



*R*einventing Ourselves as Teachers

Beyond Nostalgia

Claudia Mitchell
Sandra Weber

Reinventing Ourselves As Teachers

**Clare Kosnik, Clive Beck, Anne R.
Freese, Anastasia P. Samaras**



Reinventing Ourselves As Teachers:

Reinventing Ourselves as Teachers Claudia Mitchell, Sandra Weber, 2003-10-04 Written for teaching professionals this text helps novice and experienced teachers to reinterpret their working lives Taking the reader on a personal exploration the text exceeds standard approaches leading from the personal to the critical Reinventing Ourselves as Teachers Claudia Mitchell, 1999

Not Just Any Dress Sandra Weber, Claudia Mitchell, 2004 If dresses could talk what stories might they tell This compelling collection of short stories essays and poems features dress as the structural grounding for autobiographical accounts from women s lives in Western society Often personal in nature these dress stories point unfailingly to matters of social and cultural import Some of the dresses described inhabit the popular imagination the little girl dress the communion dress the school uniform the prom dress the wedding dress the little black dress and the burial dress Beyond the semiotic tactile and visual aspects of the dresses themselves the narratives delve into what dresses reveal about fundamental aspects of human experience identity embodiment relationship and mortality Bought or made then worn forgotten remembered re constructed and re interpreted each dress offers a new glimpse into how we construct meaning in our daily lives and how dresses serve to reinforce or resist social structures and cultural expectations Knowing, Becoming, Doing as Teacher Educators Stefinee E. Pinnegar, Mary Lynn Hamilton, 2015-12-14 ART was established to provide state of the art conceptualization and analysis of the processes involved in functioning as a classroom teacher These include not only the behaviors of teachers that can be observed in the classroom but also the planning thinking and decision making that occur before during and after interaction with students

Teaching and Learning Alex Moore, 2012 Teaching and Learning Pedagogy Curriculum and Culture is designed to share important theory with readers in an accessible but sophisticated way It offers an overview of the key issues and dominant theories of teaching and learning as they impact upon the practice of education professionals in the classroom This second edition has been updated to take account of significant changes in the field young people s use of digital technologies the increasing involvement of world of business in state education and ongoing high profile debates about assessment to name but a few It examines the global move from traditional subject and knowledge based curricula towards skills and problem solving and discusses how the emphasis on education for citizenship has forced us to reconsider the social functions of education Central topics also covered include an assessment of the most influential theorists of learning and teaching the ways in which public educational policy impinges on local practice the nature and role of language and culture in formal educational settings an assessment of different models of good teaching alternative models of curriculum and pedagogy With questions points for consideration and ideas for further reading and research throughout this book delivers discussion and analysis designed to support understanding of classroom interactions and to contribute to improved practice It will be essential reading for all student teachers those engaged in professional development and Education Studies students

Just Who Do We Think We Are? Claudia Mitchell, Kathleen

O'Reilly-Scanlon, Sandra Weber, 2013-04-15 Drawing upon diverse and specific examples of self study described here by the practitioners themselves this unique book formulates a methodological framework for self study in education This collection brings together a diverse and international range of self studies carried out in teacher education each of which has a different perspective to offer on issues of method and methodology including memory work fictional practice collaborative autobiography auto ethnography phenomenology image based approaches Such ethical issues likely to arise from self study as informed consent self disclosure and crises of representation are also explored with depth and clarity As method takes centre stage in educational and social scientific research and self study becomes a key tool for research training practice and professional development in education Just Who Do We Think We Are provides an invaluable resource for anyone undertaking this form of practitioner research

Listening Up Rachel Martin, 2001 *Listening Up* will change the way you view radical literacy education offering a personal look at the Freirean ideas that guided Rachel Martin's early years of teaching and the theories and classroom experiences that urged her to take a second look Through her own compelling example Martin demonstrates the power of a sustained dialogue between critical theory and classroom and community practice The ideas Martin draws on help us think in new ways about how power works They provide the possibility of seeing how teachers own needs fears and desires might find a place in classroom inquiry as we come to see how our relationship to domination is a matter neither of complete acquiescence nor absolute resistance While the goals of meaning making and becoming colearners have become guideposts in radical teaching Martin aims in a different direction She advocates for a pedagogy that places teachers in a more genuine position of colearner as together with students they question the meanings they make Later chapters highlight the practical implications that notions of multiple voices and identities have for the teaching of writing and the questions they raise about the teaching of reading Martin also describes community publishing projects Poor and working class people are too seldom able to have their written visions and strategies distributed to become part of the way the world is described and possibilities for change are widely considered Martin argues that community publishing does that as it also links self definition to self determination

A Passion for Teaching Christopher Day, 2004-04 This book concentrates on the heart of teaching teachers moral purposes the nature of care emotional commitment and motivation celebrating and acknowledging the best teaching and the best teachers

Making Connections Kathleen Pithouse, Claudia Mitchell, Relebohile Moletsane, 2009 This book follows on from a symposium that was held in Durban South Africa in July 2007 The symposium was called Seeing for Ourselves Exploring the Practice of Self Study in Teaching Learning and Researching for Social Change The Durban Symposium as called in this book was actually the second in a series of invitational international symposia organized through the Centre for Visual Methodologies for Social Change in the Faculty of Education University of KwaZulu Natal Committed as it is to the use of visual and other participatory methods within textual research in order to bring about social

action the Centre for Visual Methodologies for Social Change started off its symposia series with Putting People in the Picture an event that eventually led to the publication of an edited book Putting People in the Picture Visual Methodologies for Social Change edited by Naydene de Lange Claudia Mitchell Jean Stuart 2007

Making a Difference in Teacher Education Through Self-Study Clare Kosnik, Clive Beck, Anne R. Freese, Anastasia P. Samaras, 2006-02-14 examples of research conducted on 15 different teacher education programs the impact the research had on the development of the program is included the text systematically describes 15 teacher education programs engaging stories of teacher educators working to renew their programs The studies include a description of the research methodology used

International Handbook of Self-Study of Teaching and Teacher Education Practices J. John Loughran, Mary Lynn Hamilton, Vicki Kubler LaBoskey, Tom L. Russell, 2007-07-03 The International Handbook on Self study of Teaching and Teacher Education Practices is of interest to teacher educators teacher researchers and practitioner researchers This volume offers an encyclopaedic review of the field of self study examines in detail self study in a range of teaching and teacher education contexts outlines a full understanding of the nature and development of self study explores the development of a professional knowledge base for teaching through self study purposefully represents self study through research and practice illustrates examples of self study in teaching and teacher education

Your Teacher Leadership Journey Melissa Collins, 2022-08-05 Build your success as a teacher leader with the practical advice in this book Award winning educator Melissa Collins shows how you can grow in your role by fostering relationships with colleagues organizations and mentors She also spotlights rock star educators She offers thorough advice on a wide variety of topics such as finding the right support building your reputation reinventing yourself knowing your purpose and developing leadership mindsets She also explains how to manage your time wisely build a network enact purposeful practice and most of all dare to dream Appropriate for teachers at any level of their career who want to take on a larger role in their school or beyond the book s honest anecdotes and step by step suggestions will put you on the right path so teacher leaders can develop in their careers and help their students thrive

Roadblocks to Equality Jeffery Klaehn, 2009 Explores women s experiences within contemporary society in a domestic and global context

Schoolteachers in the News Kathryn Shine, Tom O'Donoghue, 2013-02-28 Research examining how schoolteachers have been represented in the news is scarce This is noteworthy given the recognition that the news media has an influential agenda setting function plays a pivotal role in shaping public opinion and can influence educational policy Indeed there is a view amongst some authorities that education policy and news media coverage are irrevocably interconnected Specifically in relation to newspapers research indicates that their coverage can be particularly influential in informing and influencing public debate and policy about a variety of educational issues Research has also been conducted on the reactions of teachers reporting that they perceive news media coverage as important in shaping public opinion and education policy as well as affecting their relationships with families friends and the community Teachers in various

countries have also expressed frustration at what they have perceived as a negative focus in coverage. Furthermore, news media coverage has been seen to play a role in the decline in the status of teaching that has been documented by researchers from many developed countries over the past three decades. It has been claimed that contemporary news media coverage has led to greater scrutiny and criticism of the teaching profession than ever before, with educators increasingly having to explain and justify their work. In addition to the widespread concern about the decline in the status of teaching, many countries are experiencing ongoing teacher recruitment and retention problems. Despite this, very few studies have considered how schoolteachers and teaching as a profession are depicted in the news media. Particularly scarce are investigations with a historical dimension. This book helps fill the gap by examining the reporting in *The West Australian* newspaper, one of the oldest newspapers in Australia and a daily publication since 1885. It is offered as a contribution towards rectifying the deficit in the corpus of work on how newspapers have depicted teachers and points the way towards one of a number of avenues of research that other scholars in the field could take for various contexts, including different countries and time periods. The specific aim of the study is to provide a historical analysis of *The West Australian* newspaper's representation of teachers over two decades. To that end, it examines the portrayal of teachers in its reporting of five major educational developments in the state of Western Australia that were the subject of sustained coverage at various times between 1987 and 2007: unit curriculum (1987–1989), industrial dispute (1995), standardised testing (1997–2001), teacher shortage (1997–2007), and outcomes based education (2005–2007). Although the study focused on *The West Australian* newspaper, the topics chosen reflect the international trends and universal issues in education. Each of the topics in the study is located within the broader context of related developments internationally and especially in the United States, the United Kingdom, and Australia. Three key representations of teachers are identified: negative representations, sympathetic representations, and positive representations. The negative representations refer to coverage which is overtly critical of teachers, such as reporting which condemns teachers for taking industrial action. The sympathetic representations relate to reporting which typically presents teachers as stressed, overburdened, and powerless. The positive representations show teachers as valued by the community and devoted to their students and work. The central argument of the study is that *The West Australian*'s coverage was dominated by both negative and sympathetic representations of schoolteachers, while positive representations were relatively rare. Overall, the coverage presented a less flattering image of teachers than that which emerges from the educational research literature, yet it provided a more balanced presentation of teachers than the extremes of hero and villain which tend to dominate popular culture. Its portrayal of teachers was generally consistent with that of other news media, with a movement towards a more sympathetic treatment in recent reporting, reflecting a trend also identified in contemporary British newspaper coverage. Although the sympathetic coverage did recognize the challenges faced by teachers, it consistently presented teaching as a profession in a negative light. Across the coverage, there was almost a total absence of voices

defending teaching or presenting it as an attractive career option In addition comments of any type from individual teachers were rare Overall the book highlights the need for key media spokespeople in education politicians union representatives bureaucrats and academics to consider carefully the messages they want to send regarding teachers and teaching It also points to implications for journalism education and journalism practice This book should be read by those working in the fields of educational policy journalism education media studies and history of education internationally particularly those working in these fields in the United States Canada the United Kingdom Australia and New Zealand

Teacher Learning and Development Peter Aubusson, Sandy Schuck, 2008-07-14 This book synthesises current practice and research developments from internationally recognised scholars and practitioners to provide theoretical and practical knowledge which informs teacher education development and professional learning Sections in the book include the role and significance of learning relationships emerging dilemmas and challenges and processes of self study in teacher education Throughout the book self study contributions highlight the complexity challenges struggles solutions and successes in teacher education experience They foreshadow exciting developments for further research Accordingly the book is likely to appeal to a wide audience of educators including education academics teachers student teachers and researchers

The Good Teacher Alex Moore, 2004-05-20 This book helps teachers student teachers teacher trainers and others interested in the sociology and psychology of education to explore and make better sense of professional practice by examining that practice in the context of popular views

Learning to Teach Natalie G. Adams, Christine Mary Shea, Delores D. Liston, Bryan Deever, 2006-08-15 This text is designed to assist preservice and inservice teachers in creating a critical and reflective dialogue with themselves their assigned classroom cultures and the larger school environment It engages readers in a series of classroom and school based activities observations and exercises that can be used in any teacher education course with a field component Different from other field experience guides this text aims to disrupt traditional conceptions of teacher education and field experiences by emphasizing the problematic nature and dynamics of public schooling and encouraging readers to seek a greater awareness of their own attitudes toward and connections with these educational processes *Learning to Teach A Critical Approach to the Field Experience Second Edition* dramatically reconceptualizes the field experience by asking preservice and inservice teachers to be active and critical researchers of classroom practices and processes provides a coherent framework for analyzing both structural and cultural aspects of schooling provides specific exercises to help preservice and inservice teachers evaluate and understand the intersections of race class gender and culture in real life school settings and grounds the observations of everyday school life within critical feminist and poststructuralist discourses New in the Second Edition A new section No Child Left Untested has been added to help preservice teachers explore the implications of a very changed post September 11 world in which xenophobia violence patriotism citizenship and democracy have taken on new meanings The introduction to the book as a whole the section

introductions the retained activities in existing sections and the references have been thoroughly updated

In Search of Subjectivities Michael A. Peters, Marek Tesar, 2015-11-19 While traditionally identified as a practice based endeavour the many dimensions of teacher education raise important philosophical issues that emphasise the centrality of ethics to questions of relationality and professional practice This second volume of the Educational Philosophy and Theory reader series demonstrates the continuing relevance of philosophical approaches to the field of teacher education The collection of texts focuses on a wide range of topics including teacher education in a cross cultural context the notion of unsuccessful teaching democratic teacher education the reflective teacher the ethics and politics of teacher identity and subjectivity and performance in teaching Chapters also explore teacher education based on experiential learning as experience demonstrating the continuing relevance of philosophical approaches to the field In Search of Subjectivities will interest academics researchers and postgraduate students in the fields of philosophy of education philosophy education educational theory teacher education experiential philosophy ethics policy and politics of education and professional practice

Memory and Pedagogy Claudia Mitchell, Teresa Strong-Wilson, Kathleen Pithouse, Susann Allnutt, 2010-12-14 Memory work the conscious remembering and study of individual and shared memories is increasingly being acknowledged as a key pedagogical tool in working with children Giving students opportunities and support to remember and study their selves as individuals and as communities allows them to see their future as something that belongs to them and that they can influence in some way for the better This edited volume brings together essays from scholars who are studying the interconnections between pedagogy and memory in the context of social themes and social inquiry within educational research The book provides a range of perspectives on the social and pedagogical relevance of memory studies to the educational arena in relation to the themes of memory and method revisiting childhood memory and place addressing political conflict sexuality and embodiment and inter generational studies

Putting People in the Picture, 2007-01-01 Getting the picture constructing and deconstructing the picture finding the picture viewing the picture being in the picture changing the pictures these are all phrases that apply to the fascinating world of putting people in the picture in visual research within the Social Sciences Putting People in the Picture Visual Methodologies for Social Change focuses on the ways in which researchers practitioners and activists are using such techniques as photo voice collaborative video drawings and other visual and arts based tools as modes of inquiry as modes of representation and as modes of disseminating findings in social research The various chapters address methodological analytical interpretive aesthetic technical and ethical concerns in using visual methodologies in work with young people teachers community health care workers and even the self as researcher The range of issues addressed in the work is broad and includes work in the areas of HIV AIDS schooling poverty gender violence race and children s visions for the future While the studies are situated within a variety of social contexts the focus is primarily on work in Southern Africa The book takes up some of the theoretical and practical challenges offered by

Visual Sociology Image based Research Media Studies Rural Development and Community based and Participatory Research
and in so doing offers audiences an array of visual approaches to studying and bringing about social change

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