

# Rethinking Teacher Education

Improvement, Innovation  
and Change



Edited By  
Joe L. P. Lugalla  
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# Rethinking Teacher Education

**Richard Smith, David Ernest Lynch**



## **Rethinking Teacher Education:**

**Rethinking Teacher Education** Anne Edwards, Peter Gilroy, David Hartley, 2005-07-08 Rethinking Teacher Education is a thorough and critical analysis of the ambivalences and uncertainties that face those in teacher education. The authors draw on their different experiences of teacher education to try to make sense of current practices and where they might lead. The book analyzes past and present constructions of teacher education and offers insights into how a re-evaluation might address teachers' positions in relation to knowledge, learners, economic demands, and democratic values. The issues addressed include political and economic uncertainty and teacher education, philosophical uncertainty and teacher education, modernist policy solutions, psychology, an agent of modernity in teacher education, sociocultural and other collaborative responses to uncertainty. The book will be of interest to all those involved in teacher education, including sociologists, psychologists, and philosophers of education.

**Rethinking Teacher Education for the 21st Century** Wioleta Danilewicz, Alicja Korzeniecka-Bondar, Marta Kowalczyk-Wałędziak, Gracienne Maria Louisa Veronica Lauwers, 2019-09-09 This book focuses on current trends, potential challenges, and further developments of teacher education and professional development from a theoretical, empirical, and practical point of view. It intends to provide valuable and fresh insights from research studies and examples of best practices from Europe and all over the world. The authors deal with the strengths and limitations of different models, strategies, approaches, and policies related to teacher education and professional development in and for changing times, digitization, multiculturalism, pressure to perform.

**Rethinking Teacher Education** Richard Smith, David Ernest Lynch, 2010 **Rethinking Teacher Education** David Hopkins, Ken Reid, 2012-05-04 In recent years there has been a new mood in teacher education. The emphasis is on professional studies, on encouraging trainee teachers to think intelligently about how to tackle problems of the classroom. This book surveys the developments which are taking it further in both Britain and North America. It goes on to argue the case for consolidating the new approach in a thoughtful, structured, and comprehensive way. It argues that teacher education should be regarded as a discipline in its own right, that teacher education should be increasingly school-focused and problem-centered, that it needs to blend theory more effectively with practice. It argues that teacher training programmes should prepare teachers for an uncertain future in a changing world. This calls for an emphasis on process rather than content in programmes and the preparing of teachers who are self-directed.

*Rethinking Teacher Education* Selma Wassermann, 2022-02-28 The book offers concrete and specific suggestions for improving teacher education programs, including improved strategies for selection into the program, key ingredients for pre-service course work, courses that emphasize skill development in critical areas of teaching practice, and more effective evaluation of student teaching that emphasizes professional development.

Rethinking Teacher Education Richard Smith, David Lynch, 2010 From the people who turned teacher education on its ear in Australia in 2001 comes a text about preparing the next generation of teachers. Richard Smith and David Lynch, two of Australia's leading teacher education

researchers and the architects of the acclaimed Bachelor of Learning Management program BLM take their previously published ideas about teaching and teacher education further to detail a new paradigm in the preparation of teachers Drawing on 30 years of teacher education research and their own experiences in redeveloping teacher education in Australia Smith and Lynch explore what it means to be a teacher in the 2000s outlining a new vision for the preparation of teachers in a Knowledge Age

**Rethinking Teacher Education** Selma Wassermann, 2022-02-28 The book offers concrete and specific suggestions for improving teacher education programs including improved strategies for selection into the program key ingredients for pre service course work courses that emphasis skill development in critical areas of teaching practice and more effective evaluation of student teaching that emphasizes professional development

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**Rethinking Teacher Education** , 2008\*

**Rethinking Social Studies Teacher Education in the Twenty-First Century** Alicia R. Crowe, Alexander Cuenca, 2015-11-26 In this volume teacher educators explicitly and implicitly share their visions for the purposes experiences and commitments necessary for social studies teacher preparation in the twenty first century It is divided into six sections where authors reconsider 1 purposes 2 course curricula 3 collaboration with on campus partners 4 field experiences 5 community connections and 6 research and the political nature of social studies teacher education The chapters within each section provide critical insights for social studies researchers teacher educators and teacher education programs Whether readers begin to question what are we teaching social studies teachers for who should we collaborate with to advance teacher learning or how should we engage in the politics of teacher education this volume leads us to consider what ideas structures and connections are most worthwhile for social studies teacher education in the twenty first century to pursue

*Rethinking Teacher Supervision and Evaluation* Kim Marshall, 2009-10-30 In this important book education expert Kim Marshall shows how to break away from the typical and often ineffective evaluation approaches in which principals use infrequent classroom visits or rely on standardized test scores to assess a teacher s performance Marshall proposes a broader framework for supervision and evaluation that enlists teachers in improving the performance of all students Emphasizing trust building and teamwork Marshall s innovative four part framework shifts the focus from periodically

evaluating teaching to continuously analyzing learning This book offers school principals a guide for implementing Marshall's framework and shows how to make frequent informal classroom visits followed by candid feedback to each teacher work with teacher teams to plan thoughtful curriculum units rather than focusing on individual lessons get teachers as teams involved in low stakes analysis of interim assessment results to fine tune their teaching and help struggling students and use compact rubrics for summative teacher evaluation This vital resource also includes extensive tools and advice for managing time as well as ideas for using supervision and evaluation practices to foster teacher professional development

**Rethinking Teacher Education** Joe Lugalla, Fredrick Mtenzi, Samuel Andema, 2022-09-12 The Conference gathered participants from nine countries to deliberate on a cross section of factors regarding teacher education in the region and landscaping the same on global perspectives

**Rethinking Teacher Professional Development** Donald Freeman, 2023-07-18 This book presents a new set of ideas to challenge established thinking and to guide researching and designing teacher professional development Grounded in the work of the Learning4Teaching Project which documented public sector teachers experiences and learning from professional development in three countries the volume presents a sociomaterial perspective on teacher sensemaking This teacher centered perspective disputes the conventional calculus in which teachers learn content that they apply in their classrooms Part I outlines conventional issues in how teacher learning and professional development have been conceptualized and studied Part II introduces a new group of concepts that rethink these assumptions and Part III offers important insights to inform professional development across disciplines cultures and contexts Written by a leading international teacher educator in an accessible style that incorporates visual representations and project data the book will appeal to practitioners scholars and researchers who design and research how teachers learn in professional development

**Rethinking Teacher Preparation Program Design** Etta R. Hollins, Connor K. Warner, 2021-05-30 This book provides a framework concrete examples and tools for designing a high quality academically robust preservice teacher preparation program that empowers teachers with the depth of professional knowledge and the skills required to become adaptable responsive K 12 teachers ready to engage with diverse groups of students and to achieve consistent learning outcomes Renowned teacher educators Etta R Hollins and Connor K Warner present a systematic approach for developing a teacher preparation program characterized by coherence continuity consistency integrity and trustworthiness as well as one that is firmly grounded in collaboration between faculty community members and other school practitioners This book offers an evidence based roadmap relevant for teacher educators administrators scholars agencies at the state and national levels and any organization that serves teacher educators

**Imagining Teachers** Gustavo Fischman, 2000 This book calls for a different understanding of the professional preparation of pre service teachers critically reflecting on issues of caring and gender and challenging the dominance of words only educational research methodologies Using conceptual tools from visual anthropology cultural studies feminism and critical pedagogy Fischman focuses on the educational dilemmas that students

and professors in teacher education programs face within institutions that reinforce rather than challenge oppressive class racial ethnic and gender dynamics He pays special attention to the transmission of models of teaching that are invested of essential masculine and feminine patterns that potentially lead to two very distinctive professional careers one that is associated with dedication and care and a second that emphasizes order and command

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**Lugalla: Rethinking Teacher Education**, 2023-06-27 Rethinking Teacher Education Improvement Innovation and Change is the result of the conference organised by The Aga Khan University Institute for Educational Development East Africa AKU IED EA on education in Uganda in 2017 The Conference gathered participants from nine countries to deliberate on a cross section of factors regarding teacher education in the region and landscaping the same on global perspectives The choice of the conference theme was inspired by a need to consider new systems policies structures and reforms to help drive sustainable education for the development of nations in the East African region A variety contributors participated from across the education landscape and included researchers working in higher education practitioners such as teachers in schools tutors instructors in colleges and lecturers and professors at universities Also contributing were non governmental organisations with interests in education and student learning outcomes civil society organisations whose interests navigate the role education plays in social and national development policy makers and curriculum developers librarians publishers booksellers and teacher trainees all of who shared their rich experiences and perspectives on teacher education in the 21st century in East Africa and globally

**Rethinking Teacher Education in Nigeria** Martha N. Amadi, 2012 *Toward a Framework of Resources for Learning to Teach* Lauren Gatti, 2016-08-19 This book advances a new framework for learning to teach using in depth case studies to show how learning to teach in any type of program can best be understood as a recursive and dynamic process wherein teachers differentially access programmatic relational experiential disciplinary and dispositional resources In the last twenty years debates in the field of teacher preparation have increasingly become paralyzing and divisive as rhetoric around the failure of university teacher preparation intensifies The author addresses the historical and practical factors that animate these debates arguing that novice teachers and teacher educators must

understand the central conflicts in the field however the book also advances a way of approaching learning to teach that accounts for but does not get stuck at the level of programmatic designation Using lively in depth case studies the author shows how novice urban English teachers from two different teacher preparation pathways a university based program and an urban teacher residency learn to teach within a policy context of high stakes testing and college readiness

**Redesigning Teacher Education** Alan R. Tom, 1997-09-25 Alan Tom is among the best at relating important issues in teacher education and a critical reading of the literature with his own professional experience This book is ambitious It lives up to the claim of examining political and institutional problems along with conceptual and intellectual ones This is something few teacher educators attempt and is a critical area to open up for sustained analysis Drawing upon events from his career as a teacher educator Alan R Tom candidly analyzes the predominant criticisms of teacher education and rejects the common tendency to infer the teacher education curriculum from such ideas as metaphors for teaching or knowledge He proposes eleven design principles to serve as a reform agenda including creating programs capable of self renewal having faculty model the desired image and skills of teaching and rethinking the sequence of practice and theory Each principle identifies a differing dimension for the conceptual and structural redesign of teacher preparation Four specific change strategies are evaluated as well task force top down piloting and family style The low status of teacher educators and the excessive regulation of teacher education are also examined as is the failure to give adequate attention to the administrative organization for teacher education

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