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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Book Cover; Title; Copyright; Contents; List of illustrations; Acknowledgements; Foreword; Introduction: Why teachers need to know about attachment theory; Part I: Attachment theory; Chapter 1 Attachment theory and the classroom: Overlapping space; Chapter 2 Adult attachment theory and the teacher-student relationship; Chapter 3 The emotionality of teaching; Part II: Researching teachers' attachments; Chapter 4 Does time in the classroom effect attachment style? Does attachment style effect time in the classroom?; Chapter 5 Contextual Insight-Navigated Discussion Chapter 6 CIND mentoring: Supporting transitions and early career retentionsPart III: New directions for practice; Chapter 7 The implications of new knowledge: Old wine in new bottles?; Chapter 8 Further into attachment theory; Notes; References and selected bibliography; Index
Sommario/riassunto	How teachers form and maintain classroom and staffroom relationships is crucial to the success of their work. A teacher who is able to

accurately interpret the underlying relationship processes can learn to proactively, rather than reactively, influence the dynamics of any class. These are skills that can be taught. This invaluable text explains how adult attachment theory offers new ways to examine professional teaching relationships, classroom management and collegial harmony: equally important information for school leaders, teacher mentors and proteges.

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