

1.	Record Nr.	UNINA990005091940403321
	Autore	Bovet, Pierre <1878-1965>
	Titolo	L'originalità di Baden-Powell / Pierre Bovet ; [trad. di Laura Calogero]
	Pubbl/distr/stampa	Firenze : La Nuova Italia, 1956
	Descrizione fisica	45 p. ; 20 cm
	Collana	Educatori antichi e moderni ; 113
	Disciplina	369.43
	Locazione	FLFBC
	Collocazione	P.1 S 408
	Lingua di pubblicazione	Italiano
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA990000167890403321
	Autore	Zuccagni-Orlandini, Attilio <1783-1872>
	Titolo	2. : Contenente i principali monumenti antichi, del medio evo e moderni ed alcune vedute pittoriche del Granducato di Toscana e dello Stato Pontificio in tavole XCII.86 tav. : ill.
	Pubbl/distr/stampa	Firenze : s.e., 1845-
	Descrizione fisica	v. ; 61 cm
	Disciplina	720.45
	Locazione	FINBC
	Collocazione	13 AR 6 C 11
	Lingua di pubblicazione	Italiano
	Formato	Materiale a stampa
	Livello bibliografico	Monografia

3.	Record Nr.	UNICAMPANIASUN0031167
	Autore	Harlow, Carol
	Titolo	Pressure through law / Carol Harlow and Richard Rawlings
	Pubbl/distr/stampa	London : Routledge, 1992
	ISBN	04-15-01549-9
	Descrizione fisica	xxi, 364 p. ; 24 cm.
	Disciplina	322.43
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
4.	Record Nr.	UNINA9910784215803321
	Autore	Adey Philip
	Titolo	The Professional Development of Teachers: Practice and Theory [[electronic resource] /] / by Philip Adey
	Pubbl/distr/stampa	Dordrecht : , : Springer Netherlands : , : Imprint : Springer, , 2004
	ISBN	1-280-61848-5 9786610618484 0-306-48518-4
	Edizione	[1st ed. 2004.]
	Descrizione fisica	1 online resource (213 p.)
	Altri autori (Persone)	HewittGwen
	Disciplina	370 370.711 370/.71/5 370711
	Soggetti	Teaching Teaching and Teacher Education
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Description based upon print version of record.

## Nota di contenuto

The Issues and some Attempted Solutions -- Evolving Principles: Experience of Two Large Scale Programmes -- Professional Development for Cognitive Acceleration: Initiation -- Professional Development for Cognitive Acceleration: Elaboration -- Empirical Evidence -- Measurable Effects of Cognitive Acceleration -- Testing an Implementation Model -- A Long-Term Follow-up of some Case Schools -- Teachers in the School Context -- Making the Process Systemic: Evaluation of an Authority Programme -- Modelling Professional Development -- Researching Professional Development: Just How Complex is It? -- Elaborating the Model -- Evidence-Based Policy?.

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## Sommario/riassunto

Hopkins, Bruce Joyce, Michael Huberman, Matthew Miles, and Virginia Richardson. But we have chosen to present our own experience and empirical data first and then, in Part 3, to show how this experience and data relates to models which have been proposed by others. We will address here methodological issues concerned with collecting and interpreting evidence of relationships amongst the many individual and situational factors associated with PD, and re-visit the arguments about 'process-product' research on PD. In the light of our experience, we will interrogate models of PD which have been proposed by others and attempt to move forward our total understanding of the process of the professional development of teachers for educational change. In conclusion, we will look at some current national practice in professional development, concentrating on the recent English experience of introducing 'strategies' into schools but referring also, by way of contrast, to the situation in the United States. WHAT'S THE PROBLEM? Why has the professional development of teachers already exercised so many good minds for so long? And how can we justify adding another book to this field? The answer to both questions must lie in the continuing demand from society in general (at least as interpreted by politicians and newspaper editors) for improvements in the quality of education.

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