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Nota di contenuto	Critical Incidents in Teaching Developing professional judgement; Copyright; Contents; Preface; List of figures; Index of critical incidents; Afterthought; Introduction: teaching and research; Teachers, researchers and the media; Teacher expertise; The role of this book; Critical incidents; Organisation of the book; Acknowledgements; Chapter 1 Problematic and practice; Introduction; Problematising teaching through a critical incident file entry; Conclusion; Chapter 2 Interpretation: creating critical incidents; Introduction; What is critical about a critical incident?; Diagnostic teaching The diagnostic teaching cycleDescribing incidents: the importance of detail; Noticing critical incidents; Conclusion; Chapter 3 Four approaches to the analysis of incidents; Introduction; Thinking strategies; The why? challenge; Dilemma identification; Personal theory analysis; Conclusion; Chapter 4 Ideology critique in the analysis of critical incidents; Introduction; An approach to ideology critique; An implicit history lesson; Conclusion; Chapter 5 Developing a critical incident file; Introduction; The construction of a professional critical incident file; Conclusion Chapter 6 An example of a critical incident fileIntroduction; A critical incident file; Conclusion; Chapter 7 Autobiographical incidents and classroom practice; Introduction: kinds of autobiographical incident; Critical incidents: first- and second-hand values; Critical incidents: recovery of the past as a justification of the present; Critical incidents

as 'war stories'; Critical incidents as turning-points; Significant others; Recording, reshaping and verification; Conclusion; Chapter 8 Socially critical action and analysis; Introduction: critical theory; Four kinds of judgement

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Sommario/riassunto

What are the 'instincts' of a good teacher? Can they be taught? Good teachers use good techniques and routines, but techniques and routines alone do not produce good teaching. The real art of teaching lies in teachers' professional judgement because in teaching there is seldom one ""right answer"". This combination of experience, flexibility, informed opinion and constant self-monitoring is not easy to acquire, but in this re-released classic edition of Critical Incidents in Teaching - in print since 1993 and which includes a n
