

1. Record Nr.	UNINA9910790444503321
Autore	Hollins Etta R. <1942-, >
Titolo	Learning to teach in urban schools : the transition from preparation to practice // Etta R. Hollins
Pubbl/distr/stampa	New York, N.Y. : , : Routledge, , 2012
ISBN	1-136-71554-1 1-283-46074-2 9786613460745 1-136-71555-X 0-203-81550-5
Descrizione fisica	1 online resource (121 p.)
Classificazione	EDU020000EDU046000
Disciplina	371.102
Soggetti	Teachers - Training of - United States Children of minorities - Education - United States Urban schools - United States School improvement programs - United States
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; Learning to Teach in Urban School : The Transition from Preparation to Practice; Copyright; Contents; Preface; 1. Challenges, Opportunities, and Possibilities for Learning to Teach in Urban Schools; Context of Urban Schools; Accountability, Governance, and Responsibility; Creating a Collaborative Context; 2. Developing a Perspective and Process for Learning to Teach in Urban Schools; Teacher Communities of Practice; A New Approach to Developing Teacher Community; Creating Space for a New Approach; Extending the Dialogue into Schools; Moving the Project Forward Challenges in the Implementation Process The Impact of the New Approach; 3. A Journey to Academic Excellence in Urban Schools; The Setting for the New Approach; The Results of Implementing the New Approach; Conclusion ; 4. The Struggle for Identity in a Teacher Community; Novice Teacher's Perspectives and Practices; Stalling Progress for the Professional Community; The Final Outcome; 5. The Transition from Preparation to Practice; Understanding Teaching

Practice; Understanding the Teacher Community; Engaging in Collaborative Planning; Developing Relationships With and Among Students
ConclusionIndex

Sommario/riassunto

"This book is about the transition from teacher preparation to teaching practice in urban school settings. It provides a clear presentation of the challenges, resources, and opportunities for learning to teach in urban schools; examples of the experiences, perceptions, and practices of teachers who are effective in urban schools and those who are not; a detailed account of the journey of a team of teachers who transformed their practice to improve learning in a low performing urban school; an approach that can be used by novice teachers in joining a teacher community and making the transition from preparation to practice; and perspective on leadership that can be used to create a context for transforming teacher professional development in an urban school district. Learning to Teach in Urban Schools offers rare insight into how teachers can transform their own practice and in the process, transform the culture of low performing urban schools"-- Provided by publisher.
