



Teachers And Teaching

Wolff-Michael Roth



Teachers And Teaching:

Reviving the Soul of Teaching Terrence E. Deal, Peggy Deal Redman, 2008-06-20 This volume champions the heart and soul of teaching emphasizes how teachers can influence the lives of students and considers new directions for accountability mandates

Teaching What They Learn, Learning What They Live Brad Olsen, 2015-11-17 Cogent interesting and provocative from the foreword by Ann Lieberman Teaching What They Learn Learning What They Live explores the multiple social political and epistemological domains that comprise learning to teach Based on a study of eight beginning English teachers at four different university teacher preparation programs this book examines the ways in which beginning teachers personal dispositions and conceptions combines with their teacher preparation programs professional knowledge and contexts to form their understandings of and approaches toward teaching Brad Olsen recasts learning to teach as a continuous situated identity process in which prior experiences produce deeply embedded ways of viewing the world that go on to organize current future experience into meaning Since experience shapes learning and everyone acquires different sets of experience no individual teacher s knowledge is exactly like another s Yet Olsen shows also that the process by which a teacher constructs professional knowledge is common the what of teacher knowledge varies but the how remains the same

The Art of Teaching Cedric Cullingford, 2013-12-19 A central dilemma for teachers is finding ways to deal with the multiple perspectives and demands of pupils parents school management and external forces The Art of Teaching explores the tension between teaching and learning that all teachers face Presenting a series of insights into the art of teaching from the perspectives of those individuals most closely involved in the schooling process the book explores pupil voice in schools and experiences of teaching and learning from the pupil perspective Providing an opportunity for self reflection the book also examines teachers relationships with parents external agencies and their attitudes towards pupils Subjects covered include What pupils think of teachers Teacher s views of themselves and self reflection School hierarchies and the ethos of inspection Using pupil insights to inform learning strategies Essential reading for all teachers and students this book offers a unique insight into school relationships and structures giving readers an awareness of what is like to be a teacher Professor Cedric Cullingford s many books include *The Causes of Exclusion* Taylor and Francis and *How Pupils Cope with School* Cambridge Scholar s Press

Diversity and Education H Richard Milner, 2008-12 **101 Math Activities for Calculating Kids** Tracey Ann Schofield, 2001-03-01 Explore math concepts explore real world situations encourage logical thinking motivate your students **On Being a Teacher** Jeffrey A. Kottler, Stanley J. Zehm, Ellen Kottler, 2005-02-01 The authors help preservice beginning and veteran teachers discover their own special traits that make them superlative teachers Normal School Education and Efficiency in Teaching Junius Lathrop Meriam, 1906 *Schools, Teachers & Teaching* Len Barton, Stephen Walker, 1981 **The American Spirit in Education** Edwin Emery Slosson, 1921 Volume 33 **Teaching** Pamela J. Farris, 1997 Being and Becoming in the Classroom Wolff-Michael Roth, 2002 Highlights the current chasm

between teacher education theories praxeologies and the actual experience of teaching praxis Many traditional teacher education programs emphasize teaching based on reflection and deliberation yet when a new teacher is in a unique situation there is not always time to step back and look at it objectively Through Roth s extensive experience as a teacher he has learned that a teacher must live in the heat of the moment but also develop room to maneuver in the moment These skills come only by actually being in the classroom working at the elbow of experie Being and Becoming in the Classroom Wolff-Mich Roth,2002-05-30 This text highlights the current chasm between teacher education theories and the actual experience of teaching Roth feels that teachers must live in the heat of the moment but also develop room to maneuver in the moment These skills come from actually working in the classroom **Tensions of Teaching** Judith Newman,1998 Covering all grade levels Tensions of Teaching is a collection of teachers and principals thoughts and reflections about their experiences as practitioners and learners Through their writings the participating educators learned a great deal about the political nature of teaching as well as everyday issues that teachers face They discovered that every action and every decision in a classroom carries with it the potential both to support and to interfere with a student s learning They observed how their decisions make them vulnerable and fearful And they learned how teaching is fraught with tensions The action research and the writing which brings it to fruition allowed them and all who read this book to better understand the constraints under which teachers work **Teachers Power** Robert J. Braun,1972 From Simon Schuster Teachers and Power is Robert J Braun s exploration into the story of the American Federation of Teachers Leading education expert Robert J Braun s powerful new book Teachers and Power is a much needed deep dive in the American Federation of Teachers perfect for any parent student or educator The American Catalogue ,1905 *Teacher Skills and Strategies* Peter Woods,1990 Presents a general model of teaching which encompasses both social aspects of teaching skills and coping strategies more concerned with survival and self The book has particular import in the aftermath of the Education Reform Act Results-Driven Teaching Keen J. Babbage,2006-11-06 Results Driven Teaching explores the reality that individual teachers have different perspectives on teaching Some teachers perceive teaching as distributing textbooks handing out worksheets and giving tests on Fridays While others might vary the activities in classrooms they still have a predictable pattern of what is done and accomplished some students learn and some do not A results driven teacher however leads every student to true learning This standard is far above the written job description and requirements for a satisfactory performance evaluation but the results driven teacher s standard comes from ethics conscience and a personal dedication to results Results Driven Teaching is a lively personal and interactive exploration of the realistic demands and unlimited possibilities of teaching This book will challenge readers and inspire teachers Everyone benefits when teachers teach so well that every student learns *Curriculum-Based Professional Learning in Early Childhood Education: Conceptualization, Implementation and Evaluation* Weipeng Yang,Alfredo Bautista,Hui Li,2023-08-22 **On Teaching Foreign Languages** Marcela Ruiz-Funes,2002-10-30 The author

reports on a qualitative action research project on theories and practices in foreign language education. The goal of the study was to relate the knowledge of foreign language teaching, learning, and acquisition gained through research to the beliefs and experiences of expert foreign language teachers. The four participating teachers represent real teachers who distinguish themselves from their peers for their excellence in teaching foreign languages and their success in serving as clinical teachers. Four theoretical issues are discussed in detail: the proficiency movement, the role of input, teaching language in context, and class participation, motivation, and discipline. These aspects were selected because 1) they pose major challenges to foreign language learners and 2) they play an essential role in the learning/acquisition process of second language students. The major contribution of this study is the integration of the theoretical and practical dimensions. The practical aspect is presented by the expert foreign language teachers who describe in their own words how and explain why they implement a given foreign language theory in their classrooms. This integration provides foreign language teachers with a realistic view of foreign language education and establishes a dialogue between the university and the school communities. A significant number of excerpts from discussion/interview sessions conducted with the teachers are included.

Teaching is More Than Pedagogical Practice Ilghiz M. Sinagatullin, 2009. This book focuses on thirty-three rules or principles that educators often fail to pay heed to in their professional activity. These are rules that are vaguely articulated or even left unsaid when preparing contemporary teachers. *Teaching Is More Than Pedagogical Practice* also helps teachers cope with a wide range of confusing and challenging situations. Among other things, the author recommends that educators

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