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	Titolo	Small clauses / edited Anna Cardinaletti, Maria Teresa Guasti
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2.	Record Nr.	UNINA9910956368503321
	Autore	Kroll Linda
	Titolo	Self-study and inquiry into practice : learning to teach for equity and social justice in the elementary school classroom // Linda R. Kroll
	Pubbl/distr/stampa	Milton Park, Abingdon, Oxon ; ; New York : , : Routledge, , 2012
	ISBN	1-136-52080-5 0-429-22879-1 1-280-68248-5 9786613659422 1-136-52081-3 0-203-15310-3
	Edizione	[1st ed.]
	Descrizione fisica	153 p
	Collana	Teacher quality and school development series
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	Soggetti	Inquiry-based learning Research - Methodology - Study and teaching (Elementary) Elementary school teachers - Training of Teachers - Self-rating of Social justice - Study and teaching (Elementary) Education, Urban

Critical pedagogy

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Formato	Materiale a stampa
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Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. Learning to teach well in urban environments -- 2. Inquiry as a way of being in the world -- 3. Using inquiry and self-study to address issues of equity and access -- 4. Constructing constructivism : learning about learning -- 5. Using alternative modes of representation to provoke inquiry into understanding student learning in literacy -- 6. Asking good questions : making inquiry a habit of mind -- 7. Inquiry and self-study to promote lifelong learning to teach.
Sommario/riassunto	"One of the most important factors in making sure that all children achieve well is widely regarded to be a well-prepared teacher and this is particularly the case for those who teach in urban settings. There are new pressures and familiar pressures on teachers and teacher educators to prepare teachers who will be able to teach in a changing world, and who will be able to change the world. The question of how to prepare well-qualified teachers has become an international question with global responses and consequences. This book describes a stance and pedagogy for helping young teachers to be successful in the most challenging of circumstances. Self-Study and Inquiry into Practice: Learning to teach for equity and social justice is about learning to use inquiry to teach in urban settings. The use of inquiry and self-study as ways of thinking about, understanding and developing one's practice and one's teaching can support teachers' continued inspiration and resilience to teach all children well in the face of very challenging circumstances. Using rich examples and case studies of how pre-service teachers and beginning teachers have used inquiry to learn from challenging urban placements, Linda Kroll shows the importance of using inquiry and self-study in learning to teach and in continuing to learn as one teaches. Inquiry and self-study is a useful way to understand what students understand, what they learn from our teaching, and the power and responsibility we have to ensure that all our students achieve their highest potential"--