1998 Classroom teaching it addresses supplementary school settings and features a

Noticeably larger section devoted to the growing day school sector

Theorizing and Analyzing Language Teacher

Agency Hayriye Kayi-Aydar, Xuesong (Andy) Gao, Elizabeth R. Miller, Manka Varghese, Gergana Vitanova, 2019-06-05 This

volume examines the agency of second foreign language teachers in diverse geographical contexts and in both K 12 and adult education It offers new understandings and conceptualizations of second foreign language teacher agency through a variety of types of empirical data It also demonstrates the use of different methodologies or analytic tools to study the multidimensional dynamic and complex nature of second foreign language teacher agency The chapters draw on a range of theories and approaches to language teacher agency including ecological theory positioning theory complexity theory and actor network theory that expand our understanding of the concept while at the same time presenting various analytic approaches such as discourse studies and narrative inquiry The chapters also analyze the connection of agency to other relevant topics such as teacher identity emotions positioning and autonomy

Teacher Agency And Curriculum Making In The Classroom Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has be more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Teacher Agency And Curriculum Making In The Classroom**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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