



*R*einventing Ourselves as Teachers

Beyond Nostalgia

Claudia Mitchell
Sandra Weber

Reinventing Ourselves As Teachers

Matthew Clarke



Reinventing Ourselves As Teachers:

Reinventing Ourselves as Teachers Claudia Mitchell, Sandra Weber, 2003-10-04 Designed for use by teachers and teacher educators this text should help both novice and experienced teachers reinterpret their working lives The reader is led on a path of personal exploration that goes beyond standard approaches and leads from the personal to the critical Illustrative material is drawn from all levels from kindergarten to high school to illuminate issues and questions fundamental to teachers lives Film and literary narratives supply further case studies and contribute to the fusion of critical reflection and everyday realities that typically inform teachers experiences of work Reinventing Ourselves as Teachers Claudia Mitchell, 1999

Your Teacher Leadership Journey Melissa Collins, 2022-08-05 Build your success as a teacher leader with the practical advice in this book Award winning educator Melissa Collins shows how you can grow in your role by fostering relationships with colleagues organizations and mentors She also spotlights rock star educators She offers thorough advice on a wide variety of topics such as finding the right support building your reputation reinventing yourself knowing your purpose and developing leadership mindsets She also explains how to manage your time wisely build a network enact purposeful practice and most of all dare to dream Appropriate for teachers at any level of their career who want to take on a larger role in their school or beyond the book s honest anecdotes and step by step suggestions will put you on the right path so teacher leaders can develop in their careers and help their students thrive Teaching and Learning Alex Moore, 2012 Teaching and Learning Pedagogy Curriculum and Culture is designed to share important theory with readers in an accessible but sophisticated way It offers an overview of the key issues and dominant theories of teaching and learning as they impact upon the practice of education professionals in the classroom This second edition has been updated to take account of significant changes in the field young people s use of digital technologies the increasing involvement of world of business in state education and ongoing high profile debates about assessment to name but a few It examines the global move from traditional subject and knowledge based curricula towards skills and problem solving and discusses how the emphasis on education for citizenship has forced us to reconsider the social functions of education Central topics also covered include an assessment of the most influential theorists of learning and teaching the ways in which public educational policy impinges on local practice the nature and role of language and culture in formal educational settings an assessment of different models of good teaching alternative models of curriculum and pedagogy With questions points for consideration and ideas for further reading and research throughout this book delivers discussion and analysis designed to support understanding of classroom interactions and to contribute to improved practice It will be essential reading for all student teachers those engaged in professional development and Education Studies students *Developing a Pedagogy of Teacher Education* John Loughran, 2013-01-11 A pedagogy of teacher education must go well beyond the simple delivery of information about teaching This book describes and explores the complex nature of teaching and of learning about teaching illustrating how

important teacher educators professional knowledge is and how that knowledge must influence teacher training practices The book is divided into two sections The first considers the crucial distinction between teaching student teachers and teaching them about teaching allowing practice to push beyond the technical rational or tips and tricks approach to teaching about teaching in a way that brings in the appropriate attitudes knowledge and skills of teaching itself Section two highlights the dual nature of student teachers learning arguing that they need to concentrate not only on learning what is being taught but also on the way in which that teaching is conducted

Critical Friendship as a Self-Study Research Tool Elizabeth Petroelje Stolle, Charlotte Frambaugh-Kritzer, 2025-06-12 This book provides qualitative scholars particularly those in self study with timely research and practical resources for applying critical friendship as a research tool Drawing on over two decades of engagement as critical friends the authors advocate for critical friendship as a means to enhance research rigor Long valued within self study methodology critical friendship offers researchers opportunities for collaboration inquiry and reflection Despite its widespread use ambiguity persists about its enactment This book addresses the need for a comprehensive resource on critical friendship application focused solely on the theoretical and methodological understanding of critical friendship It offers clarity on tools while exploring the complexities of critical friendship This book makes a significant contribution to the field by expanding on key topics such as trustworthiness characteristics of critical friendship and the selection and evaluation of critical friends It is designed for both seasoned and novice qualitative self study scholars providing insight for those seeking to integrate critical friendship into their research practice

From Teacher Thinking to Teachers and Teaching Cheryl J. Craig, Paulien C. Meijer, Jan Broeckmans, 2013-07-04 This volume covers advances that have occurred in the thirty year existence of the International Study Association on Teachers and Teaching ISATT the organization that helped transition the study of teacher thinking to the study of teachers and teaching in all of its complexities

Self-Study and Diversity Deborah L. Tidwell, Linda Fitzgerald, 2006 Educators have a responsibility to address equity and access issues inherent in teaching To that end individual chapters address such areas of diversity as race ethnicity gender disability and power as well as broader areas of social justice multiculturalism and ways of knowing Education Teaching

Handbook of Teacher Education Tony Townsend, Richard Bates, 2006-08-09 This book has its origins in conversations that started when the International Council on Education for Teaching ICET and the Australian Teacher Education Association ATEA jointly agreed to co sponsor a World Assembly of Teacher Educators in Melbourne in July 2003 hosted by Monash University The editors of this book were not only intimately involved in the management of the conference but had also been key figures in the Associations involved Tony Townsend had been secretary and on the national board of the South Pacific Association for Teacher Education SPATE which later became ATEA and had previously managed a SPATE conference in Frankston Australia in the 1980s He is currently the President of ICET and now works at Florida Atlantic University Richard Bates has been a long time board member of ATEA and is currently President of that organization

He is also a Board member of ICET The International Council on Education for Teaching ICET was founded in 1953 for the purpose of emphasizing international cooperation in educational development in order to improve the quality of teacher education as well as to expand global educational opportunities for people in teacher education Since that time ICET has developed into an international association of practitioners of teacher education policy and decision makers in education government and business dedicated to global development through education ICET is a Non Governmental Organization NGO and participates in NGO meetings and other UNESCO sponsored conferences around the world

Understanding Teacher Identity Patrick M. Jenlink, 2021-05-08 *Understanding Teacher Identity The Complexities of Forming an Identity as Professional Teacher* introduces the reader to a collection of research based works by authors that represent current research concerning the complexities of teacher identity and the role of teacher preparation programs in shaping the identity of teachers Important to teacher preparation as a profession is a realization that the psychological philosophical theoretical and pedagogical underpinnings of teacher identity have critical importance in shaping who the teacher is and will continue to become in his/her practice Teacher identity is an instrumental factor in teachers and the students success Chapter One opens the book with a focus on the development of teacher identity providing an introduction to the book and an understanding of the growing importance of identity in becoming a teacher Chapters Two Nine present field based research that examines the complexities of teacher identity in teacher preparation and the importance of teacher identity in the teaching and learning experiences of the classroom Finally Chapter Ten presents an epilogue focusing on teacher identity and the importance as teacher educators and practitioners of making sense of who we are and how identity plays a critical role in the preparation and practice of teachers

Just Who Do We Think We Are? Claudia Mitchell, Kathleen O'Reilly-Scanlon, Sandra Weber, 2013-04-15 Drawing upon diverse and specific examples of self study described here by the practitioners themselves this unique book formulates a methodological framework for self study in education This collection brings together a diverse and international range of self studies carried out in teacher education each of which has a different perspective to offer on issues of method and methodology including memory work fictional practice collaborative autobiography auto ethnography phenomenology image based approaches Such ethical issues likely to arise from self study as informed consent self disclosure and crises of representation are also explored with depth and clarity As method takes centre stage in educational and social scientific research and self study becomes a key tool for research training practice and professional development in education *Just Who Do We Think We Are* provides an invaluable resource for anyone undertaking this form of practitioner research

New Literacies and Teacher Learning Michele Knobel, Judy Kalman, 2016-03-30 *New Literacies and Teacher Learning* examines the complexities of teacher professional development today in relation to new literacies and digital technologies set within the wider context of strong demands for teachers to be innovative and to improve students learning outcomes Contributors hail from Argentina Australia Canada Finland Mexico Norway and the U S and work in a broad range

of situations grade levels activities scales and even national contexts Projects include early year education through to adult literacy education and university contexts describing a range of approaches to taking up new literacies and digital technologies within diverse learning practices While the authors present detailed descriptions of using various digital resources like movie editing software wikis video conferencing Twitter and YouTube they all agree that digital stuff while important is not the central concern Instead what they foreground in their discussions are theory informed pedagogical orientations collaborative learning theories the complexities of teachers workplaces and young people s interests Thus a key premise in this collection is that teaching and learning are about deep engagement representing meanings in a range of ways These include acknowledging relationships and knowledge thinking critically about events phenomena and processes and participating in valued social and cultural activities The book shows how this kind of learning doesn t simply occur in a one off session but takes time commitment and multiple opportunities to interact with others to explore play make mistakes and get it right

The Good Teacher Alex Moore, 2004 This book helps teachers student teachers teacher trainers and others interested in the sociology and psychology of education to explore and make better sense of professional practice by examining that practice in the context of popular views *International Teacher Education* Cheryl J. Craig, Lily Orland-Barak, 2014-12-02 The book fills a gaping hole in the teacher education literature Nowhere is there a volume that globally surveys teacher education pedagogies and invites international scholars to describe the most productive ones in their home countries *Memory Mosaics: Researching Teacher Professional Learning Through Artful Memory-work* Kathleen Pithouse-Morgan, Daisy Pillay, Claudia Mitchell, 2018-10-24 This book communicates new voices insights and possibilities for working with the arts and memory in researching teacher professional learning The book reveals how through the arts teacher researchers can reimagine and reinvigorate moments of the past as embodied and empowering scholarly experiences The peer reviewed chapters were composed from juxtaposing unique mosaic pieces written by 21 new and emerging scholars in South Africa and Canada Their research explores diverse arts based practices and resources including collage film drawing narrative poetry photography storytelling and television alongside related ethical issues Critically Memory Mosaics also demonstrates how artful memory work can engender agency in professional learning with teacher researchers taking up pressing issues of social justice such as inclusion and decolonisation Overall the book offers a multidimensional polyvocal exploration of how artful memory work can bring about future oriented professional learning enacted as pedagogies of reinvention and productive remembering Memory Mosaics Researching Teacher Professional Learning Through Artful Memory Work by Kathleen Pithouse Morgan Daisy Pillay and Claudia Mitchell along with teacher researchers on two continents is a ground breaking book It models a collaborative approach to arts based research that melds memory work visual and poetic arts and reflective practice to promote professional learning personal transformation decolonisation and a more just future Like colourful pebbles and bits of glass the authors place teachers self stories in

relation to one another in an artful design creating thematic coherence that evokes a deep sense of knowing Judith C Lapadat Professor Emeritus Faculty of Education University of Lethbridge Canada Memory Mosaics Researching Teacher Professional Learning Through Artful Memory Work assembles exemplars of professional learning in an intriguing mosaic format A topic is introduced followed by memory pieces then discussion and or creative response This lively juxtaposition generates momentum for highly productive forms of remembering around social justice issues even as the reader is invited into an intimate circle of shared concern for these issues with these and other teacher researchers It is a beautiful original and practical book Teresa Strong Wilson Associate Professor Faculty of Education McGill University Canada **School**

Culture Jon Prosser, 1999-06-02 I waited with great anticipation to receive Jon Prosser's book School Culture The wait was worth it and I wasn't to be disappointed This is a fine book bringing to a reader a credible and solid set of work Youth and Policy The most helpful book on genuine school improvement that I have ever read LDR National College for School Leadership Jon Prosser has put together an eclectic volume School Culture is not isolated from out of school forces most of the authors argue Jon Prosser and Terry Warbuton's piece analyzing the visual representation of schools and teaching shows this in a looking glass manner The different chapters challenge us to think again about what we mean by ethos and atmosphere What the volume demonstrates is just how difficult and challenging it is to define what constitutes a school's culture Journal of Education for Teaching School culture is today one of the most important themes in education and educational research This book draws on a wide range of contemporary perspectives to provide an insight into the key issues and concepts which underpin school culture The first part of the book is concerned with culture as an holistic concept The second part adopts the stance that school culture is the sum of its subcultures The contributors focus on significant groups such as teachers and students or theme for example sexuality and examine in depth the nature and character of schooling

Critical Readings in Teacher Education, 2008-01-01 Like other fields of study teacher education defines itself both by what it includes and by what it excludes Teacher educators and researchers have spent a great deal of time seeking and attempting to eradicate the flaws in existing structures and practices but significantly less time learning to perceive the absences The premise of this book is that until we can identify and begin to address what is absent teacher education will be constrained by a perennial recycling of concerns that have characterized so much of research policy and practice to date If teacher education is to have a different future we need to ask different and difficult questions This book with contributions from theorists in Australia Canada and the United States addresses the challenges we face in establishing a more hopeful future for teacher education The authors provocative contributions identify what is missing in teacher education while providing critical counterpoints to existing frames of reference in the field In writing against the grain they open up new conceptual spaces and exciting trajectories for a different teacher education Language Teacher Identities Matthew Clarke, 2008 This book explores the development of the first cohort of students to complete a new Bachelor of Education in

English language teaching in the United Arab Emirates theorizing the students learning to teach in terms of the discursive construction of a teaching identity within an evolving community of practice

Exploring Teachers in Fiction and Film Melanie Shoffner, 2016-03-31 This book about teachers as characters in popular media examines what can be learned from fictional teachers for the purposes of educating real teachers Its aim is twofold to examine the constructed figure of the teacher in film television and text and to apply that examination in the context of teacher education By exploring the teacher construct readers are able to consider how popular fiction and film have influenced society's understandings and views of classroom teachers Organized around four main themes Identifying with the Teacher Image Constructing the Teacher with Content Imaging the Teacher as Savior The Teacher Construct as Commentary the chapters examine the complicated mixture of fact stereotype and misrepresentation that create the image of the teacher in the public eye today This examination in turn allows teacher educators to use popular culture as curriculum Using the fictional teacher as a text preservice and practicing teachers can examine positive and negative and often misleading representations of teachers in order to develop as teachers themselves

Carry On, Teachers! Susan Ellsmore, 2005 In the world of screen culture teachers are unfailingly represented as charismatic figures able to tackle the deprivations their students face and to form special relationships with them that none of their staff colleagues can But how realistic are such representations and more importantly what do real world teachers think about their reel world counterparts This book takes a closer look at the charismatic teacher as portrayed in films such as *Blackboard Jungle* *To Sir With Love* and *Dead Poets Society* and in television series such as *Teachers* It considers the eccentric resilient or romantic but always charismatic teacher in inner city schools private or public schools and contrasts them with the views of practising teachers *Carry on Teachers* will be essential to media and cultural studies courses but is designed as much for teachers and those coming into the profession

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