

1. Record Nr.	UNINA9910337757003321
Autore	Forde Christine
Titolo	Teacher Quality, Professional Learning and Policy : Recognising, Rewarding and Developing Teacher Expertise / / by Christine Forde, Margery McMahon
Pubbl/distr/stampa	London : , : Palgrave Macmillan UK : , : Imprint : Palgrave Macmillan, , 2019
ISBN	9781137536549 1137536543
Edizione	[1st ed. 2019.]
Descrizione fisica	1 online resource (293 pages)
Disciplina	370.711
Soggetti	Teachers - Training of Education and state School management and organization Learning, Psychology of Teaching and Teacher Education Educational Policy and Politics Organization and Leadership Instructional Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1. The Question of Teacher Quality -- Chapter 2. Issues of Teacher Expertise and Teacher Quality -- Chapter 3. Teachers and the Teaching Profession: Autonomy, Regulation and Expertise -- Chapter 4. Teachers' Careers, Work Life and Expertise -- Chapter 5. Teacher Professional Learning: Building Expertise over a Teaching Career -- Chapter 6. Teacher Quality and Evaluation and the Development of Accomplished Practice -- Chapter 7. Recognising and Rewarding Teacher Expertise and Accomplished Teaching -- Chapter 8. Career-long Professional Learning, Professionalism and Expertise -- Chapter 9. Developing and Sustaining Teacher Expertise.
Sommario/riassunto	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. .
