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Autore	Aubusson Peter
Titolo	Action learning in schools : reframing teachers' professional learning and development // Peter Aubusson, Robyn Ewing and Garry Hoban
Pubbl/distr/stampa	London ; ; New York, : Routledge, 2009
ISBN	1-136-61696-9 1-283-59088-3 9786613903334 0-203-53733-5 1-136-61697-7
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Descrizione fisica	1 online resource (161 p.)
Altri autori (Persone)	EwingRobyn HobanGarry F <1953-> (Garry Francis)
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Soggetti	Teachers - In-service training Active learning
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Action Learning in Schools: Reframing teachers' professional learning and development; Copyright; Contents; Acknowledgements; Foreword; Chapter 1 Our remedies oft in ourselves do lie: Introduction; Chapter 2 Positioning action learning; Chapter 3 Enabling action learning: getting started; Chapter 4 The dynamics of action learning; Chapter 5 Community; Chapter 6 Facilitating action learning: the academic partner's role; Chapter 7 Gathering and learning from evidence; Chapter 8 Ethical action learning; Chapter 9 Sustaining professional learning through action learning Chapter 10 Epilogue: extending action learningGlossary; References; Index
Sommario/riassunto	Teaching is becoming increasingly complex in the 21st Century, creating a need for more sophisticated frameworks to support teachers' professional learning. Action learning is one such framework and has been used for workplace learning in business settings for many years. It is now becoming increasingly popular in school and university settings, but it is often misunderstood. This book clarifies what action learning

is, linking key concepts to illustrate that it is not merely a process, but a dynamic interaction between professional learning, communities, leadership and change. T

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