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REFERENCES; PART II: THE HIDDEN CURRICULUM ACROSS THE SCHOOL LANDSCAPE; ORGANISATIONAL POSITION AND SOCIAL-PROFESSIONAL RELATIONSHIPS IN SCHOOLS: AN EXPLORATORY STUDY OF TEACHER LEADERS' WORK LIFE IN FLANDERS; UNRAVELING THE COMPLEXITY OF TEACHER LEADERSHIP; TEACHER LEADERS' WORK LIFE IN FLANDERS; FINDINGS; CONCLUSIONS; REFERENCES
THE EMOTIONAL LABOUR OF THE ASPIRANT LEADER: TRAVERSING SCHOOL POLITICSEMOITIONAL LABOUR AND SCHOOL DISPLAY RULES; EMOTIONAL LABOUR; CLASH OF WORK GOALS; IMPLICATION FOR IDENTITY; REGROUPING, RECOVERY AND RESOLUTION; DISCUSSION AND CONCLUSION; LIMITATIONS; NOTE; REFERENCES; LIFE ON SCHOOL LANDSCAPES: TEACHERS' EXPERIENCES, RELATIONSHIPS AND EMOTIONS; EDUCATION, EXPERIENCE AND STORY; NARRATIVE INQUIRY AND TEACHER STORIES; TEACHERS' EMOTIONAL AND RELATIONAL EXPERIENCES ON THE PROFESSIONAL KNOWLEDGE LANDSCAPE OF SCHOOLS; SERIAL INTERPRETATION; ACKNOWLEDGEMENTS; NOTE; REFERENCES
LEARNING TO TEACH AND THE FALSE APPRENTICESHIP: EMOTION AND IDENTITY DEVELOPMENT DURING THE FIELD EXPERIENCE
PLACEMENTLEARNING THROUGH OBSERVATION; IDENTITY, EMOTION AND LEARNING TO TEACH; THE CHALLENGE OF LEARNING FROM EXPERIENCES IN TEACHER EDUCATION PROGRAMMES; DISCUSSION; CONCLUSIONS; REFERENCES; THE INTERPERSONAL DIMENSION IN THE CLASSROOM: A MODEL OF TEACHERS' INTERPERSONAL ROLE IDENTITY, APPRAISAL AND TEACHER-STUDENT RELATIONSHIPS; INTERPERSONAL ROLE IDENTITY, APPRAISALS AND TEACHER EMOTIONS IN THE CLASSROOM: A MODEL; INTERPERSONAL IDENTITY STANDARD
TEACHERS' APPRAISALS OF CLASSROOM SITUATIONSTENSIONS OR DILEMMAS IN TEACHERS' IDENTITY STANDARDS; REFERENCES; PART III: NAVIGATING THE HIDDEN CURRICULUM; SELF-CONSCIOUS EMOTION: HOW TWO TEACHERS EXPLORE THE EMOTIONAL WORK OF TEACHING; THE COGNITIVE-EMOTIONAL CONNECTION IN TEACHING; TEACHING AS EMOTIONAL WORK; SELF-CONSCIOUS EMOTION - CASE STUDIES; CASE STUDY ONE: PASSION VERSUS PERFECTION (LUCY); CASE STUDY TWO: INSECURITIES VERSUS. CONFIDENCE (SALLY); CONCLUSION; REFERENCES
TECHNOLOGY-MEDIATED CARING: BUILDING RELATIONSHIPS BETWEEN STUDENTS AND INSTRUCTORS IN ONLINE K-12 LEARNING ENVIRONMENTS

Sommario/riassunto

The book differs from other books on emotions in teaching by acknowledging all relationships within the complex system of schools and the ways that emotion influences the relationship and practice of the those working within schools- administration, teacher-peer, teacher- student, and veteran- novice.
