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KEY=LIVES - ZANDER SANTIAGO

Teachers' Career Trajectories and Work Lives Springer Science & Business Media *The working and career lives of teachers have changed radically over the last two decades. Reforms have turned education into a commodity and pupils into 'consumers'. Yet not since 1992 has there been a comprehensive overview of research findings on teachers' working lives. This anthology plugs the gap by collecting various scholarly contributions and perspectives on teachers' career trajectories and work lives. The material includes an introduction to previous research within the field, presents a range of contemporary research and offers suggestions as to what lies ahead. Among the contributors are leading educational academics who describe a variety of national contexts, illustrating how problems and challenges relating to the teaching profession manifest themselves and are tackled in different countries. The anthology also shows just how many aspects of teachers' career trajectories and work lives transcend national boundaries. Common international themes include stronger ties between education and the economy, and a growing importance placed on how students' skills relate to the perceived needs of the labour market. There is also a greater degree of political interference in curriculum goals and processes, and an expanding obsession with evaluation. In many countries, a whole generation of teachers are reaching retirement age, 'changing the guard' with a crop of new young recruits who are ever harder to attract. At a time when there is an increasing focus on issues such as teacher recruitment, retention and professional development, this anthology offers insight and inspiration to teacher educators and educational policy makers as well as to current and prospective teachers. It also aims at encouraging research into the field of teachers' working lives.* **Post-PhD Career Trajectories Intentions, Decision-Making and Life Aspirations** Springer *This book argues that post-PhD career planning should ideally begin at the same time as the PhD itself. Drawing from ten years of research and stories of close to 50 individuals, each chapter focuses on the stories of individuals who share common career intentions and how they negotiate these both before, during and after their studies. Each career trajectory is different as individuals planned and made decisions in the face of both expected and unexpected work, personal experiences and responsibilities. The book concludes with resources to help those who are currently planning or reflecting on their own career trajectories.* **The Career Trajectories of English Language Teachers Symposium Books Ltd** *This volume identifies, illustrates, compares, contrasts and provides informed reflective commentary on the diverse career trajectories of English language teachers, teacher educators and researchers. Increased migration and globalisation pressures have led to dramatic changes in English language teaching over the last few decades. The resulting increased demand for well-qualified English language teachers has also impacted positively on the status of this profession, as developing a career in this field is now increasingly linked to advanced academic study as well as work possibilities in a wide range of diverse contexts. This book provides insights into the career trajectories of English language teachers in Argentina, Australia, Brazil, Canada, Chile, China, the Czech Republic, Greece, Iceland, India, Malaysia, Mexico, New Zealand, Thailand, Turkey, the United Kingdom, the USA, and the Middle East. This book is likely to be of interest not only to teachers in the field of English language teaching, but also to researchers with an interest in exploring teachers' lives and careers in diverse contexts. The insights provided in this book will no doubt inspire those who wish to develop, or further develop, a career trajectory in this intriguing field, as well as provoke teacher educators to consider new ways to support those entering the field of English language teaching and those currently navigating its many complex challenges.* **Advocacy for Teacher Leadership Opportunity, Preparation, Support, and Pathways** Springer *This book advocates for an alternative to the hierarchical positioning of leaders. It proposes to value leadership practices which emerge from collective concerns about learning and the realisation that collegial interactions offer opportunities for rich explorations of pedagogy and new understandings to be developed. The book draws upon illustrative examples from a longitudinal study of early career teachers, entitled "Teachers of Promise: Aspirations and realities". It explores matters of personal ambition, support from significant others, and barriers to teacher leadership. It shows that these vary from context to context and individual to individual. Examples highlight the ways in which each teacher's experience has been enabled and constrained by different considerations. In combination, the examples offered demonstrate the need for the teaching profession to be more systematic in identifying and supporting talented teachers who could be the leaders of learning for tomorrow. The book shows that individuals themselves need to have an openness to consider how they might become more effective teachers through their engagement in leadership work. This, it suggests, involves developing a different conception of leadership to counter the prevailing view that leadership is typically positional and defined by its distance from classroom teaching. The more promising portrayal is to link teacher leadership explicitly with learning.* **The New Lives of Teachers** Routledge *The New Lives of Teachers examines the varied, often demanding commitments on teachers' lives today as they attempt to pursue careers in primary and secondary education. Building upon Huberman's classic study, it probes not only teachers' everyday lives, but also the ways in which they negotiate the pitfalls of professional development and the different life and work 'scenarios' that challenge their sense of identity, well-being and effectiveness. The authors provide a new evidence-based framework to investigate and understand teachers' lives. Using a range of contemporary examples of teaching, they demonstrate that it is the relative success with which teachers manage various personal, work and external policy challenges that is a key factor in the satisfaction, commitment, well-being and effectiveness of teachers in different contexts and at different times in their work and lives. The positive and negative influences upon career and professional development and the influences of school leadership, culture, colleagues and conditions are also shown to be profound and relate directly to teacher retention and the work-life balance agenda. The implications of these insights for teaching quality and teacher retention are discussed. This book will be of special interest to teachers, teachers' associations, policy makers, school leaders, and teacher educators, and should also be of interest to students on postgraduate courses.* **Teacher Learning That Matters International Perspectives** Routledge *In the continuing global call for educational reforms and change, the contributors in this edited collection address the critical issue of teacher learning from diverse national contexts and perspectives. They define "teacher learning that matters" as it shapes and directs pedagogical practices with the goal of improving student learning. Student achievement is broadly and inclusively defined, beyond the test scores so often identified as the mark of "success" in the research literature. This book weaves together major studies, research findings and theoretical orientations to represent a globalized network of inquiries into the what, how and why of teacher learning that shapes teacher skill and knowledge. Teacher learning matters on an international scale because teachers are the portals through which any initiative for change and reform is realized. Recognizing that a highly skilled teaching force is instrumental to improving student achievement adds import to generating interactive dialogue on teacher learning around the globe.* **Teachers Matter: Connecting Work, Lives And Effectiveness** McGraw-Hill Education (UK) *Based on a DfES funded study of 300 teachers in 100 primary and secondary schools in England, the authors identify different patterns of influence and effect between groups of teachers, which provide powerful evidence of the complexities of teachers' work, lives, identity and commitment, in relation to their sense of agency, well-being, resilience and pupil attitudes and attainment. This, in turn, provides a clear message for teachers, teachers' associations, school leaders and policy makers internationally, in understanding and supporting the need to build and sustain school and classroom effectiveness.* **A Companion to Research in Teacher Education** Springer *This state-of-the-art Companion assembles and assesses the extant research available on teacher education and provides clear guidelines on future directions. It addresses an important need in a collection that will be of value for teachers, teacher educators, policymakers and politicians. There has been little sustained, long-term or systematic research to provide empirical support for the broad aspects of teacher education policy, largely because such research has been chronically underfunded and based on traditional practitioner knowledge. Many of the changes to teacher education are contentious and yet are occurring in rapid succession. These policies and movements have important consequences for education, teacher quality and the future of the teaching profession. At the same time, the policies and initiatives that support these changes seem to be based more on ideology, business interests and tradition than on research and empirical findings. The nature, quality and effectiveness of teacher preparation have increasingly become a central focus for education policy worldwide in a fiercely argued debate among governments, think-tanks, world policy agencies, education researchers and teacher organisations.* **"We're better, connected" Empirical study on the potential of international science teacher trainings** Waxmann Verlag *How to improve science teacher effectiveness? In order to find answers to this question a first step in this study is a close observation and critical reflection on the level of science teacher training courses. During an international science teacher training course, which had been previously developed in a three-year European project (CAT4U), informal conversations of the participants were recorded and analysed allowing genuine insight in the ways that teachers exchange about profession-related content among themselves. This work is a first exploratory step into a fairly new field of professional development research, which hopes to come up with some reasonable hypotheses gained from the combination of current research literature and from deeper analyses of field data, that hopefully serves as an inspiration for teacher trainers in practice as well as for further educational research.* **Biographies and Careers throughout Academic Life** Springer *The book draws on the 2007 Changing Academic Profession international survey in order to document the personal characteristics, career trajectories, sense of identity/commitment and job satisfaction of academics in 14 countries with different levels of economic and social development and different higher education systems. With nearly 26,000 academics surveyed in 19 countries (of which 14 are reporting their results in this volume), the empirical basis of the book is the most up-to-date and far-reaching in the area. With major changes taking place both in the local and global contexts of higher education and in the working conditions within individual universities, as exemplified by increasing managerialism and performance-based funding, it is important to consider the impact of these changes on the profiles and working lives of the academic profession across different countries. But it is also important to look at the ways in which the faculty's changing profile impacts on the organisation and management of universities and on the delivery of their central functions. Although not always obvious in the short-term, academic work and its conditions attract, incorporate and promote different types of individuals who, in turn, exert considerable influence on the nature of academic work, higher education institutions and, potentially, society. As faculty members are central to the teaching, research and service enterprise activities of higher education, it is important to understand their personal characteristics, career trajectories, sense of identity and commitment, and job satisfaction. These are central for understanding the academic profession in general and, in particular, the factors affecting their involvement and productivity in the work of their institutions. These are a complex result of a mixture of contextual factors (e.g. the status and regulatory framework of the higher education system, the features and atmosphere of the particular institution) and personal factors (e.g. gender, educational attainment, family background, attitudes to work and broader social values). This book examines the different situations facing the academic profession in individual countries and provides comparative studies of country differences.* **Identity-Trajectories of Early Career Researchers Unpacking the Post-PhD Experience** Springer *The book asks how we can make sense of career paths for PhD graduates, something that has rarely been systematically studied. It offers a coherent synthesis of the empirically-based insights that arose from the experiences of 48 early career researchers, who were participants in a 10-year qualitative longitudinal research program. The book has the power to inform other researchers' conceptual and methodological approaches to the study of post-PhD career trajectories. The authors draw on the conceptual lens of 'identity-trajectory', which emerged from their research program, to examine the decision-making processes underpinning the careers of PhD graduates, whether contingent researchers and teachers, assistant professors within the academy or professionals elsewhere. The book highlights the role of personal agency in negotiating academic and non-academic work and careers within broader personal lives. It will be compelling reading*

for researchers and students working in the areas of Education and Sociology, particularly those with an interest in examining career development and decision-making. **Handbook of Research on Professional Development for Quality Teaching and Learning** IGI Global As educational standards continue to transform, it has become essential for educators and pre-service teachers to receive the support and training necessary to effectively instruct their students and meet societal expectations. However, there is not a clear consensus on what constitutes teacher effectiveness and quality within the education realm. The Handbook of Research on Professional Development for Quality Teaching and Learning provides theoretical perspectives and empirical research on educator preparation and methods for enhancing the teaching process. Focusing on teacher effectiveness and support provided to current and pre-service educators, this publication is a comprehensive reference source for practitioners, researchers, policy makers, graduate students, and university faculty. **Professional Support Beyond Initial Teacher Education Pedagogical Discernment and the Influence of Out-of-Field Teaching Practices** Springer Nature This book investigates the professional learning needs of teachers beyond initial teacher education, focusing on teachers in complex teaching positions, such as out-of-field teaching practices. The information presented here will help to improve professional learning strategies, while also offering an in-depth understanding of teachers' needs, leaders' perceptions, and what complex teaching situations mean for teachers' professional learning and development. Further, Du Plessis shares the perceptions and lived experiences of teachers, parents, leaders and students as key stakeholders in quality teaching and learning environments. In light of new evidence-informed findings on the out-of-field phenomenon and continuing professional learning, Du Plessis puts forward strategies that will enhance the effectiveness of professional learning and development programs, while also fostering improved decision-making and policy development. In brief, Du Plessis focuses on the impact that complex teaching situations have on teachers' unique needs, the support that is provided, and the influence of the out-of-field phenomenon on teachers' responses to continuing professional learning and development programs. **The Next Generation of Teachers Perspectives on Teaching as Work, Induction, Retention and Career Trajectory Career Change Teachers Bringing Work and Life Experience to the Classroom** Springer Nature **Advances in Human Factors in Training, Education, and Learning Sciences Proceedings of the AHFE 2019 International Conference on Human Factors in Training, Education, and Learning Sciences, July 24-28, 2019, Washington D.C., USA** Springer This book focuses on the importance of human factors in optimizing the learning and training process. It reports on the latest research and best practices and discusses key principles of behavioral and cognitive science, which are extremely relevant to the design of instructional content and new technologies to support mobile and multimedia learning, virtual training and web-based learning, among others, as well as performance measurements, social and adaptive learning and many other types of educational technologies, with a special emphasis on those important in the corporate, higher education, and military training contexts. Based on the AHFE 2019 Conference on Human Factors in Training, Education, and Learning Sciences, held on July 24-28, 2019, in Washington D.C., USA, the book offers a timely perspective on the role of human factors in education. It highlights important new ideas and will foster new discussions on how to optimally design learning experiences. **Changing Teaching, Changing Times Lessons from a South African Township Science Classroom** BRILL This is the story of a science teacher and her work in an over-crowded and under-resourced township secondary school in contemporary South Africa. While set firmly in the present, it is also a journey into the past, shedding fresh light on how the legacy of apartheid education continues to have a major influence on teaching and learning in South Africa. **Curriculum and the Teacher 35 Years of the Cambridge Journal of Education** Routledge Even though the curriculum can be tightly specified and controlled by strong accountability mechanisms, it is teachers who decisively shape the educational experiences of children and young people at school. Bringing together seminal papers from the Cambridge Journal of Education around the theme of curriculum and the teacher, this book explores the changing conceptions of curriculum and teaching and the changing role of the teacher in curriculum development and delivery. The book is organised around three major themes: Taking its lead from Lawrence Stenhouse, Part One looks at 'defining the curriculum problem' from a variety of perspectives and includes papers from some of the most influential curriculum theorists over the last thirty years. Part Two explores the framing of new orders of educational experience. It has papers from leading educational thinkers who have contributed to debates about how to make education more inclusive, humane, liberating, creative and educational. Part Three is focused on teachers and teaching. It offers a selection of papers from significant scholars in the field reflecting on the experience of teaching and how it is personally as well as socially constructed and theorised. The papers are drawn from important and eventful periods of educational history spanning the curriculum reform movement of the 1960s and 1970s to the present age of surveillance, accountability and control. A specially written Introduction contextualises the papers. Part of the Routledge Education Heritage series, Curriculum and the Teacher presents landmark texts from the Cambridge Journal of Education, offering a wealth of material for students and researchers in education. **Leadership in Diverse Learning Contexts** Springer This book presents the outcomes of research and practical endeavour in some of the diverse contexts in which learning takes place: classrooms, schools, professional development settings, community projects and service sector agencies. It invites the reader to engage with two related questions of contemporary concern in the leadership field: "What can we learn about the important influence of different contexts on leadership practice and how are people brought together as collective human agents in different patterns of distributive leadership?" In doing so, this collection emphasises three of the critical concepts at play when leadership is viewed, not as position, but as activity. The three concepts are purpose, context and human agency. When this view of leadership is understood, it is always about achieving shared goals with people power, no matter the circumstances in which they are gathered together. **Exploring Narratives of Women Teacher Trade Union Activists Resistance and Resilience** BRILL Exploring Narratives of Women Teacher Trade Union Activists uses life history interviews and narrative analysis to explore women's stories, showing trade unionism as a vehicle for transformational change and activism as a positive contribution to education. **Medical Education in Psychiatry, An Issue of Psychiatric Clinics of North America, E-Book** Elsevier Health Sciences This issue of Psychiatric Clinics, guest edited by Drs. Robert J. Boland and Hermioni Lokko Amonoo, will discuss a Psychiatric Education and Lifelong Learning. This issue is one of four each year selected by our series consulting editor, Dr. Harsh Trivedi of Sheppard Pratt Health System. Topics in this issue include: Types of Learners, Incorporating cultural sensitivity into education, The Use of Simulation in Teaching, Computer-Based teaching, Creating Successful Presentations, Adapting Teaching to the Clinical Setting, Teaching Psychotherapy, Competency-Based Assessment in Psychiatric Education, Giving feedback, Multiple Choice Tests, The use of narrative techniques in psychiatry, Fostering Careers in Psychiatric Education, Neuroscience Education: Making it relevant to psychiatric training, Lifelong learning in psychiatry and the role of certification, and Advancing Workplace-Based Assessment in Psychiatric Education: Key Design and Implementation Issues. **Attracting and Keeping the Best Teachers Issues and Opportunities** Springer Nature This book challenges dominant thinking about early career teachers and their work. It offers an in-depth and critical analysis of policies concerning the work of early career teachers and how they are supported during this critical period, when they are highly vulnerable to leaving the profession. Moreover, the book provides examples from actual practice that illustrate how to help early career teachers make a successful transition into the profession. These practices promote early career teachers' development and help the profession as a whole to capitalize on the new knowledge and skills that these teachers bring to their classrooms and their students. The book is divided into two main parts. Part 1 deals with the difficult to define process of retaining early career teachers, and its respective chapters consider this broad issue from an international perspective. They explore how policies and practices have an impact on what happens in schools, and what it means to be a teacher and to teach. In turn, Part 2 focuses on the need to reconsider the policies and practices that create the 'problem' of early career teachers, and offers alternative ways forward. Each chapter addresses a specific aspect of the early career teacher retention issue, contributing to a greater understanding of how we can rethink the work of early career teachers so that they can more successfully transition into the profession. **Identity-Trajectories of Early Career Researchers A Longitudinal Analysis of Career Development** Palgrave Macmillan The book asks how we can make sense of career paths for PhD graduates, something that has rarely been systematically studied. It offers a coherent synthesis of the empirically-based insights that arose from the experiences of 48 early career researchers, who were participants in a 10-year qualitative longitudinal research program. The book has the power to inform other researchers' conceptual and methodological approaches to the study of post-PhD career trajectories. The authors draw on the conceptual lens of 'identity-trajectory', which emerged from their research program, to examine the decision-making processes underpinning the careers of PhD graduates, whether contingent researchers and teachers, assistant professors within the academy or professionals elsewhere. The book highlights the role of personal agency in negotiating academic and non-academic work and careers within broader personal lives. It will be compelling reading for researchers and students working in the areas of Education and Sociology, particularly those with an interest in examining career development and decision-making. **Essential Guides for Early Career Teachers: Using Cognitive Science in the Classroom** Critical Publishing An accessible, carefully researched, quick-read outlining the benefits and applications of cognitive science for the early career teacher and their pupils. **Handbook of Research on the Educator Continuum and Development of Teachers** IGI Global In light of recent sociological events and the COVID-19 pandemic, education has undergone an incredible change in both policy and delivery. As a result, many educators have sought different career paths. It is essential to maintain a concentrated effort to retain educators; however, recruiting teachers into the profession is only one area of focus; there must be intentional support for teacher development along the educator continuum in order to sustain the profession through institutional struggles. The Handbook of Research on the Educator Continuum and Development of Teachers expands on the body of research related to the educator continuum with a holistic view of teacher development. This book combines theory, concepts, and research studies that pinpoint facets of the educator continuum, providing researchers with scholarly contributions that advance the profession. Covering topics such as instructional coaching, special educator career development, and teacher retention, this major reference work is a valuable resource for educational faculty and administration, teacher colleges, educators of K-12 and higher education, pre-service teachers, government officials, teacher education administrators, libraries, researchers, and academicians. **The Primary Teacher's Career Handbook** Routledge The Primary Teacher's Career Handbook is invaluable to all those in Primary education. This essential and unique handbook sets out a complete and much needed career development path for Primary School teachers from the stage of seeking a first appointment, through to middle-management, Headship and beyond. Throughout the book, teachers will be shown how to plan their career development by making their present role successful, enabling them to make a smooth progression to achieve their career aspirations. Offering realistic advice and including pragmatic solutions, which result from years of first-hand experience, the chapters explore key career stages such as: applying for your first teaching post; being successful in your induction year; managing a subject area; professional development and developing as a leader; preparing for Deputy Headship and achieving your first Headship role; building your CV and making an application; interviews; and working with colleagues, parents and governors. Written to support the work of all those in the field of Primary education, this book is not just essential reading for trainee and newly qualified teachers, but it is an invaluable resource for teachers at every stage of their careers. **Early Career Teachers Stories of Resilience** Springer This book addresses one of the most persistent issues confronting governments, education systems and schools today: the attraction, preparation, and retention of early career teachers. It draws on the stories of sixty graduate teachers from Australia to identify the key barriers, interferences and obstacles to teacher resilience and what might be done about it. Based on these stories, five interrelated themes - policies and practices, school culture, teacher identity, teachers' work, and relationships - provide a framework for dialogue around what kinds of conditions need to be created and sustained in order to promote early career teacher resilience. The book provides a set of resources - stories, discussion, comments, reflective questions and insights from the literature - to promote conversations among stakeholders rather than providing yet another 'how to do' list for improving the daily lives of early career teachers. Teaching is a complex, fragile and uncertain profession. It operates in an environment of unprecedented educational reforms designed to control, manage and manipulate pedagogical judgements. Teacher resilience must take account of both the context and circumstances of individual schools (especially those in economically disadvantaged communities) and the diversity of backgrounds and talents of early career teachers themselves. The book acknowledges that the substantial level of change required- cultural, structural, pedagogical and relational - to improve early career teacher resilience demands a great deal of cooperation and support from governments, education systems, schools, universities and communities: teachers cannot do it alone. This book is written to generate conversations amongst early career teachers, teacher colleagues, school leaders, education administrators, academics and community leaders about the kinds of pedagogical and relational conditions required to promote early career teacher resilience and wellbeing. **Professional Knowledge and Educational Restructuring in Europe** Springer Science & Business Media European welfare institutions such as education and health care are restructuring their organisations in terms of decentralisation, deregulation, privatization and so forth. As a consequence professional positions and demands on professional competencies in these institutions are in transition. At the same time European societies are changing in different ways, e.g. in terms of a "knowledge society" as well as in demographic and cultural changes. Professionals such as teachers and nurses are meeting such changes in their work with students and clients. Thus, there is a need to study these transitions and changes. Here we are doing this from a "bottom-up" perspective where we are comparing experiences in different institutional and national contexts. This study combines two kinds of narrative research; a study of the systemic narratives produced by governments who are

restructuring educational systems and the life history narratives of those professionals working within those systems and their perspectives on ongoing restructuring. **Teachers' Worlds and Work Understanding Complexity, Building Quality** Taylor & Francis Understanding what influences the quality of teachers' work across a career is key to building and sustaining their on-going commitment and effectiveness. Teachers' Worlds and Work provides a new, research-informed consideration of key elements which independently and together influence teachers' work and lives: policy and workplace conditions, teacher professionalism, identity, emotions, commitment and resilience, types of professional learning and development, and the importance of the contribution to these made by high-quality leadership. In bringing these elements together, the book provides new, detailed and holistic understandings of their influence and suggests ways of building and sustaining teachers' abilities and willingness to teach to their best and well over their careers. This groundbreaking text will be essential reading for teacher educators, teachers, head teachers and academics. **Sustaining Communities of Practice with Early Career Teachers Supporting Early Career Teachers in Australian and International Primary and Secondary Schools, and Educational Social Learning Spaces** Springer Nature This book focuses on sustaining communities of practice in primary and secondary schools in Australia and internationally for the professional learning of all teachers, and particularly, early career teachers. Informed by the communities of practice research of Wenger-Trayner, it shows what factors are conducive to the sustainability of communities of practice, drawing particularly on a case study of an Australian regional secondary school, and explores how it has sustained support particularly for early career teachers over a three-year period. The first chapters of the book provide longitudinal perspectives using qualitative data and include perspectives from a variety of stakeholders, including the principal, the professional learning coordinator and the early career teachers who have experienced the school's Communities of practice over three or more years. It offers practical suggestions on how to implement and improve communities of practice in schools and highlights the increasing importance of online communities to support early career teachers. Policy-makers, school principals, teacher educators and teaching practitioners find the book useful for implementing and sustaining communities of practice in schools. Subsequent chapters explore the value of online communities, such as Twitter communities; the role of collegial support networks in supporting early career teachers in Flemish primary education; and professional learning in Northern Ireland pre- and in-service teacher networked communities. **Teacher Education Policy and Research Global Perspectives** Springer Nature In this book, leading teacher education researchers from Australia, Belgium, Canada, England, Finland, Hong Kong SAR, the Netherlands, New Zealand, North Ireland, Portugal, Scotland, the USA and Wales examine teacher education policy and research in each of their contexts. The book highlights the connections and disconnections between teacher education policy and research. It examines contemporary challenges and issues in teacher education including how high-quality teacher education is framed, how teaching quality is framed, and the role of teacher education research. It also considers future policy and research possibilities and opportunities for teacher education research, equity and preparing teachers for work within contexts of super-diversity, and early career teaching. **Preparing Students for Community-Engaged Scholarship in Higher Education** IGI Global Community-engaged scholarship is an equitable and democratic approach to scholarship that seeks to identify and solve community-based problems. Community-engaged scholars aim to serve the public good by developing and sustaining community-campus partnerships built on trust, reciprocity, and mutual benefit. As universities orient themselves towards serving the public good, they face a number of challenges: faculty and students may not possess the competencies or commitment to build fruitful community partnerships, graduate and undergraduate students may lack the necessary training and mentorship required to develop their identity as community-engaged scholars, and institutional leaders may not know how to motivate faculty and students for this ambitious and challenging endeavor. Unless these challenges are addressed, universities will fail to prepare the next generation of community-engaged scholars. **Preparing Students for Community-Engaged Scholarship in Higher Education** is an essential research book that explores how faculty and academic leaders can create learning opportunities and intellectual cultures that support the development of community-engaged scholars. Additionally, it will examine how university coursework can help undergraduate and graduate students to develop the knowledge, skills, and commitments necessary for productive and responsible community-engaged scholarship. Featuring a range of topics such as mentorship, higher education, and service learning, this book is ideal for higher education faculty, university leaders, deans, chairs, educators, administrators, policymakers, curriculum designers, academicians, researchers, and students. **Promoting Early Career Teacher Resilience A socio-cultural and critical guide to action** Routledge In Promoting Early Career Teacher Resilience the stories of 60 graduate teachers are documented as they grapple with some of the most persistent and protracted personal and professional struggles facing teachers today. Narratives emerge detailing feelings of frustration, disillusionment and even outrage as they struggle with the complexity, intensity and immediacy of life in schools. Other stories also surface to show exhilarating experiences, documenting the wonder, joy and excitement of working with young people for the first time. This book makes sense of these experiences in ways that can assist education systems, schools, and faculties of teacher education, as well as early career teachers themselves to develop more powerful forms of critical teacher resilience. Rejecting psychological explanations of teacher resilience, it endorses an alternative socio-cultural and critical approach to understanding teacher resilience. The book crosses physical borders and represents experiences of teachers in similar circumstances across the globe, providing researchers and teachers with real-life examples of resilience promoting policies and practices. This book is not written as an account of the failures of an education system, but rather as a provocation to help generate ideas, policies and practices capable of illuminating the experiences of early career teachers in more critical and socially just ways at an international and national level. **Social and Learning Relationships in Primary Schools** Bloomsbury Publishing One of the most important factors in pupils' success in school are the relationships developed with teachers and other children. Not only are these relationships important in their own right, but they have considerable bearing on pupil motivation, achievement, and on their perceptions of themselves as learners. **Social and Learning Relationships in Primary Schools** is based upon, but not confined by, recent research projects focused on a range of relationships that exist within English primary schools. This text provides substantial evidence and rich insights into the development and ongoing influences on these social and learning relationships, relating to both the academic and affective outcomes of pupils. The book is presented in four parts: i) social interaction and the curriculum; ii) classroom relationships and the impact on learning; iii) professional identity and professional development; and iv) individual differences and inclusion. Through these sections, the authors identify important features of primary schooling including, for example, delivery of the core subjects, learning environment, role of student teachers in schools, classroom technology, and the transition between phases of education. They examine a number of social psychological influences on these relationships in terms of career phase, professional identity, adult-child and peer relationships, and self-efficacy and provide powerful evidence of the complexities of primary school life. Drawing together the perspectives of a number of authors, all of whom have served as practising teachers as well as gaining a wealth of experience in the higher education sector, **Social and Learning Relationships in Primary Schools** offers a detailed and holistic understanding of the influences that shape learning, policy and practice in this context. **Exploring Career Trajectories of Men in the Early Childhood Education and Care Workforce Why They Leave and Why They Stay** Routledge The role of men in early childhood education and care is crucial for the future of all children growing up in a gender sensitive world. Achieving greater diversity and gender balance in the workforce has proved a challenging goal, despite concerted efforts on the part of individuals, institutions, and governments around the world. Many men remain reluctant to enter the profession, and once they choose this work many leave. This book explores how men in the field make their career decisions to remain in or leave the profession. Taking a broad international perspective and exploring the role of gender in these career decisions, contributors from around the globe unpack how gender concepts influence men's career trajectories. Through their collaborative research, the team of 17 gender and early childhood researchers investigate various critical and relevant factors such as professionalisation, workplace environment, leadership, day to day interactions in the workplace, societal considerations, internal motivations, agency, masculinities, and critical moments in career decision making. Using cultural, racial, ethnic, and social class lenses to examine men's career decisions over their professional lives, the contributors' unique approach uncovers the complexity of the issue and offers evidence-based recommendations for policy both on national and local levels. These include practical suggestions to directors and managers who care about achieving a gender-mixed workforce. Accessible and enlightening, this is a unique resource for scholars, policymakers, and any others in the education community who support boosting the inclusion of men in early childhood education. **Resilient Teachers, Resilient Schools Building and sustaining quality in testing times** Routledge This book unpicks the complex, dynamic blend of individuals' psychological and professional assets, workplace conditions and leadership support which enable teachers who stay in teaching to continue to make a difference in their careers, regardless of shifts in policy, workplace, professional and personal circumstances. Whilst much has been written over the years about teacher stress and burnout, there is very little research which reports on the conditions which are essential for teachers to sustain their commitment and effectiveness over their professional lives, in contexts of challenge and change. Drawing upon a range of educational, psychological, socio-cultural and neuro-scientific research, together with vivid accounts from teachers in a variety of primary and secondary schools internationally, and from their own research on teachers' work and identities, the authors discuss the dynamic nature, forms and practices of teacher resilience. They argue that resilience in teachers is not only their ability to bounce back in extremely adverse circumstances but that it is the capacity of teachers for everyday resilience which enables them to sustain their commitment and effectiveness in responding positively to the unavoidable uncertainties inherent of their professional lives. The authors conclude that resilience in teachers can be nurtured by the intellectual, social and organisational environments in which teachers work and live, rather than being simply a personal attribute or trait, determined by nature. **Resilient Teachers, Resilient Schools** will be of key interest to policy makers, head teachers, teachers and training and development organisations who wish to improve quality and standards in schools. **Research Trends in Mathematics Teacher Education** Springer Research on the preparation and continued development of mathematics teachers is becoming an increasingly important subset of mathematics education research. Such research explores the attributes, knowledge, skills and beliefs of mathematics teachers as well as methods for assessing and developing these critical aspects of teachers and influences on teaching. **Research Trends in Mathematics Teacher Education** focuses on three major themes in current mathematics teacher education research: mathematical knowledge for teaching, teacher beliefs and identities, and tools and techniques to support teacher learning. Through careful reports of individual research studies and cross-study syntheses of the state of research in these areas, the book provides insights into teachers' learning processes and how these processes can be harnessed to develop effective teachers. Chapters investigate bedrock skills needed for working with primary and secondary learners (writing relevant problems, planning lessons, being attentive to student learning) and illustrate how knowledge can be accessed, assessed, and nurtured over the course of a teaching career. Commentaries provide context for current research while identifying areas deserving future study. Included among the topics: Teachers' curricular knowledge Teachers' personal and classroom mathematics Teachers' learning journeys toward reasoning and sense-making Teachers' transitions in noticing Teachers' uses of a learning trajectory as a tool for mathematics lesson planning A unique and timely set of perspectives on the professional development of mathematics teachers at all stages of their careers, **Research Trends in Mathematics Teacher Education** brings clarity and practical advice to researchers as well as practitioners in this increasingly critical arena. **The A-Z of the PhD Trajectory A Practical Guide for a Successful Journey** Springer This textbook is a guide to success during the PhD trajectory. The first part of this book takes the reader through all steps of the PhD trajectory, and the second part contains a unique glossary of terms and explanation relevant for PhD candidates. Written in the accessible language of the PhD Talk blogs, the book contains a great deal of practical advice for carrying out research, and presenting one's work. It includes tips and advice from current and former PhD candidates, thus representing a broad range of opinions. The book includes exercises that help PhD candidates get their work kick-started. It covers all steps of a doctoral journey in STEM: getting started in a program, planning the work, the literature review, the research question, experimental work, writing, presenting, online tools, presenting at one's first conference, writing the first journal paper, writing and defending the thesis, and the career after the PhD. Since a PhD trajectory is a deeply personal journey, this book suggests methods PhD candidates can try out, and teaches them how to figure out for themselves which proposed methods work for them, and how to find their own way of doing things. **Pioneering Paths in the Study of Families The Lives and Careers of Family Scholars** Routledge Meet the men and women whose groundbreaking work elevated the field of family studies! In **Pioneering Paths in the Study of Families: The Lives and Careers of Family Scholars**, you'll find 40 autobiographies written by leading scholars in sociology, family studies, psychology, and child development. Their fascinating stories demonstrate how their family experiences, educational opportunities, and occupational endeavors not only shaped the disciplines they chose but also shaped the theoretical perspectives they utilized and the topics they researched. From the editors: "These autobiographies document the experiences of scholars from the early twentieth century to the present. The descriptions of early influences on their education, of their graduate school experiences, and of their academic career paths, provides a wealth of valuable material. Since four of these scholars have died and a number are in their eighties or older, these histories provide rich case studies on factors that influence the decision to go to college, get married, pursue an advanced degree, make specific occupational choices, and investigate certain topics. These autobiographies also detail the barriers that early women scholars in the social sciences faced." The scholars whose lives you will learn about in **Pioneering Paths in the Study of Families** include: Joan

Aldous Katherine R. Allen Pauline Boss Carlfred B. Broderick Wesley R. Burr Catherine Street Chilman Harold T. Christensen Marilyn Coleman Rand D. Conger Randal D. Day William J. Doherty Evelyn Millis Duvall Glen H. Elder, Jr. Bernard Farber Margaret Feldman Mark A. Fine Greer Litton Fox Frank F. Furstenberg Viktor Gecas Harold D. Grotevant Gerald Handel Michael E. Lamb Ralph LaRossa Gary R. Lee Helena Znaniecka Lopata Harriette P. McAadoo Hamilton McCubbin Brent C. Miller Phyllis Moen Gerhard Neubeck Gary W. Peterson Ira L. Reiss John Scanzoni Walter R. Schumm Barbara H. Settles Laurence Steinberg Suzanne K. Steinmetz Sheldon Stryker Marvin B. Sussman Irv Tallman **Effective Classroom Practice** [McGraw-Hill Education \(UK\)](#) This book explores teachers' effective classroom practice and presents clear messages for teaching quality and teaching standards.