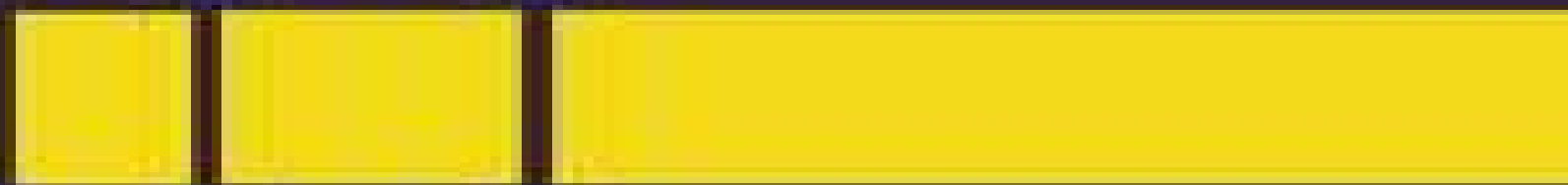


The Good Teacher

Dominant discourses in teaching
and teacher education



Alex Moore

Good Teacher Dominant Discourses In Teacher Education

Chitose Asaoka



Good Teacher Dominant Discourses In Teacher Education:

The Good Teacher Alex Moore, 2004 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 **The Pedagogy of Protest** Brendan Walsh, 2007 This book provides the first complete account of Patrick Pearse s educational work at St Enda s and St Ita s schools Dublin Extensive use of first hand accounts reveals Pearse as a humane energetic teacher and a forward looking and innovative educational thinker Between 1903 and 1916 Pearse developed a new concept of schooling as an agency of radical pedagogical and social reform later echoed by school founders such as Bertrand Russell This placed him firmly within the tradition of radical educational thought as articulated by Paulo Freire and Henry Giroux The book examines the tension between Pearse s work and his increasingly public profile as an advocate of physical force separatism and by employing previously unknown accounts questions the perception that he influenced his students to become active supporters of militant separatism The book describes the later history of St Enda s revealing the ambivalence of post independence administrations and shows how Pearse s work which has long been neglected by historians has had a direct influence on a later generation of school founders up to the present

Teacher Education in Australia: Investigations into Programming, Practicum and Partnership. David E. Lynch, Tony Yeigh, 2013 In the last decade in Australia teacher education has undergone numerous critical reviews yet little on the teacher education front appears to have changed Related to this the teaching profession s struggles to cope with a changing world have been publicly documented and an increasing push for improved school outcomes from Australian governments at both the state and federal level appear as regular pieces in the national press This forms a complex situation involving competing concerns and raises questions concerning what to make of the situation and how to move teacher education forward in Australia This book seeks to answer these questions by providing an evidence based framework for investigating and directing teacher education practice into the future **Critical Voices in Teacher Education** Barry Down, John Smyth, 2012-04-28 We live in dangerous times when educational policies and practices are debated largely in terms of how they fit with the needs of the free market This volume is a collection of writing by teacher educators that draws on their unique biographies experiences and perspectives to denounce these misguided norms It explores what it means practically and intellectually to teach for social justice in conservative times In a globalised world where the power of capital holds sway the purposes of social institutions such as universities and schools is being refashioned in ways that are markedly instrumental and technicist in nature The consequence is that teachers work is increasingly constrained by regimes of control such as standardised testing accountability transparency and national curricula In the meantime large numbers of students and teachers are disengaging physically emotionally and intellectually from learning The contributors to this edited volume present both a powerful critique of these developments and a counter hegemonic vision of teacher education founded

on the principles and values of social justice democracy and critical inquiry Teacher education they argue involves a commitment to critical intellectual work that subjects some deeply entrenched assumptions beliefs habits routines and practices to closer scrutiny The contributing authors expose how ideology and power operate in seemingly blameless rational ways to perpetuate social hierarchies based on class gender sexuality race and culture *Cultivating Racial and Linguistic Diversity in Literacy Teacher Education* Marcelle M. Haddix, 2015-10-14 *Cultivating Racial and Linguistic Diversity in Literacy Teacher Education* examines how English and literacy teacher education a space dominated by White English monolingual middle class perspectives shapes the experiences of preservice teachers of color and their construction of a teacher identity Significant and timely this book focuses attention on the unique needs and perspectives of racially and linguistically diverse preservice teachers in the field of literacy and English education and offers ways to improve teacher training to better meet the needs of preservice teachers from all racial ethnic and linguistic backgrounds These changes have the potential to diversify the teacher force and cultivate teachers who bring rich racial cultural and linguistic histories to the field of teaching Chapters 1 2 and 3 of this book are freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Teacher Education Robyn Brandenburg, Sharon McDonough, Jenene Burke, Simone White, 2016-06-15 This book an inaugural publication from the Australian Teacher Education Association ATEA Teacher Education Innovation Intervention and Impact is both a product of and seeks to contribute to the changing global and political times in teacher education research This book marks an historically significant shift in the collective work and outreach of the Australian Teacher Education Association ATEA as it endeavours to become an even more active contributor to a research rich foundation for initial teacher education and to a research informed teaching profession The book showcases teacher education research and scholarship from a wide range of institutional collaborations across Australia Studies highlight the multiple ways in which teacher education researchers are engaging with students teachers schools and communities to best prepare future teachers It informs both teacher education policy and practice and is a must read for those engaged in the education community Above all it marks a shift for teacher educators to build a research rich teaching profession *Encyclopedia of Teacher Education* Michael A. Peters, 2022-08-26 This encyclopaedia is a dynamic and living reference that student teachers teacher educators researchers and professionals in the field of education with an accent on all aspects of teacher education including teaching practice initial teacher education teacher induction teacher development professional learning teacher education policies quality assurance professional knowledge standards and organisations teacher ethics and research on teacher education among other issues The Encyclopedia is an authoritative work by a collective of leading world scholars representing different cultures and traditions the global policy convergence and counter practices relating to the teacher education profession The accent will be equally on teaching practice and practitioner knowledge skills and understanding as

well as current research models and approaches to teacher education **Effective Teacher Education for Inclusion**

Deborah Robinson, 2024-08-28 Drawing on research carried out in partnership with schoolteachers school leaders and student teachers this book presents cutting edge research on teacher education and how it can be used to catalyse the development of inclusive practice in mainstream schools and classrooms Theoretically robust and guided by the author's near 40 years of experience as an educationalist this research informed book offers an account of the practices and principles that underpin effective teacher education for special educational needs and disability SEND Chapters propose transformative approaches towards effective teacher education whilst also exploring the dangers of de intellectualisation to the promotion of inclusive practices in doing so this book reasserts the indispensability of intellectual labour to the development of the inclusive teacher Ultimately this book argues that teacher education curricula must include critical theoretical work and reflexive projects offering intellectually rich and critical approaches whilst also defending the important role that higher education plays in the context of partnership with schools At a time when urgent questions around equity are being discussed on the global stage this book will be of interest to scholars researchers and postgraduate students in the fields of inclusion and special education teacher education and the theory of education more broadly Teacher educators and policymakers working towards equitable quality education for all will also find the volume of use *Quality* Clare Brooks, 2023-05-04

Discussions of quality dominate the field of teacher education However definitions of quality can vary enormously and are often vague and imprecise relying on proxies for quality which make inaccurate assumptions about what matters in the education of teachers This book explores different ways in which quality can be defined and understood within teacher education offering a way of categorizing and understanding why some quality indicators miss the mark The book introduces the idea of a quality conundrum with illustrative examples from international ITE practice to show how different conceptions of quality in ITE can have good intentions but be potentially damaging to its overall transformative potential It also provides examples of where practice has been able to move beyond restrictive definitions of quality to enact a more transformative vision of teacher education This analysis ties the use of quality indicators to historical developments in teacher education and political shifts in how it is viewed the role education is perceived to play in society and considers where the power lies in locating who decides what counts as quality in teacher education and also who and what gets excluded Key topics covered include the use of standards accreditation and inspection frameworks the range of input process output and perspectival indicators used to judge quality in ITE the different discourses of teacher quality which influence the pedagogy and structure of teacher education programmes The author also gives particular attention to how to address different approaches to quality when they start to reach conundrum proportions and how to redress teacher education towards what matters rather than what counts **Early Professional Development in EFL Teaching** Chitose Asaoka, 2019-04-10 This book examines the

perspectives and experiences of student teachers who are in the process of becoming secondary school English teachers in

Japan It reports on the trainee teachers attitudes towards theory and practice in their professional development Through a discussion of what professional expertise should look like in this context the book identifies the challenges faced by the Initial Teacher Education ITE system in Japan and suggests support and mediational activities that should be included as components of the ITE curriculum The book contains valuable rich descriptions of trainee teachers experiences and will be of interest to those working in EFL both in Japan and elsewhere

Cultivating Dialogue, Language, and Literacy for Social Justice in Teacher Education Adam Devitt, 2025-07-22 Within sociocultural traditions language dialogue and social literacies play an institutional role in learning and human development Discourse practices however go far beyond the traditional focus of using speaking and listening to support the learning of content knowledge Teacher discourse practices ought to promote critical literacies and linguistic practices and promote anti racism and social and environmental justice Classroom discourse however is missing from teacher education programs on a large scale in these significant ways Teacher educators need to understand the social and political policies pedagogical role and multitude of practices for helping pre service teachers and teacher practitioners learn to acquire and facilitate quality discursive practices in K 12 schools and understand related pedagogy This book *Cultivating Dialogue Language and Literacy for Social Justice in Teacher Education* offers a variety of models for integrating discourse practices and pedagogies into the field of teacher education including pre service teaching professional development and even critiques on policy and subsequent affordances and consequences that inhibit or promote the quality of teacher discourse and the purposes for which teachers utilize classroom discourse I would recommend this book for teacher education programs as well as professional developers who work with pre and in service teachers Additionally I recommend this book for researchers committed not only to classroom discourse analysis but to promote speaking and listening among teachers and students in ways that enhance learning and development

Transforming Teacher Quality in the Global South Sharon Tao, 2016-04-08 A common story of teachers from the Global South portrays them as deficient unreliable and unprofessional However this book uses an innovative Capability Approach Critical Realist lens to reveal the causal links between teachers constrained capabilities and their criticised behaviours and offer nuanced creative strategies for improvements

Understanding and Using Challenging Educational Theories Karl Aubrey, Alison Riley, 2017-03-25 Some of the most important developments in educational thought have been put forward by theorists who have challenged existing notions about the aims of education and its role in society But how do these ideas relate to today s classrooms and how can you use them to improve your own teaching practice This textbook gives you a clear overview of fifteen thinkers who have offered challenging perspectives on education including influential sociological thinkers Bourdieu Foucault Mezirow Bernstein those who have questioned the orthodoxy on schooling Holt Darling Hammond and other key names whose writing has helped shaped our views on teaching and learning Each chapter includes practical examples showing how theories can be used to inform classroom teaching critiques of each theorist exploring

opposing viewpoints and the strengths and weaknesses of different ideas reflective tasks inviting you to apply what you ve read to your own educational experiences This is essential reading for anyone on university and school based initial teacher education courses training to teach in different educational settings including early years and adult education or studying education at undergraduate and postgraduate level Teaching and Learning Alex Moore,2012-05-23 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 **Professional Learning and Identities in Teaching** A. Cendel Karaman,Silvia Edling,2021-05-03 This book explores the reflective potentialities offered by analyses of teachers professional learning narratives The book has a specific focus on narratives on professional learning and professional identities emerging from different contexts and gives a deeper understanding of successful teachers narratives globally Diverging from universally standardized constructions of idealized teacher identity and professional learning the book provides analyses of a diversified set of cases with detailed descriptions of each teacher s idiographic and professional context to gain a deeper understanding of situated professional identities With contributions from a range of international backgrounds it shows teachers of various age groups subject areas and curricula contribute their narratives to help readers reflect on different trajectories toward becoming a teacher These narratives provide insight into and a deeper understanding of the conditions and complex processes that being a successful teacher involves within these case studies providing a useful contribution to the field of teacher education Professional Learning and Identities in Teaching International Narratives of Successful Teachers will be of great interest to researchers academics and post graduate students of teacher education and international and comparative education Teacher Professionalism from the Margins Alison L. Milner,2025-09-25 A comparative analysis of educational policy in England and Sweden this text offers insights into the possibilities of and

difficulties facing of teacher unions in combatting the global crisis of teacher recruitment and retention

MasterClass in Geography Education Graham Butt,2015-01-29 MasterClass in Geography Education provides a comprehensive exploration of the major themes in geography education research and pedagogy drawing on international research The editor draws together a variety of professional academic and practitioner perspectives to support professional development of geography teachers The book incorporates discussion of the place of subject knowledge in geography the role and function of research in geography education and the relationship between research and practice Topics covered include research and professional practice constructing geographical knowledge ethical considerations carrying out research projects MasterClass in Geography Education will be essential reading for all studying the teaching and learning of geography on PGCE and Education MEd MA courses

Policy, Provision and Practice for Special Educational Needs and Disability Peter Wood,2021-12-30 This book showcases the diverse nature of policy provision and practice for special educational needs and disability SEND across different international settings Situated across a backdrop of varied international policies relating to inclusion the book offers insights into the rhetoric of SEND policy and practice across a range of settings to contribute to our understanding of SEND provision It explores the complexities concerns and challenges experienced by staff pupils parents and carers in contemporary education settings Chapters draw on empirical research and are structured around four parts special education needs and disability within policy stakeholder perceptions and experiences of SEND provision meeting the needs of SEND children and moving towards inclusive practice The volume will challenge thought stimulate critique and provoke debate in the field of special educational needs both locally and globally and will be of interest to researchers and postgraduate students in the field of inclusive education special needs education and comparative education

The Palgrave Handbook of Teacher Education Research Ian Menter,2023-03-24 This handbook presents a timeless comprehensive and up to date resource covering major issues in the field of teacher education research In a global landscape where migration inequality climate change political upheavals and strife continue to be broadly manifest governments and scholars alike are increasingly considering what role education systems can play in achieving stability and managed sustainable economic development With growing awareness that the quality of education is very closely related to the quality of teachers and teaching teacher education has moved into a key position in international debate and discussion This volume brings together transnational perspectives to provide insight and evidence of current policy and practice in the field covering issues such as teacher supply preservice education continuing professional learning leadership development professionalism and identity comparative and policy studies as well as gender equity and social justice

Emerging Teachers and Globalisation Gerry Czerniawski,2011-03-09 This book explores the effects of globalisation on teachers through an examination of the values held by beginning teachers in three distinctly different education systems Gerry Czerniawski analyzes the impacts on teacher identity formation by national pedagogic traditions national policy contexts and institutional

settings

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Table of Contents Good Teacher Dominant Discourses In Teacher Education

1. Understanding the eBook Good Teacher Dominant Discourses In Teacher Education
 - The Rise of Digital Reading Good Teacher Dominant Discourses In Teacher Education
 - Advantages of eBooks Over Traditional Books
2. Identifying Good Teacher Dominant Discourses In Teacher Education
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in a Good Teacher Dominant Discourses In Teacher Education
 - User-Friendly Interface
4. Exploring eBook Recommendations from Good Teacher Dominant Discourses In Teacher Education
 - Personalized Recommendations

- Good Teacher Dominant Discourses In Teacher Education User Reviews and Ratings
- Good Teacher Dominant Discourses In Teacher Education and Bestseller Lists
- 5. Accessing Good Teacher Dominant Discourses In Teacher Education Free and Paid eBooks
 - Good Teacher Dominant Discourses In Teacher Education Public Domain eBooks
 - Good Teacher Dominant Discourses In Teacher Education eBook Subscription Services
 - Good Teacher Dominant Discourses In Teacher Education Budget-Friendly Options
- 6. Navigating Good Teacher Dominant Discourses In Teacher Education eBook Formats
 - ePub, PDF, MOBI, and More
 - Good Teacher Dominant Discourses In Teacher Education Compatibility with Devices
 - Good Teacher Dominant Discourses In Teacher Education Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Good Teacher Dominant Discourses In Teacher Education
 - Highlighting and Note-Taking Good Teacher Dominant Discourses In Teacher Education
 - Interactive Elements Good Teacher Dominant Discourses In Teacher Education
- 8. Staying Engaged with Good Teacher Dominant Discourses In Teacher Education
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Good Teacher Dominant Discourses In Teacher Education
- 9. Balancing eBooks and Physical Books Good Teacher Dominant Discourses In Teacher Education
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Good Teacher Dominant Discourses In Teacher Education
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Good Teacher Dominant Discourses In Teacher Education
 - Setting Reading Goals Good Teacher Dominant Discourses In Teacher Education
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Good Teacher Dominant Discourses In Teacher Education
 - Fact-Checking eBook Content of Good Teacher Dominant Discourses In Teacher Education

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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