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Nota di contenuto	Preliminary Material / Luis Mirón , Brian R. Beabout and Joseph L. Boselovic -- Up to Higher Ground / Luis Mirón and Mickey Lauria -- Education and the Public Sphere in New Orleans, 1803–2005 / Joseph L. Boselovic -- Catholic Schools in the Aftermath of Hurricane Katrina / Carol Ann MacGregor and Brian Fitzpatrick -- The New Iconography of the Global City / Cameron McCarthy and Brenda Nyandiko Sanya -- Excerpt from Hope Against Hope: Three Schools, One City, and America's Struggle to Educate Its Children / Sarah Carr -- Re-Forming the Post-Political City? / Alice Huff -- Education Reform in New Orleans / Max S. Ciolino , James D. Kirylo , Luis Mirón and Kelly Frazier -- Market-Based Pedagogies / Beth Sondel -- The Art of (Re)building Sustainable Educational Opportunity and Equity in New Orleans Public Schools / Paul Green -- Principles of Leading Change / Brian R. Beabout -- Katrina at 10 and Counting / Ira Bogotch and Scott Bauer -- A Missed Opportunity in Louisiana School Reform / Mary Shannon Chiasson -- NOLA Aftershock / Edward P. St. John -- Gaining "Choice" and Losing Voice / Steven L. Nelson -- Finding Common Language around Educational Equity in a Neoliberal Context / Lauren Bierbaum -- The Looting of the American Dream / John C. Fischetti and James D. Kirylo -- How Policymakers Define 'Evidence' / Huriya Jabbar , Priya

Goel La Londe , Elizabeth Debray , Janelle Scott and Christopher Lubinski -- Contributors Biography / Luis Mirón , Brian R. Beabout and Joseph L. Boselovic.

Sommario/riassunto

Technology is becoming entrenched in schools' daily operations and classrooms. The evolution of information communication technology (ICT) is changing teachers' delivery of content, their interactions with students, and their management of information. Because ICT places new, unfamiliar demands on preparation time, it challenges teachers to strengthen their qualities to lead others and to help them thrive during technological change. As a result of the author's research work towards her doctorate degree, this book focuses on the four sets of qualities that are vital to teachers who are leading teachers, administrators, "digitally native" students, parents, and ICT professionals. These qualities are hidden in every teacher and appear to be deceptively simple, yet teachers need to nurture them within their core to effectively communicate and collaborate with others and expand their instructional repertoire with ICT. As these qualities strengthen, teacher leaders will be able to help their colleagues to realize their potential to use ICT beyond the classroom. This book focuses on the essence of being a teacher leader:

- Coaching and mentoring
- Assisting student learning
- Supporting others
- Becoming a curious technologist

Taken from the author's research findings, this book presents much-needed teacher leadership reflections for teachers, school administrators, directors, and professors on building qualities to lead others through weaving ICT into the culture of their classrooms.
