

TEACHERS AS LEARNERS

EXEMPLARY TEACHERS'
PERCEPTIONS OF PERSONAL AND
PROFESSIONAL RENEWAL

VIVienne COLLINSON



AUSTIN & WINFIELD

Teachers As Learners Exemplary Teachers Perception Of Personal And Professional Development

Vivienne Collinson



Teachers As Learners Exemplary Teachers Perception Of Personal And Professional Development:

Teachers as Learners Vivienne Collinson, 1994 **Teacher Leadership and Professional Development** Alex Alexandrou, Sue Swaffield, 2016-05-06 Interest in and knowledge of leadership and learning separately and together is an international and continuing phenomenon This book adds to a somewhat under researched aspect of the field It focuses both on a particular form of leadership teacher leadership and on a particular form of learning professional development It considers the connection between teacher leadership and professional development and the first chapter relates this connection to a Leadership for Learning conceptual framework developed through an international three year project The book s chapters explore teacher leadership and professional development from a number of perspectives giving rise to three points of particular significance Firstly the chapters show that either by accident or design there is a growing cadre of teacher leaders emerging from a multitude of professional development activities and initiatives Secondly a number of new conceptual frameworks are put forward alongside the adaption and development of extant ones that add to the ever increasing theorisation of educational leadership and professional development literature Thirdly the chapters provide evidence of the connections between leadership and learning as conceptualised in the Leadership for Learning framework This book was originally published as a special issue of Professional Development in Education **Teaching Reading and Writing Beyond High-stakes Testing** Rongrong Dong, 2023-03-10 This book tells about an exemplary high school Chinese language arts teacher s effort in nurturing lifelong readers and writers under the test driven culture in China s society It looks closely at his everyday literacy practices focuses on his ways of creating authentic reading and writing spaces for students beyond test preparation With the lens of social constructivism the case study reveals his efforts of creating safe learning environment modeling his literate life connecting real life with literacy learning and building a school wide literate life for students Furthermore he also collaborates with other Chinese language arts faculty and reaches out to school administrators and educators to gain any potential teaching resource for students The findings indicate exemplary teachers are not only equipped with professional knowledge but also inter intrapersonal knowledge and practical knowledge in their teaching career which might be enlightening in today s high stakes testing culture The book will appeal to scholars of literacy education and teacher education as well as pre service and in service teachers **Teaching Mathematics to English Language Learners** Luciana C. de Oliveira, Marta Civil, 2020-10-09 This edited book is about preparing pre service and in service teachers to teach secondary level mathematics to English Language Learners ELLs in twenty first century classrooms Chapter topics are grounded in both research and practice addressing a range of timely topics including the current state of ELL education in the secondary mathematics classroom approaches to leveraging the talents and strengths of bilingual students in heterogeneous classrooms best practices in teaching mathematics to multilingual students and ways to infuse the secondary mathematics teacher preparation curriculum with ELL pedagogy This book will appeal to all teachers of ELLs

teacher educators and researchers of language acquisition more broadly This volume is part of a set of four edited books focused on teaching the key content areas to English language learners The other books in the set focus on teaching History and Social Studies English Language Arts and Science to ELLs **Tep Vol 17-N4** Teacher Education and Practice,2005-07-07 Teacher Education and Practice a peer refereed journal is dedicated to the encouragement and the dissemination of research and scholarship related to professional education The journal is concerned in the broadest sense with teacher preparation practice and policy issues related to the teaching profession as well as being concerned with learning in the school setting The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes As a forum the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue Alternative forms of inquiry and representation are invited and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute Teacher Education Practice is published by Rowman Littlefield *Exemplary Teachers' Perceptions of the Principalship* Cheryl Buscher Henig,1999 **Enacted Personal Professional Learning** Carmel Patterson,2019-01-16 This book offers a vital new approach to teacher professional learning drawing on teachers stories from the field It investigates expert teachers professional learning and uses a narrative framework to analyse their meaning making processes The book focuses on how proficient teachers develop their expertise emphasising that individual needs and the contextual nature of learning require a personally enacted approach Further it explores the stories of five secondary school teachers nominated by their colleagues for their outstanding expertise to present new insights into expert teachers views Using a new evidence based approach Enacted Personal Professional Learning it incorporates teachers unique perspectives problems and thought processes in order to understand expert teachers learning and offers essential principles for promoting storytelling to help teachers be or become empowered educators who can actively shape education communities for teacher professional learning Organizational Learning Vivienne Collinson,Tanya Fedoruk Cook,2006-10-05 Reshapes the way teachers and administrators think about people practices and policies This innovative book about organizational learning in K 12 settings reshapes the way teachers and administrators think about people practices and policies while providing a compelling roadmap for transformation from within today s school systems Key Features Six interrelated conditions support organizational learning prioritizing learning fostering inquiry facilitating the dissemination of knowledge practicing democratic principles attending to human relationships and providing for members self fulfillment An on going case study connects everyday practices in school systems to a holistic framework that helps practitioners understand how their thinking and behaviors influence learning work environments collegial interactions decision making and innovation Numerous practical examples bring complex theoretical concepts to life while a series of essential questions activities for getting started and reflective journal prompts allow practitioners to apply content and ideas to their own settings Transformative Learning in Healthcare and Helping

Professions Education Teresa J. Carter, Carrie J. Boden, Kathy Peno, 2019-05-01 Transformative Learning in Healthcare and Helping Professions Education Building Resilient Professional Identities is a co edited book Carter Boden and Peno with invited chapters from educators who share our passion for learning in healthcare and the helping professions The purpose of the book is to introduce professional learners students residents and others in professional training to transformative learning for building resilient professional identities amid practice environments that include widespread burnout and compassion fatigue With a diverse set of authors engaged in clinical and educational practice in academic medicine nursing dentistry physical therapy mental health counseling science education psychology social work and inter professional collaborative practice we offer strategies for building resilience throughout the years of professional training and into professional practice We do so through the experiences of authors involved in healthcare and the helping professions to illustrate how some are coping with the challenges of burnout and compassion fatigue through learning that can be transformative This book explores the nature of professional identity formation by examining ways that professionals in training can thrive amid the challenges of today s stressful practice environments First hand stories of resilience illustrate how learners as well as educators in these professions are addressing adversity career decision making service to the underserved and the self care needed to provide excellent care for others The prominence of transformative learning within adult learning theory is illustrated for its potential to revise the meaning that learners make of their experiences and open up new possibilities for renewed vitality in professional education and practice environments The book has two primary audiences professional learners in healthcare and helping professions education and their educators who are often professional practitioners themselves These educators have a significant role in influencing the next generation of professionals by serving as mentors role models and teachers The importance of fostering learning that is transformative has never been more important than it is today for those who will work in these demanding professions We invite readers to discover experiences and strategies for achieving individual wellbeing as well as opportunities for building a culture within professional education and practice settings that will foster resilience Resources in Education ,2001

Adopting the Song of Appearance: An Emotional Symphony within **Teachers As Learners Exemplary Teachers Perception Of Personal And Professional Development**

In a world used by monitors and the ceaseless chatter of fast transmission, the melodic splendor and psychological symphony developed by the written term often diminish into the background, eclipsed by the persistent sound and interruptions that permeate our lives. Nevertheless, located within the pages of **Teachers As Learners Exemplary Teachers Perception Of Personal And Professional Development** a wonderful fictional prize filled with fresh feelings, lies an immersive symphony waiting to be embraced. Constructed by a wonderful composer of language, this captivating masterpiece conducts viewers on a psychological trip, well unraveling the concealed melodies and profound affect resonating within each cautiously constructed phrase. Within the depths of the touching evaluation, we can discover the book is central harmonies, analyze their enthralling writing design, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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