1.	Record Nr.	UNISA996389952503316
	Autore	Cicero Marcus Tullius
	Titolo	The first booke of Tullies Offices translated grammatically: and also according to the propriety of our English tongue; for the more speedy and certain attaining of the singular learning contained in the same, to further to a pure Latin stile, and to expresse the mind more easily, both in English and Latine. Done chiefly for the good of schooles; to be used according to the directions in the admonition to the reader, and more fully in Ludus lit. or Grammar-schoole [[electronic resource]]
	Pubbl/distr/stampa	London, : Printed by [Eliot's Court Press for] the assignes of Thomas Man, &c., 1631
	Descrizione fisica	[16], 320 p
	Altri autori (Persone)	BrinsleyJohn <fl. 1581-1624.>
	Soggetti	Conduct of life
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Translator's dedication signed: Iohn Brinsley.
		A translation of book 1 of: De officiis.
		Identification of actual printer from STC.
		Reproduction of the original in the University of Illinois (Urbana-Champaign Campus). Library.
	Sommario/riassunto	eebo-0167

2.	Record Nr.	UNICAMPANIAVAN00012479
	Titolo	Case preparation : inns of Court School of Law
	Pubbl/distr/stampa	London, : Blackstone, 2000
	ISBN	18-417-4061-6
	Descrizione fisica	XI, 346 p. ; 27 cm.
	Soggetti	Lingua inglese - Terminologia giuridica
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
3.	Record Nr.	UNINA9910520075803321
	Titolo	Teacher Induction and Mentoring : Supporting Beginning Teachers / / edited by Juanjo Mena, Anthony Clarke
	Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2021
	ISBN	9783030798338 303079833X
	Edizione	[1st ed. 2021.]
	Descrizione fisica	1 online resource (300 pages)
	Collana	Palgrave Studies on Leadership and Learning in Teacher Education, , 2524-7077
	Disciplina	371.102
	Soggetti	Teachers - Training of Professional education Vocational education Teaching Educational tests and measurements Teaching and Teacher Education Professional and Vocational Education Didactics and Teaching Methodology Assessment and Testing
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa

Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Section I: Early career Teacher Education and induction programs -- Chapter 1. Integrative Pedagogies to Promote Professional Development in Beginning Teachers -- Chapter 2. Novice Teachers' Induction to the Profession in Russia: Issues of management -- Chapter 3. Mentoring in the midst of teachHOUSTON: A multilayered approach -- Chapter 4. The Teacher Induction Scheme (TIS) in Scotland – adoption, evolution, revolution. -- Chapter 5. Teachers' Resilience as Key Capacity in Professional Induction: A Systematic Literature Review -- Section II: The role of the mentor: Conceptualizing identity, concerns and challenge -- Chapter 6. Collaborative Engagement in Teacher Mentoring: Teachers and Researchers in Conversation -- Chapter 7. Early Career Teachers' Professional Concerns and Capabilities as Triggers to Improve the Whole School Community through Collegial Mentoring -- Chapter 8. What Remains of Mentor. Investigation on the Representations of Former Trainees at the University of Bari -- Chapter 9. Virtual Mentoring in the Practicum: Teachers Learning Together in the Third Space -- Section III: Mentoring support in the induction period: skills, knowledge and experiences -- Chapter 10. Managing "Background Noises": Forms of Support in Novices' Induction in Arab schools -- Chapter 11. Developing an In-Situ School MEntoring Model to Build Beginning Teachers Classroom Management Capacity and Interpersonal Professional Skills -- Chapter 12. Developing an In-Situ School MEntoring Model to Build Beginning Teachers Classroom Management Capacity and Interpersonal Professional Skills -- Chapter 13. Research Team as Mentored Knowledge Community.
Sommario/riassunto	This book draws together various theoretical and research-based perspectives to examine the institutionalization of mentoring processes for beginning teachers. Teacher induction, defined as the guidance provided to new teachers, is increasingly gaining traction as a key stage in promoting quality education. Major efforts have been put into reducing transitional challenges from being a student teacher to a practicing teacher; optimizing professional relationships and socialization into school dynamics; and increasing teacher retention. Mentoring has been proven to add benefits in assisting beginning teachers during the early years of their teaching career, because it provides the required knowledge and skills to face uncertain school scenarios and the complexities of practice. However, teacher induction programs are not part of regular instruction in many countries. The lack of teacher training during the induction phase might result in lower levels of commitment, professional isolation, or even attrition. This book calls for more concrete mentoring processes for early career teachers, and questions how this can be put into practice. Juanjo Mena is an associate professor in the Department of Education at the University of Salamanca, Spain. He is also an affiliate professor at the University of British Columbia, Canada, and research collaborator at Kazan Federal University, Russia. Anthony Clarke spent a number of years as a classroom teacher in Australia before working with beginning teachers, classroom teachers, and university instructors as a professor at the University of British Columbia in Canada. His current interests include practicum mentoring, teacher inquiry, and schooling in comparative perspective.