

1.	Record Nr.	UNINA990006418210403321
	Autore	Faba, Guido
	Titolo	Arenghe : con uno studio sull'eloquenza d'arte civile e politica duecentesca / Guido Faba ; a cura di G. Vecchi
	Pubbl/distr/stampa	Bologna : [s. e.], 1954
	Descrizione fisica	XXXV, 45 p. ; 24 cm
	Locazione	BAT
	Collocazione	BIB. BAT.1410
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2.	Record Nr.	UNISALENTO991001779999707536
	Autore	Nibby, Antonio
	Titolo	Analisi storico-tipografico-antiquaria della carta de' dintorni di Roma / di A. Nibby
	Pubbl/distr/stampa	Bologna : Forni, 1973
	Descrizione fisica	3 v. ; 21 cm. 1 c. geogr.
	Collana	Biblioteca storica della antica nuova Italia ; 156
	Disciplina	913.7
	Lingua di pubblicazione	Italiano
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	Livello bibliografico	Monografia
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3. Record Nr.	UNINA9910825695803321
Autore	Darling-Hammond Linda <1951->
Titolo	Empowered educators : how high-performing systems shape teaching quality around the world // Linda Darling-Hammond [and eighteen others]
Pubbl/distr/stampa	San Francisco, California : , : Jossey-Bass, , 2017 ©2017
ISBN	1-119-36957-6
Edizione	[First edition]
Descrizione fisica	1 online resource (306 pages) : illustrations (some color)
Disciplina	370.71/1
Soggetti	Teachers - Training of Education and state
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Machine generated contents note: Acknowledgments About the Sponsors About the Authors Chapter 1: Teaching Policy around the World Chapter 2: Contexts for Teaching and Learning Systems Chapter 3: Recruiting and Preparing Profession-Ready Teachers Chapter 4: Developing High-Quality Teaching Chapter 5: The Teaching Career and Leadership for the Profession Chapter 6: Perseverance in the Pursuit of Equity Chapter 7: Global Learning to Improve Teaching Appendix A: Methodology Appendix B: Qilun Elementary School Lesson Plan Appendix C: Qibao Teaching Contest Evaluation Form References.
Sommario/riassunto	"Three teachers huddle around a laptop in the school library at Kranji secondary school in Singapore. Rosmiliah, a senior teacher, and her two colleagues are engaged in an intense discussion of Geographic Information Systems (GIS) and how to incorporate them into their teaching of geography. The trio constitutes just one of many teacher groups working on year-long projects to create new and innovative learning resources. This rich learning environment for teachers is not the work of a single innovative school or principal: Kranji is much like any other neighborhood school in Singapore. The opportunities for teachers to collaborate and engage in professional learning are embedded systemically in Singapore's education policy. While

Singapore is well-known internationally for its strong investment and thoughtful designs for education, it is not alone. A growing body of research has found that high-performing countries have in common a set of strategies for developing, supporting, and sustaining the ongoing learning and development of their teachers and school leaders. These countries not only train individual educators well, they deliberately organize the sharing of expertise among teachers and administrators within and across schools, so that the system as a whole becomes ever more effective. And they not only cultivate innovative practices, they incorporate them into the system as a whole, rather than leaving them as exceptions at the margins. This book describes how this seemingly magical work is done: how a number of high-performing educational systems create a coherent set of policies designed to ensure quality teaching in all communities—and how the results of these policies are manifested in practice. Across three continents and five countries, EMPOWERED EDUCATORS examines seven jurisdictions that have worked to develop comprehensive teaching policy systems: Singapore and Finland, the states of New South Wales and Victoria in Australia, the provinces of Alberta and Ontario in Canada, and the province of Shanghai in China. Linda Darling-Hammond and a team of esteemed scholars offer lessons learned in a number of areas that shape the teaching force and the work of teachers: recruitment, teacher preparation, induction and mentoring, professional learning, teacher feedback and appraisal, and career and leadership development. "--

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