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Autore	Coseriu, Eugenio
Titolo	Sprachkompetenz : Grundzüge der Theorie des Sprechens / Eugenio Coseriu ; Bearbeitet und hrsg. von Heinrich Weber
Pubbl/distr/stampa	Tübingen : Francke, 1988
ISBN	3-7720-1747-9
Descrizione fisica	XIII, 299 p. ; 19 cm
Collana	UTB für Wissenschaft. Uni-Taschenbücher ; 1481
Locazione	FLFBC
Collocazione	COLL.346A(1481)
Lingua di pubblicazione	Tedesco
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2. Record Nr.	UNINA9910341253703321
Autore	Italia. Presidenza del Consiglio dei ministri.. Servizi informazioni e proprietà letteraria
Titolo	Attività scientifica degli istituti universitari italiani nel 1978 : dati raccolti dal Centro Nazionale di Informazione sul Diritto d'Autore dell'Ufficio della Proprietà Letteraria Artistica e Scientifica
Pubbl/distr/stampa	[Roma] : Presidenza del Consiglio dei Ministri, Servizi Informazioni e Proprietà Letteraria, stampa 1979
Descrizione fisica	85 p. ; 24 cm
Disciplina	011
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Lingua di pubblicazione	Italiano
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3. Record Nr.	UNINA9910825695803321
Autore	Darling-Hammond Linda <1951->
Titolo	Empowered educators : how high-performing systems shape teaching quality around the world / / Linda Darling-Hammond [and eighteen others]
Pubbl/distr/stampa	San Francisco, California : , : Jossey-Bass, , 2017 ©2017
ISBN	1-119-36957-6
Edizione	[First edition]
Descrizione fisica	1 online resource (306 pages) : illustrations (some color)
Disciplina	370.71/1
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Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Machine generated contents note: Acknowledgments About the Sponsors About the Authors Chapter 1: Teaching Policy around the World Chapter 2: Contexts for Teaching and Learning Systems Chapter 3: Recruiting and Preparing Profession-Ready Teachers Chapter 4: Developing High-Quality Teaching Chapter 5: The Teaching Career and Leadership for the Profession Chapter 6: Perseverance in the Pursuit of Equity Chapter 7: Global Learning to Improve Teaching Appendix A: Methodology Appendix B: Qilun Elementary School Lesson Plan Appendix C: Qibao Teaching Contest Evaluation Form References.
Sommario/riassunto	"Three teachers huddle around a laptop in the school library at Kranji secondary school in Singapore. Rosmiliah, a senior teacher, and her two colleagues are engaged in an intense discussion of Geographic Information Systems (GIS) and how to incorporate them into their teaching of geography. The trio constitutes just one of many teacher groups working on year-long projects to create new and innovative learning resources. This rich learning environment for teachers is not the work of a single innovative school or principal: Kranji is much like any other neighborhood school in Singapore. The opportunities for teachers to collaborate and engage in professional learning are embedded systemically in Singapore's education policy. While

Singapore is well-known internationally for its strong investment and thoughtful designs for education, it is not alone. A growing body of research has found that high-performing countries have in common a set of strategies for developing, supporting, and sustaining the ongoing learning and development of their teachers and school leaders. These countries not only train individual educators well, they deliberately organize the sharing of expertise among teachers and administrators within and across schools, so that the system as a whole becomes ever more effective. And they not only cultivate innovative practices, they incorporate them into the system as a whole, rather than leaving them as exceptions at the margins. This book describes how this seemingly magical work is done: how a number of high-performing educational systems create a coherent set of policies designed to ensure quality teaching in all communities — and how the results of these policies are manifested in practice. Across three continents and five countries, EMPOWERED EDUCATORS examines seven jurisdictions that have worked to develop comprehensive teaching policy systems: Singapore and Finland, the states of New South Wales and Victoria in Australia, the provinces of Alberta and Ontario in Canada, and the province of Shanghai in China. Linda Darling-Hammond and a team of esteemed scholars offer lessons learned in a number of areas that shape the teaching force and the work of teachers: recruitment, teacher preparation, induction and mentoring, professional learning, teacher feedback and appraisal, and career and leadership development. —

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