



## TEACHERS WORKPLACE

# Teachers Workplace

**Lisa Dawn Kirtman**



## Teachers Workplace:

**Teachers' Workplace** Susan J. Rosenholtz, 1989 *Digital Technology, Schools and Teachers' Workplace Learning*  
Michael Phillips, 2016-05-21 This book advances an alternative reading of the social political and cultural issues surrounding schools and technology and develops a comprehensive overview of the interplay between policy practice and identity in school workplaces It explores how digital technologies have become an integral element of the politics and socially negotiated practices of school workplaces as school campuses are now awash with digital hardware and growing amounts of school work is carried out on a virtual basis

**Individual, School, and National Factors Impacting Teachers' Workplace Learning** Elena Jurasaitė-O'Keefe, 2021-07-15 By drawing on observation and detailed discourse analysis from interviews with teachers in Lithuanian and North American schools this text identifies individual school specific and national factors which impact teachers informal professional learning Addressing multiple layers of teacher learning this text illustrates how factors including socio economic status individual learning style cultural attitudes to education and political histories support or impede workplace learning Drawing on three fields of research teacher education cultural anthropology and comparative international the book posits teacher learning as a multidimensional socio cultural process Finally combining a typology of informal learners with other policy driven factors the text indicates how practices at school district and national levels might stimulate workplace learning Offering methodological innovations including unique research design and creative ways of using discourse analysis this book will be of particular use to researchers and doctoral students in education organizational and educational psychology cultural anthropology management and beyond

**Teachers and Their Workplace** Pedro Reyes, 1990-07-01 What makes a good committed teacher one who comes up with new teaching strategies ideas and programmes that improve the way children learn This volume considers this question and such issues as minimum performance standards for teachers ways of encouraging teachers to do more and whether a radical increase in salary will improve their performance Contributors examine the how and why of current school standards with suggestions for future research and importantly potential solutions to current problems

Teachers and Their Workplace Pedro Reyes, Wayne K. Hoy, 1990-07 A group of educational scholars address topics and issues relating to teacher commitment and institutional performance and productivity The various essays discuss working conditions incentives decision making and the role of the administrator

*Handbook of Research on Teacher Education* Myint Swe Khine, Yang Liu, 2022-03-18 This comprehensive book presents emerging research findings and promising reform practices in the field of teacher education curriculum assessment teaching and learning approaches pedagogical innovations and professional development in educating the next generation of globally competent students It reflects the current trends and highlights contemporary teacher education programs in twenty greater Asian countries and regions It offers insight into improving teacher education in Singapore Malaysia Thailand Philippines Vietnam Cambodia Laos Myanmar Indonesia Brunei India Pakistan Bangladesh

Bhutan China Korea Taiwan Japan Hong Kong and Macau The handbook contains chapters written by experienced international teacher educators who draw on their experience and expertise to perennial issues and formidable challenges in teacher preparation and meaningful school reforms This volume is a valuable resource and essential companion for teacher educators faculty members staff developers trainee teachers undergraduate and postgraduate students researchers school leaders policy makers and professional learning communities to refresh their knowledge and improve their understanding This book is a must read for anyone interested in evolving issues in teacher education **TALIS Teachers Getting the Best out of Their Students From Primary to Upper Secondary Education** OECD,2021-09-28 Developing promoting and maintaining a good professional teaching workforce from primary to upper secondary education is a policy imperative for education systems around the world The data drawn from the OECD Teaching and Learning International Survey TALIS can help policy makers and education practitioners design policies and practices that enhance teaching across education levels

**Emotions and Leadership in Organizations and Educational Institutes** Osman Titrek,Anna Stavicka,Ana Campina,Gozde Sezen-Gultekin,Carlos Francisco De Sousa Reis,2023-11-28 Emotion management is an important source of social capital and synergy for organizations Managers have a great role in the creation of this synergy A manager who can cope with their emotions indirectly contributes to organizational effectiveness This situation is especially important in human oriented organizations providing services rather than goods such as educational institutions Leadership is a process of social influence which maximizes the efforts of others towards the achievement of a goal Leadership stems from social influence rather than authority or power In terms of system approach the input output process and feedback of educational organizations are always related to human behaviors Therefore organizations must address the nature of human beings in all of their managerial processes Although organizations in which people are at the foreground try to continue their functioning on a rational and formal basis throughout the managerial process they sometimes have to manage emotional and informal phenomena In this case there is a need for managers and school leaders who can shape the rationale in line with the requirements of human nature What is expected from this administrator is that they do not ignore human needs and emotions while providing the management of educational institutions For this reason these managers should be leaders rather than executives who only work in a formal framework of organization management Moreover principals and teachers should also be leaders in all educational processes Emotions are the main catalyst of positive organizational culture Leaders can create an effective organizational culture with the main source of positive emotions between employers Positive emotions also motivate employees for organizational purposes If a leader wishes to create and maintain an effective organizational culture it is essential to support positive behavior and emotional climate in their institutes and schools Leaders school managers and teachers therefore need to develop emotion management abilities Educational organizations need to shape their organizational culture climate and psychology to support their leaders in efficiently managing their employees emotions

Up to now this topic has been usually addressed as the main catalyst and a sub dimension of emotional intelligence Moreover current evidence classifies social and empathy skills as other sub dimensions of emotional intelligence For this reason this collection of peer reviewed articles will draw attention to the contemporary term emotional management and contribute to educational fields by means of exploring the relationship between emotions and leadership *Changing Teachers' Work* Gill Helsby,1999 As part of a series on challenges to education reform Helsby Lancaster U UK scrutinizes how changing frameworks for teachers work have impacted what and how they teach their professional development and patterns of association as well as school organization management and accountability Though her analysis focuses on a major secondary schools curriculum reform initiative in England and Wales begun in 1983 it has wider resonance as education restructuring parallels a global new work order Distributed in the US by Taylor and Francis Annotation copyrighted by Book News Inc Portland OR [International Encyclopedia of Education](#) ,2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files **Understanding Leadership and Organizational Psychology in Higher Education Institutions** Ahsan Akbar,Petra Poulouva,Hana Mohelska,Minhas Akbar,2023-06-05 **Workplace Learning in Physical Education** Tony Rossi,lisahunter,Erin Christensen,Doune Macdonald,2014-12-05 Pre service and beginning teachers have to negotiate an unfamiliar and often challenging working environment in both teaching spaces and staff spaces Workplace Learning in Physical Education explores the workplace of teaching as a site of professional learning Using stories and narratives from the experiences of pre

service and beginning teachers the book takes a closer look at how professional knowledge is developed by investigating the notions of professional and workplace learning by drawing on data from a five year project The book also critically examines the literature associated with and the rhetoric that surrounds the practicum fieldwork school experience and the induction year The book is structured around five significant dimensions of workplace learning Social tasks of teaching and learning to teach Performance practice and praxis Identity subjectivities and the professional Space and place for and of learning Micropolitics As well as identifying important implications for policy practice and research methodology in physical education and teacher education the book also shows how research can be a powerful medium for the communication of good practice This is an important book for all students pre service and beginning teachers working in physical education for academics researching teacher workspaces and for anybody with an interest in the wider themes of teacher education professional practice and professional learning in the workplace

**Teachers as Learners** Vivienne Collinson,1994 Workplace Learning in Teacher Education Olwen McNamara,Jean Murray,Marion Jones,2013-11-19 This book explores teacher workplace learning from four different perspectives social policy international comparators multi professional stances perspectives and socio cultural theory First it considers the policy and practice context of professional learning in teacher education in England and the rest of the UK with particular reference to professional masters level provision The importance of teachers and schools perceptions of improvement development and learning and the inherent tensions between individual school and government priorities is explored Second the book considers models of teacher workplace learning to be found in international research and practice to explore what perspective they can bring to understanding policy and practice relating to workplace learning in the UK Third it draws on cross professional analysis to get an intellectual and theoretical purchase on workplace learning by examining how insights from across the professions can provide us with useful perspectives on policy and practice The analysis draws particularly on insights from medicine and educational psychology Fourth the book cross fertilises research and practice across the field of education by drawing on insights from perspectives such as socio cultural and activity theory and situated learning cognition to discover what they can offer in analysing the theoretical and pedagogic underpinnings of teacher workplace learning In short the book offers a number of contexts for exploring how best to conceptualise and theorise learning in the workplace in order to generate evidence to inform policy and practice and facilitates the development of a more theoretically informed and robust model of workplace learning and teaching

**Restructuring Teachers' Work** Lisa Dawn Kirtman,2000 **Teacher Quality of Work Life According to Teachers** BetsAnn Smith,1994 *The Effects of Teachers' Workplace Experiences on Their Beliefs about Teacher Role in Curriculum and Instructional Change* Virginia Louise Miller,2000 Purpose The purpose of the study was to explore the relationship between teachers experience in the workplace outside of school and their perceptions of the need for a curriculum that is more relevant to workplace demands and instruction that is more problem and experience based Additionally the relationship

between changed beliefs and changed classroom practices was examined Specific research questions developed for the study were the following 1 Do teacher participants in a worksite placement change their beliefs about the need to make curriculum more relevant to workplace needs 2 Do teacher participants in a worksite placement change their beliefs about the need to make instruction more problem and experience based 3 Do changed beliefs about curriculum and instruction lead to reported changes in classroom practices If so what new curricular changes and or instructional practices are reportedly applied in the classroom 4 If the practices of some teachers change what are the factors that influenced the changed practices Procedures Participants in the study were a sample of 17 Grade 5 12 teachers from a total population of 85 teachers Grade K 12 who took part in a two week worksite placement outside of school All teachers completed a survey three times over several months and were interviewed twice Hypothesis testing was applied to written survey data gathered from three survey administrations This methodology was used to determine if teachers underwent changes in beliefs about curriculum and instruction subsequent to experiencing the intervention The survey items were selected to identify particular areas of change relating to implicit desirable outcomes of the intervention Qualitative data were obtained through structured interviews and analyzed using thematic analysis to determine if changed beliefs led to reported changed curricular and instructional practices in the classroom Additionally interview questions explored the factors that either promoted or inhibited change based on self reported responses of the participants Results From analysis of both the quantitative and qualitative data it appears that the intervention did have an effect on participants and their beliefs about the need to make curriculum more relevant to workplace demands and instruction more problem and experience based By being immersed in the work environment the participants directly experienced applications of the subjects they teach and were able to bring those back to the classroom along with workplace performance expectations Participants also reported incorporating authentic learning approaches into their instruction and assessment However a comparison of data also indicated that authentic approaches to teaching and assessment coexisted with practices such as lecture and paper and pencil tests

*The Work Lives of Urban Teachers* Antoinette Shervonne Mitchell,1996 [The Art of Workplace English](#) Carolyn R. Boiarsky,1997 *The Art of Workplace English* blends theory and practice to present a picture of how workplace English can be integrated within a traditional English curriculum to create a lively challenging and satisfying experience for both teachers and students

**EDRA.** Environmental Design Research Association,2002

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