

1. Record Nr.	UNINA9910453139203321
Titolo	The Routledge international handbook of teacher and school development // edited by Christopher Day
Pubbl/distr/stampa	Abingdon ; ; New York : , : Routledge, , 2012
ISBN	1-280-87312-4 9786613714435 1-136-71597-5 0-203-81556-4 1-136-71596-7
Descrizione fisica	1 online resource (589 p.)
Collana	Routledge international handbooks
Altri autori (Persone)	DayChristopher, ACP.
Disciplina	371.1
Soggetti	Teaching School improvement programs Teachers - Training of Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Routledge International Handbook of Teacher and School Development; Copyright; Contents; Illustrations; Contributors; Introduction: Connecting teacher and school development: policies, practices and possibilities; Theme 1 Issues in teacher professionalism and performativity; Introduction; 1 Performing to expectations: Teachers' dilemmas in East Asia and in Chinese societies; 2 Performance cultures of teaching: Threat or opportunity?; 3 Teaching as a profession: Are we there yet?; 4 Accountability vs. teacher autonomy: An issue of balance Theme 2 Conjuncture and disjuncture in teachers' work and livesIntroduction; 5 Warehousing the schoolhouse: Impact on teachers' work and lives; 6 Work and life of South American teachers in their context; 7 Teachers' work and lives: A European perspective; 8 Teachers' work and lives in sub-Saharan Africa: Outsider perspectives; Theme 3 Reason and emotion in teaching; Introduction; 9 Changing the story: Teacher education through re-authoring their narratives; 10

Growing immigration and multiculturalism in Europe: Teachers' emotions and the prospects of social justice education
11 Presence in teaching
12 Learning as devotional practice: The role of the teacher; Theme 4 Schools in different circumstances: Contexts make a difference; Introduction; 13 Collaborative inquiries into literacy, place and identity in changing policy contexts: Implications for teacher development; 14 Teachers, the politics of the governed and educational development: Insights from South Africa; 15 Local context, social relations and school organisation; 16 The politics of teacher development for an indigenous people: Colonising assumptions within Maori education in Aotearoa, New Zealand
Theme 5 Student voice in a global context: Rights, benefits and limitations
Introduction; 17 Critical issues and contexts of student voice in the United States; 18 Engaging students in research relationships for school reform; 19 Students' views on equity and justice in India's schools; 20 Agency, access, silence and ethics: How young people's voices from Africa can contribute to social and educational change in adult-dominated societies; Theme 6 Professional learning and development; Introduction; 21 The praxis of expansive learning in teaching
22 Policies and practices for the continuing professional development of teachers in South Africa and Namibia
23 Continuing professional learning in the Asia-Pacific region: Tensions and opportunities in teacher knowledge and the governance of education; 24 The professional development of teachers: European perspectives; Theme 7 Innovative pedagogies; Introduction; 25 What makes teachers effective?: profiles of innovative classroom practice; 26 Weaving as frontload and backend pedagogies: Building repertoires of connected learning
27 From new media to critical media literacies: Politics, practice, and pedagogy

Sommario/riassunto

The International Handbook of Teacher and School Development brings together a collection of research and evidence-based authoritative writings which focus on international teacher and school development. Drawing on research from eighteen countries across seven continents, the forty chapters are grouped into ten themes which represent key aspects of teacher and school development: Issues of Professionalism and Performativity What Being an Effective Teacher Really Means Reason and Emotion in Teaching Schools in Di
