School-Based Teacher Education

Telling Tales from a Fictional Primary School

Anne Campbell and Ian Kane

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School-Based Teacher Education Anne Campbell, Ian Kane, 2013-11-26 First Published in 1998 The idea for this book came from involvement in a research project the Mentoring in Schools project funded by the Esmee Fairbairn Charitable Trust between September 1993 and July 1995 The book also draws on local evaluation studies of previous pilot projects such as the Articled Teacher Scheme and partnership initiatives with primary schools A readable interactive book which presents the phenomenological aspects of school based training the human face of mentoring and which tells how people actually experience school based teacher education partnerships School-Based Teacher Education Anne Campbell, Ian Kane, 2013-11-26 First Published in 1998 The idea for this book came from involvement in a research project the Mentoring in Schools project funded by the Esmee Fairbairn Charitable Trust between September 1993 and July 1995 The book also draws on local evaluation studies of previous pilot projects such as the Articled Teacher Scheme and partnership initiatives with primary schools A readable interactive book which presents the phenomenological aspects of school based training the human face of mentoring and which tells how people actually experience school based teacher education partnerships

School-based Teacher Training Elizabeth White, Joy Jarvis, 2012-12-18 Covering both Primary and Secondary teaching this handbook offers support to those delivering school based teacher training By identifying best practice the book shows you how to develop your professional knowledge and become an effective teacher educator and mentor Topics covered include strategies for coaching and mentoring trainee teachers teacher training in schools links between teacher education and recent research how to develop your own identity as a teacher educator Packed with case studies of good practice models of successful teaching and activities to try this practical book leads you through a professional development process that will enable you to be confident and secure in your practice An essential guide for tutors mentors and all those involved in staff development in schools the book is also useful for experienced teachers in schools who are taking on training roles and supporting and mentoring newly qualified teachers NQTs Elizabeth White and Joy Jarvis both teach in the School of Education at the University of Hertfordshire Power to Teach Wendy Robinson, 2004-06 Chapter 1 INTRODUCTION chapter 2 TEACHING ART CRAFT OR SCIENCE chapter 3 THE TEACHER AS TRAINER chapter 4 LEARNING THROUGH PRACTICE I chapter 5 LEARNING THROUGH PRACTICE II chapter 6 LEARNING THROUGH PRACTICE III chapter 7 Values and Professional Knowledge in Teacher Education Nick Mead, 2019-02-01 TOWARDS A THEORY OF TEACHING Values and Professional Knowledge in Teacher Education provides distinctive insights into potential strengths to develop trainee teachers values within school based training Looking at the personal moral and political values of trainees as fundamental to strategic and critical professional knowledge the book considers a key question about training contexts to what extent is teacher education embedded in the purpose and rationale of the school so that trainees values and consequently their autonomy and identity can flourish The book is research focused and offers case studies that offer

vicarious experiences which resonate with the professional needs and concerns of teacher educators. The book opens with a reflective narrative on the experience of a teacher educator in England Further chapters explore international perspectives on values and professional knowledge in teacher education applied theoretical principles for developing the relationship between trainee teachers values and their professional knowledge the impact of university and school based training contexts on the development of values based professional knowledge and the challenge of a values based professional knowledge to current teacher education practice Values and Professional Knowledge in Teacher Education will be of great interest to academics and post graduate students in the field of education university and school based teacher educators trainee teachers researchers policymakers and school leaders Becoming an Evidence-based Practitioner Olwen McNamara, Olwen Mcnamara, 2003-12-16 The world of teacher research is rapidly changing following the introduction of Best Practice Research Scholarships This was announced by the DfEE as part of a new Professional Development Plan in which teachers are to be allocated up to 3000 to do their own research non award bearing with the support of an HE mentor The TTA also believes that teachers should play a more active role in conceiving implementing evaluating and disseminating research This book is for teachers who are looking or being encouraged to undertake research in their schools Written by teachers and their HE research mentors the book provides case studies which show teachers how to do and use research and how to do effective pedagogy Olwen MacNamara shows how a group of teachers set out to observe describe analyse and intervene in areas of primary education The book can be raided for insights into research methods as well detailing professional issues about teaching and learning and will be essential reading for teachers undertaking Best Practice Research Scholarships Workplace Learning in Teacher Education Olwen McNamara, Jean Murray, Marion Jones, 2013-11-19 This book explores teacher workplace learning from four different perspectives social policy international comparators multi professional stances perspectives and socio cultural theory First it considers the policy and practice context of professional learning in teacher education in England and the rest of the UK with particular reference to professional masters level provision The importance of teachers and schools perceptions of improvement development and learning and the inherent tensions between individual school and government priorities is explored Second the book considers models of teacher workplace learning to be found in international research and practice to explore what perspective they can bring to understanding policy and practice relating to workplace learning in the UK Third it draws on cross professional analysis to get an intellectual and theoretical purchase on workplace learning by examining how insights from across the professions can provide us with useful perspectives on policy and practice. The analysis draws particularly on insights from medicine and educational psychology Fourth the book cross fertilises research and practice across the field of education by drawing on insights from perspectives such as socio cultural and activity theory and situated learning cognition to discover what they can offer in analysing the theoretical and pedagogic underpinnings of teacher workplace learning In

short the book offers a number of contexts for exploring how best to conceptualise and theorise learning in the workplace in order to generate evidence to inform policy and practice and facilitates the development of a more theoretically informed and Working with Support in the Classroom Anne Campbell, Gavin robust model of workplace learning and teaching Fairbairn, 2005-04-23 Looks at the roles of teachers assistants in the classroom **An Ethical Approach to Practitioner Research** Anne Campbell, Susan Groundwater-Smith, 2007-09-12 Practice based research is burgeoning in a number of professional areas An Ethical Approach to Practitioner Research covers a comprehensive range of issues and dilemmas encountered in practitioner and action research contexts While principally focused upon practitioner inquiry in education it takes account of and acknowledges that others engaged in professional practice such as in legal nursing and social care contexts face similar issues and dilemmas It aims to stimulate ethical thinking and practice in enquiry and research contexts Following moves to promote professional learning and development in the workplace there is an increase in the number of practitioners engaging in action or inquiry based learning in the workplace supported by university staff or consultants as evidenced in the emergence of professional learning communities and learning networks. There are many tensions inherent in relationships between practitioners and academics in terms of the setting of the research agenda the policy implications that may flow from it and the right to publish outcomes Negotiating that relationship requires ethical probity where each party recognises understands and respects mutual responsibilities. The book explores this through a wide variety of roles from those of academic researchers consultants and teachers to professional practitioners as researchers and importantly students and children It therefore illustrates a number of differing perspectives about ethics and research which are allied to those roles Drawing on the expertise of international researchers and academics from America Australia and Europe the book provides invaluable support to the novice researcher and illuminates some of the more intricate issues for the more experienced research practitioner Packed with detailed and thought provoking examples this book contains both theoretical analyses of ethical matters and offers practical advice to practitioner and action researchers across the fields of schools hospitals and community and family settings **Primary Education: The Key Concepts** Denis Hayes, 2006-05-11 Presenting a balance of theoretical insight and practical advice this text is a clear and accessible guide to the key issues relating to primary education Alphabetically arranged and fully cross referenced to ensure ease of use entries include both curriculum specific terms as well as those that are more generic such as assessment objectives coping strategies differentiation behaviour special needs time management Written by an experienced teacher and lecturer this is a concise yet comprehensive text that takes into account the everyday realities of teaching Readable and user friendly it is a first class resource for the primary practitioner at all levels <u>Practitioner Research and Professional Development in Education Anne</u> Campbell, Olwen McNamara, Peter Gilroy, 2004 Practical accessible and up to date this book draws directly on the work of teachers and other professional trainers concerned with programs for continuing professional development Transnational

Perspectives on Democracy, Citizenship, Human Rights and Peace Education Mary Drinkwater, Fazal Rizvi, Karen Edge, 2019-02-21 Transnational Perspectives on Democracy Citizenship Human Rights and Peace Education considers ways in which national systems of education could work together across borders to determine the meaning and significance of the principles of democracy human rights and peace education in ways that are comparative and relational The contributors and editors Mary Drinkwater Fazal Rizvi and Karen Edge argue that in an era of globalization collaborative investigations are crucial for developing an understanding of rights democracy and peace that is transnationally inflected and through which national systems of education hold each other accountable The chapters address issues such as citizenship identity language conflict and peace building global educational policy and democratic approaches to policy and education issues of democracy human rights and peace education through analyses of case studies research findings and policy initiatives drawn from countries in the global north and south *Professional Learning: Gaps and Transitions on the Way from Novice to Expert* Henny P.A. Boshuizen, Rainer Bromme, Hans Gruber, 2006-04-11 About the Book Series The idea for the Book Series Innovation and Change in Professional Education ICPE was born in 1996 While working on another publication in this area we noticed that professional educators faced similar problems without even knowing from each other It was this observation that resulted in examining the possibilities for a new publication platform about professional education with input from different professions We wanted to develop a publication source that would bring together educators and researchers to exchange ideas and knowledge about theory research and professional practice But we were not only striving for a book series informing readers about important themes in the professions A second goal was to focus on processes of change and innovation We were heavily involved in innovations going on in our institutions and were convinced that a better understanding was needed in a wide range of issues critically important to the future of professional education It was our belief that scholarly publications about innovation processes may support fundamental change in professional education ICPE reflects our view that professional education deserves such a publication platform It aims to approach critical questions of educational innovations and to examine dynamics of educational change in various professional domains in the context of innovation processes The books will include contributions from frontline practitioners leading researchers or distinguished scholars in professional education delivering reports of empirical or theoretical research reviews interpretations of evaluation studies or descriptions of innovative approaches Mentor Development for Teacher Training Anne Punter, 2007 The 34 scenarios that make up this book are based upon real life teacher trainee issues. They are designed to stimulate analysis of those issues to help the formulation of possible approaches to deal with them and to promote reflection on the role of the mentor as a practitioner advisor critical friend and assessor There is no single solution to each issue but the material prompts an in depth discussion of what the issues are and a consideration of how to manage the complex set of factors towards a resolution A Practicum Turn in Teacher Education Matts Mattsson, Tor Vidar Eilertsen, Doreen

Rorrison, 2012-01-01 Challenges to practicum The authors have explored professional practice knowledge and the ways practicum is dealt with in teacher education They report from Research and Development projects based on collaboration between universities and school communities Empirical studies have been carried out in Australia Canada China Denmark Finland Norway and Sweden Communication about practicum is reframed Preservice teachers experiences during practicum serve as a point of departure for improving teacher education The book is a must for everyone committed to quality in initial teacher education including preservice teachers school leaders and local supervisors This volume explores new and different ways to think about the construction and evaluation of the practicum that students encounter Contributors ask the reader to consider the assumptions that the practicum is based on question these assumptions and strive to find new and better ways to contribute to the autonomy professionalism and moral development of emerging teachers. The focus is clearly on creating conversational and learning spaces for students that encourage them to think explicitly about theory and its application to practice and vice versa The book not only challenges our thinking but also provides rich examples of research and evaluation in this area which help us to hear the voices of those involved in the practicum in fresh and insightful ways Reflections by Roslin Brennan Kemmis Head of the School of Education Charles Sturt University Wagga Wagga Australia Teaching Sandy Schuck, Peter Aubusson, John Buchanan, Tom Russell, 2012-02-28 The experiences of the first years of new teachers professional lives are critical to their decisions about embracing or leaving the teaching profession Writ large these experiences have the potential to either underpin or undermine the growth and development of the teaching profession This book offers a research based account of beginning teachers experiences told from their own perspectives and often in their own words Beginning Teaching Stories from the Classroom provides valuable source material to inform teacher education practices The authors draw on more than 20 years of research on the professional learning retention and attrition of beginning teachers to provide evocative illustrations of the challenges and successes that occur in the early years of teaching The compelling and coherent narratives will appeal not only to student and graduate teachers but also to program designers coaches and senior managers in schools Above all the book speaks to teacher educators in the hope that the experiences discussed here will suggest ways of supporting student teachers to grow and flourish once they launch their careers in the profession These evocative stories express beginning teachers anguish and elation and also provide testimony to their resilience and perseverance in an altruistic profession The analysis and interpretation of their stories will challenge and uplift inspire and shame give cause for celebration and melancholy generate empathy and provoke introspection Above all else these stories call for change Rethinking Educational Practice Through Reflexive Inquiry Nicole Mockler, Judyth Sachs, 2011-04-13 Susan Groundwater Smith is one of the most influential voices in the world of educational practitioner inquiry The convener in Australia of the Coalition of Knowledge Building Schools she is a staunch advocate of innovative methods of practitioner inquiry with a particular emphasis upon student voice and the use of images in capturing young

people s perspectives on their learning experience So it is more than fitting that this unique text on practitioner inquiry and teacher professional learning is dedicated to her Rethinking Education Practice Through Reflexive Inquiry is a compilation of essays that explore contemporary issues in practitioner inquiry and action research from the perspective of both university based and school based authors The essays discuss the practical political and theoretical dimensions of practitioner inquiry advancing the argument that the adoption of an inquiring approach to practice is both an integral dimension of teachers work in the modern school as well as critical to effective and authentic professional learning And the essays draw on the work of Groundwater Smith to demonstrate the benefits brought to bear on schools teachers and learners when the complex nature of the relationship between inquiry and practice is understood and acted upon in pursuit of democratic knowledge The Routledge Doctoral Student's Companion Pat Thomson, Melanie Walker, 2010-04-07 This book addresses a interests set of interlocking and overlapping big questions that sit behind the plethora of doctoral advice texts and run through the practice of knowledge identity work The Magic Key Ruth Enid Zambrana, Sylvia Hurtado, 2015-10-15 Mexican Americans comprise the largest subgroup of Latina os and their path to education can be a difficult one Yet just as this group is often marginalized so are their stories and relatively few studies have chronicled the educational trajectory of Mexican American men and women In this interdisciplinary collection editors Zambrana and Hurtado have brought together research studies that reveal new ways to understand how and why members of this subgroup have succeeded and how the facilitators of success in higher education have changed or remained the same The Magic Key's four sections explain the context of Mexican American higher education issues provide conceptual understandings explore contemporary college experiences and offer implications for educational policy and future practices Using historical and contemporary data as well as new conceptual apparatuses the authors in this collection create a comparative nuanced approach that brings Mexican Americans lived experiences into the dominant discourse of social science and education This diverse set of studies presents both quantitative and qualitative data by gender to examine trends of generations of Mexican American college students provides information on perceptions of welcoming university climates and proffers insights on emergent issues in the field of higher education for this population Professors and students across disciplines will find this volume indispensable for its insights on the Mexican American educational experience both past and present Research in Education ,2000

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