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Autore	Silcock Peter
Titolo	Achieving competence, success, and excellence in teaching / / Peter Silcock and Mark Brundrett
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Altri autori (Persone)	BrundrettMark
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	chapter 1 The study of teaching -- chapter 2 What is good teaching? First principles and counter-arguments -- chapter 3 Models of good practice 1: teacher-centred approaches -- chapter 4 Models of good practice 2: learner-centred approaches -- chapter 5 Models of good practice 3: partnership approaches -- chapter 6 Co-constructive teaching: a practical guide -- chapter 7 Achieving competence: the role of initial teacher education -- chapter 8 Achieving success: dealing with 'out of school' factors -- chapter 9 Achieving excellence -- chapter 10 The myths, mysteries and magic of good teaching.
Sommario/riassunto	Measuring the ability to teach is central to government policies to raise standards in schools. 'Successful teaching' is now measured through basic technical and personal skills in the context of the National Curriculum. Teachers are labelled successes or failures based on graded OFSTED inspections. This thought-provoking book explains how different levels or qualities of teaching can be identified and achieved. It outlines the criteria for competent, successful and excellent educational practice, whilst suggesting ways of achieving the highest possible measure of excellence. Uniquely, the authors separate the

classical teaching approaches, teacher and pupil centred, from the more contemporary, partnership approaches. They look at a variety of models of successful and quality teaching and illustrate their virtues and limitations. The book also highlights ways in which inspection and appraisal strategies can be revised to meet criteria acceptable to both teachers and the groups to whom they are accountable.
