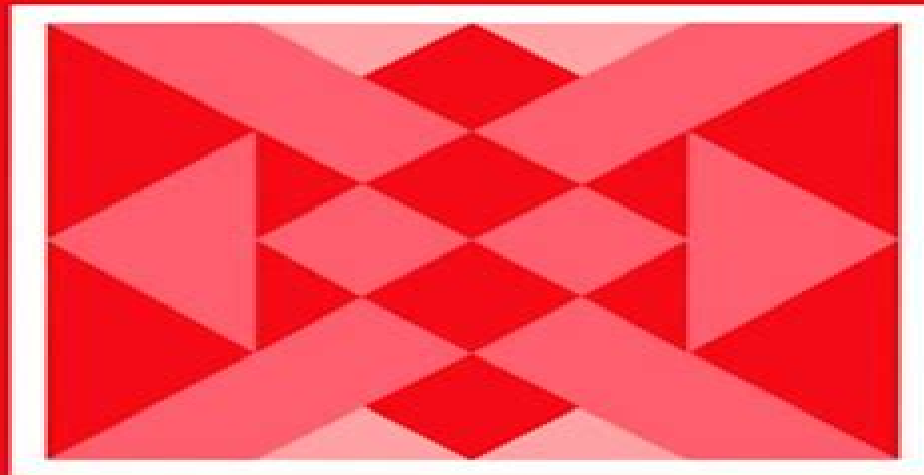


THE REALITIES OF TEACHERS' WORK

Never a Dull Moment



SANDRA ACKER

Realities Of Teachers Work Never A Dull Moment

Catherine Marshall, Richard M. Hooley



Realities Of Teachers Work Never A Dull Moment:

Realities of Teachers' Work Sandra Acker, 1999-04-01 The *Realities of Teacher Work Never a Dull Moment* follows the fortunes of the teachers at Hillview Primary School over ten years. It explores what it is like to be a primary or elementary school teacher in an urban school with about 200 children mixed in social class and ethnicity and suggests what we may learn from them for the future. Sandra Acker links her research with other literature on teachers' work and describes the school as a workplace focusing on four key features: the characteristics of the children, the school's physical setting, the available resources, and the ethos of the school. She successfully places us in the classroom, giving vivid images of daily interactions with the children and shows too how teaching extends far beyond the classroom door. The book explores the caring culture that has developed among the teachers and helps them to cope with the difficulties they encounter. It also considers the school as located in the wider community by looking at changes in teachers' careers over time and the effects on Hillview of recent educational reform. This book shows us how and why we need to revise our assumptions about schools and teachers and see them not as isolated individuals in closed classrooms and self-contained schools but as an integral part of a much broader community. Above all, it shows that teaching is hard, demanding work that is influenced by workplace cultures and the gendered expectations society holds about teachers. [A passion for teaching \[electronic resource\]](#)

Christopher Day, 2004 This book is a celebration and an acknowledgement of the various forms of intellectual, physical, emotional, and passionate endeavours in which teachers at their best engage. Christopher Day demonstrates that teachers with a passion for teaching are those who are committed, enthusiastic, and intellectually and emotionally energetic in their work with children, young people, and adults alike. Having this passion for helping pupils to learn has recently been identified as one of the four leadership characteristics mentioned in the Hay-McBer Report on effective teachers. Day recognises that passionate teachers are aware of the challenge of the broader social contexts in which they teach, have a clear sense of identity, and believe they can make a difference to the learning and achievement of all their pupils. Offering a refreshing and positive view, *A Passion for Teaching* is a contribution to understanding and improving the teaching profession and brings new insights to the work and lives of teachers. It is written for all teachers, teacher educators, and student teachers who have a passion for education, who love learners, the learning life, and the teaching life. **Passage through the Threshold of**

Technological Change Elizabeth Majocha, 2015-06-17 Technology is becoming entrenched in schools' daily operations and classrooms. The evolution of information communication technology (ICT) is changing teachers' delivery of content, their interactions with students, and their management of information. Because ICT places new, unfamiliar demands on preparation time, it challenges teachers to strengthen their qualities to lead others and to help them thrive during technological change. As a result of the author's research work towards her doctorate degree, this book focuses on the four sets of qualities that are vital to teachers who are leading teachers, administrators, digitally native students, parents, and ICT professionals. These

qualities are hidden in every teacher and appear to be deceptively simple yet teachers need to nurture them within their core to effectively communicate and collaborate with others and expand their instructional repertoire with ICT As these qualities strengthen teacher leaders will be able to help their colleagues to realize their potential to use ICT beyond the classroom This book focuses on the essence of being a teacher leader Coaching and mentoring Assisting student learning Supporting others Becoming a curious technologist Taken from the author s research findings this book presents much needed teacher leadership reflections for teachers school administrators directors and professors on building qualities to lead others through weaving ICT into the culture of their classrooms **Anglo-Indian Identity** Robyn Andrews,Merin Simi Raj,2021-02-17

Revisionist in approach global in scope and a seminal contribution to scholarship this original and thought provoking book critiques traditional notions about Anglo Indians a mixed descent minority community from India It interrogates traditional notions about Anglo Indian identity from a range of disciplines perspectives and locations This work situates itself as a transnational intermediary identifying convergences and bridging scholarship on Anglo Indian studies in India and the diaspora Anglo Indian identity is presented as hybridised and fluid and is seen as being representative performative affective and experiential through different interpretative theoretical frameworks and methodologies Uniquely this book is an international collaborative effort by leading scholars in Anglo Indian Studies and examines the community in India and diverse diasporic locations such as New Zealand Britain Australia Pakistan and Burma *Teachers Matter: Connecting Work, Lives And Effectiveness* Day, Christopher,Sammons, Pam,Stobart, Gordon,2007-03-01 Based on a DfES funded study of 300 teachers in 100 primary and secondary schools in England the authors identify different patterns of influence and effect between groups of teachers which provide powerful evidence of the complexities of teachers work lives identity and commitment in relation to their sense of agency well being resilience and pupil attitudes and attainment This in turn provides a clear message for teachers teachers associations school leaders and policy makers internationally in understanding and supporting the need to build and sustain school and classroom effectiveness Teaching, Learning, and Loving Daniel P. Liston,James W. Garrison,2004-01-02 First Published in 2004 Routledge is an imprint of Taylor Francis an informa company

The Assistant Principal Catherine Marshall,Richard M. Hooley,2006-03-21 Gain a new perspective for revitalizing the assistant principalship While assistant principals play vital administrative roles little attention has been granted to their training selection motivation and job satisfaction In this updated edition Catherine Marshall and Richard M Hooley focus on understanding the assistant principalship uncovering problems and identifying new solutions for these important school leaders This foundational resource provides a comprehensive study of what assistant principals do who they are and how these administrators in training can take charge of their careers Unique issues highlighted within include Policy concerns in the assistant principal role The assistant as gateway to upper administrative mobility The importance of support and motivation The dependency on principals and their leadership style This essential handbook supports the intrinsic value of

the assistant principalship while providing direction for improving the current system evaluating methods of recruitment and posing new metaphors and models for the position *Teacher Quality, Professional Learning and Policy* Christine Forde, Margery McMahon, 2019-04-01 This book examines the significance of teacher expertise in the drive to improve quality and effectiveness Scrutinising both key conceptual issues and current policy developments and approaches the authors analyse educational systems from around the world and question how different cultural contexts and systems can implement measures to improve teacher effectiveness The book analyses factors such as policy change and teacher evaluation as well as the regulation of the teaching profession to determine how these aspects can influence the expertise of individual teachers As numerous policy interventions have tried to define and enhance teacher quality to raise pupil achievement this book calls for an interrogation of this stance and signals a need to consider an alternative approach This book will appeal to students and scholars of teacher effectiveness and professional learning as well as researchers and policymakers The Exchange University Adrienne S. Chan, Donald Fisher, 2009-07-01 The Exchange University addresses crucial questions facing today's university including the commercialization of research and teaching intensifying government university relationships marketization and commodification and policy and functional responses within the academy The book will interest practitioners students and academics in educational studies policy studies and higher education **Inequalities in the Teaching Profession** M. Moreau, 2014-05-06 Countering the commonplace view of teaching as inclusive this collection highlights the persistence of inequalities in the teaching profession It explores the ways in which gender ethnicity social class and other identity markers shape teachers' experiences in a range of institutional and national contexts The Teacher's Reflective Practice Handbook Paula Nadine Zwozdiak-Myers, 2018-03-29 What do we mean by reflective practice What does it involve How can it help you develop as a teacher The Teacher's Reflective Practice Handbook is an essential source of advice guidance and ideas for both student and practising teachers Helping you to translate pedagogical knowledge into practice this Handbook guides you through studying your own teaching for personal development evaluating your lessons through classroom research and enhancing the quality of pupil learning It offers an innovative framework which serves to prepare you for the challenges and complexities of the classroom environment and supports the continuing improvement of your teaching Underpinned by key theoretical concepts and contemporary research within the field of education chapters help you to systematically evaluate your teaching through classroom research procedures question personal theories and beliefs and consider alternative perspectives and possibilities try out new strategies and ideas to maximise the learning potential of all students enhance the quality of and continue to improve your teaching Including a range of reflective tasks links to online resources exemplification material and further reading to help you develop your own thinking The Teacher's Reflective Practice Handbook is an accessible guide which supports the facilitation of reflective practice through self and peer assessment problem based learning and personal development planning The multi dimensional framework enables you to

build a meaningful personally relevant portfolio of evidence informed practice Readings for Reflective Teaching Andrew Pollard,2002-01-01 This unique book provides the reader with a mini library of over one hundred readings containing both classic and contemporary readings international contributors material drawn from books and journalsAn essential reference resource in its own right Readings for Reflective Teaching also contains numerous cross references to Andrew Pollards Reflective Teaching *The SAGE Handbook of Gender and Education* Christine Skelton,Becky Francis,Lisa Smulyan,2006-10-23 The Handbook of Gender and Education brings together leading scholars on gender and education to provide an up to date and broad ranging guide to the field It is a comprehensive overview of different theoretical positions on equity issues in schools The contributions cover all sectors of education from early years to higher education curriculum subjects methodological and theoretical perspectives and gender identities in education Each chapter reviews synthesises and provides a critical interrogation of key contemporary themes in education This approach ensures that the book will be an indispensable source of reference for a wide range of readers students academics and practitioners The first section of the Handbook Gender Theory and Methodology outlines the various feminist perspectives on researching and exploring gender and education The section critiques the notion of gender as a category in educational research and considers recent trends evident especially in the gender and underachievement debates to locate gender difference solely within biology This section provides the broad background upon which the issues and debates in the other sections can be situated Section two Gender and Education considers the differing ways in which gender has been shown to impact upon the opportunities and experiences of pupils students teachers and other adults in the different sectors of education It also includes a chapter on single sex schooling Section three Gender and School Subjects comprises chapters that cover gender issues within the teaching and learning of particular school subjects for example maths literacy and science It also includes topics such as sex education and assessment The chapters in section four Gender identity and educational sites address up to date issues which have a long history in terms of explorations into gender and educational opportunities More recent inclusions in the debates such as disability sexuality and masculinities are discussed alongside the more traditional concerns of race social class and femininities The final section Working in Schools and Colleges illuminates the working lives of teachers and academics The chapters cover such topics as school culture career progression and development and the gendered identities of professionals within educational institutions The contributors to this book have been selected by the editors as authorities in their specific area of gender and education and are drawn from the international scholarly community **Becoming an Academic** Lynn McAlpine,Gerlese Akerlind,2010-10-14 This book draws on research in Australia Canada UK and US into the experiences of doctoral students postdoctoral researchers and new academics Each chapter develops research informed implications for policy and practice to support developing academics and concludes with commentaries by early career academics developers and administrators **The Methodological Dilemma** Kathleen Gallagher,2008-05-19 This thought

provoking book challenges the way research is planned and undertaken and equips researchers with a variety of creative and imaginative solutions to the dilemmas of method and representation that plague qualitative research Fascinating and inspiring reading for any researcher in the Social Sciences this comprehensive collection encourages the reader to imagine the world in evermore complex and interesting ways and discover new routes to understanding Some of the most influential figures in educational research consider questions such as How does a socio political context change the course of our research What counts as a truthful account in qualitative research How do the voices of theory and the voices of research subjects struggle to be heard in our research narratives How can qualitative researchers ethically navigate the difficult terrain of research relationships How is the material body rendered in qualitative research Each chapter reveals a range of troubling dilemmas related to the critical aspects of research methodology in the Social Sciences and uses an illustrative case to elucidate the issues encountered by the researcher Each writer brings a fierce philosophical spirit to her work showing how methods or techniques of data gathering grow from the theory and analysis of how research proceeds A range of topics are addressed in a cross disciplinary approach which will appeal to all scholars of qualitative research undergraduate students in education programs and graduate students in a range of disciplines *Reclaiming Feminism*

Miriam E. David, 2016-06-15 Since second wave feminism of the 1970s women's rights and opportunities in education and employment have increased across the globe but has equality whether social political or legal really been achieved In this fascinating book Miriam E David a well known and influential feminist in higher education celebrates the achievements of international feminists as activists and scholars She provides a critique of the expansion of global higher education masking their pioneering zeal and zest for knowledge Looking at the changing zeitgeist David contends that feminism has yet to have an enduring influence despite how generations of women have felt empowered She illustrates the power of patriarchal social relations and how everyday sexism or misogyny is keenly felt This impassioned book asks whether a feminist friendly future is possible or indeed desirable **Sight, Sound and Text in the History of Education** Jody Crutchley, Stephen

Parker, Siân Roberts, 2020-06-29 This volume contributes to the study of new sonic and visual sources and their intertextual relationship with the documentary as well as traditional understandings of text in the history of education It both presents case studies of research and points to new avenues of further research This volume arose from a joint conference of the History of Education Society UK and the Australian and New Zealand History of Education Society held in 2016 on the theme sight sound and text in the history of education The conference drew together educational and media historians as well as archivists and museum professionals to examine methodological issues and a range of examples of sensory and textual histories The event from which this book arose showed that there is so much more to consider in this area This book was originally published as a special issue of History of Education *A Passion for Teaching* Christopher Day, 2004-04-01 This book is a celebration and an acknowledgement of the various forms of intellectual physical emotional and passionate

endeavours in which teachers at their best engage Christopher Day demonstrates that teachers with a passion for teaching are those who are committed enthusiastic and intellectually and emotionally energetic in their work with children young people and adults alike Having this passion for helping pupils to learn has recently been identified as one of the four leadership characteristics mentioned in the HayMcBer Report on effective teachers Day recognises that passionate teachers are aware of the challenge of the broader social contexts in which they teach have a clear sense of identity and believe they can make a difference to the learning and achievement of all their pupils Offering a refreshing and positive view A Passion for Teaching is a contribution to understanding and improving the teaching profession and brings new insights to the work and lives of teachers It is written for all teachers teacher educators and student teachers who have a passion for education who love learners the learning life and the teaching life

Common Core Mathematics Standards and Implementing Digital Technologies Polly, Drew, 2013-05-31 Standards in the American education system are traditionally handled on a state by state basis which can differ significantly from one region of the country to the next Recently initiatives proposed at the federal level have attempted to bridge this gap Common Core Mathematics Standards and Implementing Digital Technologies provides a critical discussion of educational standards in mathematics and how communication technologies can support the implementation of common practices across state lines Leaders in the fields of mathematics education and educational technology will find an examination of the Common Core State Standards in Mathematics through concrete examples current research and best practices for teaching all students regardless of grade level or regional location This book is part of the Advances in Educational Technologies and Instructional Design series collection

Succeeding Together? Kelly Gallagher-Mackay, 2017-01-01 Succeeding Together is an institutional ethnography that analyses front line accounts from mothers teachers and child welfare workers to explore the educational issues facing abused and neglected children outside of foster care

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