

# ASSUMPTIONS

## DEFINITION

An assumption is a belief or statement taken for granted without verification. It is a starting point for reasoning or decision-making, often based on incomplete information. Assumptions can simplify complex situations but may also lead to inaccuracies if not validated.

## EXAMPLES

- **False Consensus Bias:** People often overestimate the extent to which their beliefs, values, or opinions are shared by others.
- **Gender Bias:** Individuals may make assumptions about someone's abilities based solely on their gender, often favoring one gender over another.

# Finding Our Own Way Teachers Exploring Their Assumptions

**Judith Newman**



## **Finding Our Own Way Teachers Exploring Their Assumptions:**

Finding Our Own Way Judith Newman,1990 This book is about the change teachers create and experience as they move toward a more flexible interpretive view of their roles      **Creative Mathematics** William Higginson,Eileen Phillips,Rena Upitis,2002-03-11 Exploring the ways in which maths skills can be learned through cross curricular projects on arts and music this book presents maths as a meaningful and exciting subject which holds no fear for children      *Resources in Education* ,1993-10      **Handbook of Reading Research, Volume III** Michael L. Kamil,Peter B. Mosenthal,P. David Pearson,Rebecca Barr,2016-11-18 In Volume III as in Volumes I and II the classic topics of reading are included from vocabulary and comprehension to reading instruction in the classroom and in addition each contributor was asked to include a brief history that chronicles the legacies within each of the volume s many topics However on the whole Volume III is not about tradition Rather it explores the verges of reading research between the time Volume II was published in 1991 and the research conducted after this date The editors identified two broad themes as representing the myriad of verges that have emerged since Volumes I and II were published 1 broadening the definition of reading and 2 broadening the reading research program The particulars of these new themes and topics are addressed      *Street Smarts and Critical Theory* Thomas McLaughlin,1996-11-15 Like academic theorists who are trained in a tradition of philosophical and political skepticism that challenges all orthodoxies the vernacular theorists McLaughlin identifies display a lively and healthy alertness to contradiction and propaganda They are not passive victims of ideology but active questioners of the belief systems that have power over their lives Their theoretical work arises from the circumstances they confront on the job in the family in popular culture And their questioning of established institutions McLaughlin contends is essential and healthy for it clarifies the purpose and strategies of institutions and justifies the existence of cultural practices      Self-Study of Practice as a Genre of Qualitative Research Stefinee Pinnegar,Mary Lynn Hamilton,2009-04-05 Teacher educators live hectic lives at institutional and discipline boundaries Our greatest potential for influence is through developing relationships with others in our practice Our work is fundamentally relational and emotional We are obligated to the teachers we teach and the public students they teach Our practice exists in the midst of experience conflicting and often hostile boundaries and between what we know from research and what we understand from practice Self study of practice invites researchers to embrace the hectic and fragmented territory of practice as the space for study This book educates those who would like to explore practice in the methodology of self study It provides both a pragmatic and theoretic guide It grounds the research in ontology and establishes dialogue as the inquiry process It supports researchers through the use of frameworks to guide research and explication of strategies for conducting it      *Instructional Models in Reading* Steven A. Stahl,David A. Hayes,2013-04-03 This book started with a simple idea examine models of reading instruction that have emerged during the past 20 years These models span a wide range of instruction representing a continuum from highly structured task analytic instruction to

child centered and holistic instruction Each model has its own epistemology or views on how reading and instruction are to be defined The different epistemologies indicate different principles of instruction which in turn indicate different practices in the classroom Each model is also supported by a different research base In this volume leading proponents of these different models discuss their ideas about reading instruction thereby encouraging readers to make their own comparisons and contrasts The chapter authors seem to adopt the editors eclectic approach to some greater or lesser extent incorporating aspects of other models into their instruction as they see other goals Thus models of reading instruction are complex Complicating matters further is the fact that teachers hold their own models of reading which may or may not be congruent with those discussed here Although academically developed models influence college preservice and in service instruction teachers own models of reading filter the information that they take from what they learn from these perspectives By carefully examining these variables this book makes a firm contribution toward disciplined inquiry into what it means to teach reading

Priorities in Teacher Education Clare Kosnik, Clive Beck, 2009-05-07 Advocating concentrating on certain priorities to ensure beginning teachers are prepared for the crucial tasks that will face them this book discusses seven priorities through case studies

Educating Second Language Children Fred Genesee, 1994-03-25 This text brings together the work of 15 elementary education experts who support an integrative approach to educating second language children The paperback edition is a collection of articles from fourteen elementary education experts who espouse an integrative approach to second language education one that goes beyond language teaching methodology to cover a wide range of issues affecting the academic and social success of language minority children The volume deals not only with second language development but with the development of the whole child Rather than focusing on language instruction it addresses the entire curriculum and instead of restricting itself to classroom learning it examines the role of the school family and community

Supporting Whole Language Constance Weaver, Linda Henke, 1992 This book examines the powerful learning theory that drives whole language practice and the resultant organizational changes that emerge as theory becomes practice

Spelling Inquiry Kelly Chandler-Olcott, 1999 For the members of the Mapleton Teacher Research Group spelling was that pebble in the shoe Although these Maine elementary teachers had moved toward a holistic philosophy of teaching reading and writing their spelling instruction lagged behind Some teachers were still using traditional strategies that didn't seem to transfer to authentic literacy tasks while others were using an in context approach that didn't seem to be explicit enough to produce proficient spellers Rather than ignoring these tensions the authors turned to teacher research to develop a program that is genuinely student centered and inquiry based Written by classroom teachers using a unique collaborative process the book has a two fold emphasis on inquiry The authors discuss how to foster inquiry based learning about spelling in their classrooms and also provide a detailed look at the workings of their schoolwide teacher research group The accessible and lively narrative blends the voices of a dozen members providing a truly K 5 perspective on spelling development Other unique

features of Spelling Inquiry include conveniently boxed tips on concrete teaching strategies that work for members of the research group specific suggestions on how to start an inquiry group and how to integrate research into your daily practices a detailed description of the process members used to develop a schoolwide survey on spelling for parents as well as discussion of the ways they changed their practices based on the results a chapter on assessment and evaluation including discussion of how the group developed and adopted a schoolwide rubric to evaluate spelling five brief essays including the morning message have a go sheets and spelling workshop written by individual teacher researchers that focus on specific strategies for teaching spelling Whether you are interested in spelling instruction or teacher research Spelling Inquiry will help you pose personally compelling questions and develop a workable plan for answering them *Handbook of Physical Education* David Kirk, Doune Macdonald, Mary O'Sullivan, 2006-09-18 This is simply the physical education book of its time The editors must be congratulated on bringing together so many quality authors from so many different parts of the world As a handbook it represents how far the study of physical education has moved forward in recent times What we have is a clear portrayal of physical education at the start of the 21st century Mike Jess University of Edinburgh This Handbook is a must read for all physical educators who are serious about understanding their subject and developing their practices The list of authors involved reads like a who's who of physical education at a global level the editors are to be commended on bringing together such collective expertise this is a key strength of the book The Handbook successfully expresses a view of knowledge about physical education pedagogy which embraces different research traditions and emerging areas of interest across the global scholarly community Jo Harris Loughborough University This comprehensive and eclectic exploration into the field of physical education draws on the vast expertise of its renowned international contributors with astounding results The Handbook of Physical Education serves to firmly reinstate physical education to its position as the core discipline of sport and exercise science The Handbook is destined to become an indispensable academic resource for scholars students and enthusiasts of physical education for years to come Pilvikki Heikinaro Johansson University of Jyväskylä What is the current condition of the field of physical education How has it adapted to the rise of kinesiology sport and exercise science and human movement studies over the last thirty years This Handbook provides an authoritative critical overview of the field and identifies future challenges and directions The Handbook is divided into six parts Perspectives and Paradigms in Physical Education Pedagogy Research Cross disciplinary Contributions to Research on Physical Education Learners and Learning in Physical Education Teachers Teaching and Teacher Education in Physical Education Physical Education Curriculum Difference and Diversity in Physical Education This benchmark work is essential reading for educators and students in the field of physical education *Connecting Policy and Practice* Michael Kompf, Pam Denicolo, 2005-06-03 Written by members of the International Study Association on Teachers and Teaching the papers in this volume were presented at an international teaching conference on the issues of theory and practice Using these contributions from experienced researchers most of

whom are practising teachers this single volume is international in scope and context demonstrating differences and similarities between and within countries This detailed book is clearly split into five sections focusing on the following themes teacher education professional identity professional research and quality of teacher education teacher practice basic values ethics and cultural scaffolding higher education academic motivation discourse dissonance concerning intellectual property self studies of teacher education practice teacher development the challenge to be the best teacher the link between policy and practice personal theory and practice in tertiary development research and theory reflective practice shared democratic values teachers as researchers

*Classroom Voices* David Booth, Larry Swartz, Meguido Zola, 1994 This book uses a structure that can be best described as half textbook half novel Presenting language arts information in a straightforward yet engaging manner it reflects realistically the state of today's classrooms

*Researching Teaching* Ardra L. Cole, J. Gary Knowles, 2000 This book provides insight into the value and process of reflexive inquiry for facilitating and exploring teacher learning and development broadly defined The authors reflexive inquiry framework is constructed around notions of personal empowerment self directed learning the primacy of practice and personal history The book contains numerous stories of teacher researchers exploring their own experiences within the context of professional development inquiry

*Unleashing Great Teaching* David Weston, Bridget Clay, 2018-05-11 It's within the power of each and every school to unleash the best in teachers day by day month by month year by year This practical handbook takes the guesswork out of professional learning showing school leaders how they can build a self improving culture and remove barriers to learning the authors set out their advice for how every school can bring in the best ideas from the whole system and make sure that these have a lasting effect in the classroom Packed full of examples easy to use ideas and checklists *Unleashing Great Teaching* brings together a vast body of experience gained by the Teacher Development Trust UK and shows how other schools can learn from these insights From fostering a culture of evaluating impact to establishing good relationships communication and a developmental culture this book takes each and every aspect of the school system and reassesses its role as a driver of teacher and student success

**Professional Reflections and Connections** Linda Cameron, Adrian Peetoom, 1992 [El-Hi Textbooks & Serials in Print, 2005](#), 2005

*Teacher Research and Educational Reform* Sandra Hollingsworth, Hugh Sockett, 1994

**Teachers as Researchers** Sandra Hollingsworth, 1992

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