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| Edizione | [1st ed.] |
| Descrizione fisica | 1 online resource (317 p.) |
| Collana | Professional learning |
| Altri autori (Persone) | DayChristopher, ACP. |
| Disciplina | 371.100942 |
| Soggetti | Teachers - England Effective teaching - England |
| 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 | Front Cover; Half Title; Title; Copyright; Contents; List of figures and tables; Series editor's preface; List of contributors; Acknowledgements; Chapter 1 Why teachers matter: policy agendas and social trends; Chapter 2 Studying teachers' work and lives: research contexts; Chapter 3 The VITAE research: a synergistic approach; Chapter 4 The schools, their teachers and their pupils: expectations, experiences, perceptions; Chapter 5 Teachers' professional life phases: a research informed view of career long effectiveness Chapter 6 Emotional contexts of teaching: agency, vulnerability and professional identities Chapter 7 What helps and hinders teachers' capacities to be effective; Chapter 8 Teacher effectiveness, pupil attainment; Chapter 9 Teachers who break the mould; Chapter 10 Real and resilient: how teachers sustain their effectiveness; Chapter 11 Commitment and effectiveness: contexts which make a difference to standards; Chapter 12 Future proofing school reform and renewal: why teachers matter most; Notes; References; Index; TEACHERS AND ASSISTANTS WORKING TOGETHER; Back Cover |
| Sommario/riassunto | Based on a DfES funded study of 300 teachers in 100 primary and secondary schools in England, this book aims to identify different patterns of influence and effect between groups of teachers, which |

provide powerful evidence of the complexities of teachers' work, lives,
identity and commitment.
