

Bert Creemers
Leonidas Kyriakides
Panayiotis Antoniou

Teacher Professional Development for Improving Quality of Teaching

 Springer

Teacher Professional Development For Improving Quality Of Teaching

Keough, Penelope D.



Teacher Professional Development For Improving Quality Of Teaching:

Teacher Professional Development for Improving Quality of Teaching Bert Creemers, Leonidas Kyriakides, Panayiotis Antoniou, 2012-11-05 This book makes a major contribution to knowledge and theory by drawing implications of teacher effectiveness research for the field of teacher training and professional development The first part of the book provides a critical review of research on teacher training and professional development and illustrates the limitations of the main approaches to teacher development such as the competence based and the holistic approach A dynamic perspective to policy and practice in teacher training and professional development is advocated The second part of the book provides a critical review of research on teacher effectiveness The main phases of this field of research are analysed It is pointed out that teacher factors are presented as being in opposition to one another An integrated approach in defining quality of teaching is adopted The importance of taking into account findings of studies investigating differential teacher effectiveness is argued Another significant limitation of this field of research is that the whole process of searching for teacher effectiveness factor was not able to have a significant impact upon teacher training and professional development For this reason it is advocated that teacher training and professional development should be focused on how to address grouping of specific teacher factors associated with student learning and on how to help teachers improve their teaching skills by moving from using skills associated with direct teaching only to more advanced skills concerned with new teaching approaches and differentiation of teaching The book refers to studies conducted in different countries illustrating how the proposed approach can be used by policy and practice in teacher education Specifically the book provides evidence supporting the validity of the theoretical framework upon which this approach is based Moreover experimental and longitudinal studies supporting the use of this approach for improvement purposes are presented and suggestions for further research utilising and expanding the Dynamic Approach for teacher training and professional development are provided

Rethinking Teacher Professional Development Donald Freeman, 2023-07-18 This book presents a new set of ideas to challenge established thinking and to guide researching and designing teacher professional development Grounded in the work of the Learning4Teaching Project which documented public sector teachers experiences and learning from professional development in three countries the volume presents a sociomaterial perspective on teacher sensemaking This teacher centered perspective disputes the conventional calculus in which teachers learn content that they apply in their classrooms Part I outlines conventional issues in how teacher learning and professional development have been conceptualized and studied Part II introduces a new group of concepts that rethink these assumptions and Part III offers important insights to inform professional development across disciplines cultures and contexts Written by a leading international teacher educator in an accessible style that incorporates visual representations and project data the book will appeal to practitioners scholars and researchers who design and research how teachers learn in professional development

Improving Quality in Education Bert P.M.

Creemers, Leonidas Kyriakides, 2013-07-03 This book explores an approach to school improvement that merges the traditions of educational effectiveness research and school improvement efforts. It displays how the dynamic model which is theoretical and empirically validated can be used in both traditions. Each chapter integrates evidence from international and national studies showing how the knowledge base of educational effectiveness research can be used for improvement purposes. In a clear and practicable manner it outlines Foundations of the improvement approach. Research projects investigating the impact of the dynamic approach. Guidelines and practical solutions to translating the approach into action. Further developments for school improvement. Exploring the crucial factors in the establishment of this environment the authors outline a dynamic framework that helps schools collect data through self evaluation mechanisms taking decisions about priorities for improvement and developing appropriate policies and action plans. This approach emphasises educational targets and provides means to achieve them that are flexible enough to fit in with the circumstances of the individual school. The book draws upon research across the world conducted especially in the United States Europe and Australasia expertly showcasing how the dynamic approach can be used in a wide variety of educational settings. A key book for all professionals working in education academics researchers policy makers school advisors and practitioners will find it invaluable. Not only it is a must for graduate students university libraries and individual academics but also for school management teams school support agencies and officials in educational policy.

Amoako-Gyampah: Education in Ghana Akwasi Kwarteng

Amoako-Gyampah, 2023-03-29 This volume arises from a cooperation between Ghanaian and German academics. It answers the need to have a more comprehensive and up to date volume which addresses key topics areas and problems of the Ghanaian education system with a focus on history policy and curriculum related issues. For many years now there have not been new comprehensive publications in this field and it is necessary to introduce a lot of recent changes in Ghana's education system and reflect about their challenges. The information and positions collected in this volume will be of interest to Policy Makers Educators Lecturers Scholars Students Teachers Parents and other interested people of Ghana and other West African countries. The book will also be of great interest to international scholars who want to understand the Ghanaian education system or are involved in academic projects such as internship exchange programmes and joint research activities with Ghanaian academics and educational institutions. Akwasi Kwarteng Amoako Gyampah PhD is a senior lecturer in the Department of History Education University of Education Winneba Ghana and a senior research associate in the Department of History University of Johannesburg South Africa. Bea Lundt is Prof emer of History and still teaches at the University of Flensburg Germany. She is also Guest Professor at the University of Education Winneba UEW Ghana.

Enhancing Professional Development for Teachers National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Teacher Advisory Council, Committee on Enhancing Professional Development for Teachers, 2007-10-04 Teachers like other professionals need to stay informed about new knowledge and technologies. Yet

many express dissatisfaction with the professional development opportunities made available to them in schools and insist that the most effective development programs they have experienced have been self initiated Enhancing Professional Development for Teachers explores how the provision of professional development through online media has had a significant influence on the professional lives of an increasing number of teachers Growing numbers of educators contend that online teacher professional development OTPD has the potential to enhance and even transform teachers effectiveness in their classrooms and over the course of their careers They also acknowledge that it raises many challenging questions regarding costs equity access to technology quality of materials and other issues Enhancing Professional Development for Teachers suggests that teachers be active participants in planning and implementation of any new technologies that enhance professional development The book recommends that federal and state policy makers take on the responsibility of promoting equal access to technology while the federal government and foundations play an important role by supporting the development evaluation and revision of OTPD

Theorizing Teaching Anna-Katharina Praetorius,Charalambos Y. Charalambous,2023-03-11 This open access book seeks to create a forum for discussing key questions regarding theories on teaching Which theories of teaching do we have What are their attributes What do they contain How are they generated How context sensitive and content specific do they need to be Is it possible or even desirable to develop a comprehensive theory of teaching The book identifies areas of convergence and divergence among the answers to these questions by prominent international scholars in research on teaching Initiating exchanges among the authors it then evaluates whether consensus can be reached on the areas of divergence The book concludes by discussing lessons learned from this endeavor and outlines steps that need to be taken for advancing future work on theorizing teaching As such the book is aimed at readers interested in an overview of the theorizing of teaching and key open questions that if addressed help to move the field forward

International Perspectives on the Teaching of Literature in Schools Andrew Goodwyn,Cal Durrant,Louann Reid,Lisa Scherff,2017-08-31 Literature teaching remains central to the teaching of English around the world This edited text brings together expert global figures under the banner of the International Federation for the Teaching of English IFTE The book captures a state of the art snapshot of leading trends in current literature teaching as well as detailing predicted trends for the future The expert scholar and leading teacher contributors coming from a wide range of countries with fascinatingly diverse approaches to literature teaching cover a range of central and fundamental topics literature and diversity digital literatures pedagogy and reader response mother tongues the business of reading publishers adolescent fiction and censorship assessing responses to literature the changing definitions of literature and multimodal texts The collection reviews the consistently important place of literature in the education of young people and provides international evidence of its enduring value and contribution to education resisting the functionalist and narrowly nationalist perspectives of misguided government authorities *International Perspectives on the Teaching of Literature in Schools* will be of value to

researchers PhD students literature scholars practitioners teacher educators teachers and all those in the extensive academic community interested in English and literacy around the world

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

Designing and Implementing Interdisciplinary Education Zehui Zhan, Siyuan Lyu, Shijing Niu, Kai Tu, Qingna Lai, 2025-02-11 Interdisciplinary education is the future trend in global K 12 curriculum reform and all K 12 subject teachers should be prepared to meet the challenges it presents This book aims to explore the competence structure that K 12 teachers need to effectively design and implement interdisciplinary education from a general perspective of subject integration Drawing on relevant theories from interdisciplinary education and teacher competence research the book clarifies the fundamental connotations of teachers interdisciplinary teaching competence and identifies the key elements of this competence from an international perspective It also examines the transformation pathways for teachers from subject specific teaching to interdisciplinary teaching based on China's national curriculum framework On this basis the book constructs a framework for K 12 teachers interdisciplinary teaching competence and applies it to the cultivation of interdisciplinary teaching staff guiding the design of assessment tools improvement strategies and training programs for enhancing interdisciplinary teaching competence The book will encourage teachers from different disciplines to participate in the design and implementation of interdisciplinary teaching thereby promoting the sustainable development of interdisciplinary education Global educators and researchers interested in interdisciplinary education competence framework development teacher professional development and Chinese education will find valuable insights in this book

Guidelines on the development of open educational resources policies Miao, Fengchun, Mishra, Sanjaya, Orr, Dominic, Janssen, Ben, 2019-10-15

Universal Secondary Education in India Jandhyala B. G. Tilak, 2020-07-24 This book offers a cutting edge contribution on the importance of secondary education and assesses the strengths and weaknesses of

its growth in India Secondary education long neglected faces countless challenges and will require tremendous financial resources millions of additional trained teachers and vast infrastructure in terms of buildings laboratories libraries ICT facilities etc The book examines these critical issues with particular reference to the situation in India It analyses the status quo of secondary education and discusses the strategies and approaches needed in order to universalize it Including 20 chapters authored by eminent scholars in the field and from across the country this book gathers the outcomes of a seminar organized by the Council for Social Development on Universalization of Secondary Education The target audience includes policymakers practitioners administrators education planners researchers teachers and teacher educators with an interest in the future of secondary education

Higher Education - Reflections From the Field - Volume 1 ,2023-11-02 COVID wrought havoc on the world s economic systems Higher education did not escape the ravages brought on by the pandemic as institutions of higher education around the world faced major upheavals in their educational delivery systems Some institutions were prepared for the required transition to online learning Most were not Whether prepared or not educators rose to the challenge The innovativeness of educators met the challenges as digital learning replaced the face to face environment In fact some of the distance models proved so engaging that many students no longer desire a return to the face to face model As with all transitions some things were lost while others were gained This book examines practice in the field as institutions struggled to face the worst global pandemic in the last century The book is organized into four sections on The Perspectives of Higher Education COVID as a Catalyst for Change Embracing Online Learning as a Response to COVID and Post Covid The Way Forward It presents various perspectives from educators around the world to illustrate the struggles and triumphs of those facing new challenges and implementing new ideas to empower the educational process These discussions shed light on the impact of the pandemic and the future of higher education post COVID Higher education has been forever changed and higher education as it once was may never return While many questions arise the achievements in meeting and overcoming the pandemic illustrate the creativity and innovativeness of educators around the world who inspired future generations of learners to reach new heights of accomplishment even in the face of the pandemic

Reforms and Issues in School Mathematics in East Asia ,2010-01-01 Worldwide efforts to improve students learning of mathematics have turned educational researchers attention to some high achieving education systems especially those in East Asia including Chinese Mainland Hong Kong Japan Singapore South Korea and Taiwan However there is much less sharing and learning of educational policy and practices that goes beyond one or two such high achieving education systems At this time when educational changes and reforms for improving students learning of mathematics are also underway within these high achieving education systems in East Asia it becomes timely and important for the world to learn why and how relevant changes take place across these selected education systems This book has put together a set of papers that individually presents issues on the changing mathematics curriculum and teacher education in the six high achieving education systems

in East Asia Collectively the book extends beyond what we can learn about exemplary practices in individual education systems in East Asia It helps us develop a better understanding of the interplay between various measures for the pursuit of excellence in mathematics curriculum and teacher education on the one hand and the different system contexts on the other The intended readers of the book include education policy makers curriculum developers researchers teachers teacher educators and anyone else interested in school mathematics curriculum and teacher education **Handbook of Research on Innovative Technology Integration in Higher Education** Nafukho, Fredrick Muyia,Irby, Beverly J.,2015-02-28 Our increasingly globalized world is driven by shared knowledge and nowhere is that knowledge more important than in education Now more than ever there is a demand for technology that will assist in the spread of knowledge through customized self paced and on demand learning The Handbook of Research on Innovative Technology Integration in Higher Education provides an international perspective on the need for information and communication technology in education and training Highlighting the use of technology in both formal and informal learning this book is an essential reference for academics corporate leaders government agencies profit and non profit organizations policymakers or anyone interested in the use of technology to educate and share information **Teacher Evaluation that Works!!** William B. Ribas,2005 Offers practical and effective methods for evaluating educators and provides districts with the tools to systematically and cost effectively assess and revise their supervision and evaluation programs **Overcoming Current Challenges in the P-12 Teaching Profession** Keough, Penelope D.,2019-11-29 Teachers are constantly faced with a plethora of challenges but none has been more prevalent in the 21st century than educating a diverse collection of students In the midst of the current challenges in teaching P 12 students pre service teachers may be under district contract but may not be prepared for teaching students with disabilities the homeless second language learners recently immigrated to the United States or students who face emotional challenges or addiction Overcoming Current Challenges in the P 12 Teaching Profession is an essential reference book that provides insight strategies and solutions to overcome current challenges experienced by P 12 teachers in general and special education Featuring coverage on a broad range of topics such as global education professional development and responsive teaching this book is ideally designed for educators administrators school psychologists counselors academicians researchers and students seeking current research on culturally responsive teaching

New Ecology for Education — Communication X Learning Will W.K. Ma,Chi-Keung Chan,Kar-wai Tong,Heidi Fung,Cheuk Wai Rose Fong,2017-05-18 This book gathers the best papers from the HKAECT AECT 2017 Summer International Research Symposium Revealing the complex interactions between communication and learning which are represented by the symbol X in the title it provides a platform for knowledge exchange on the new ecology for education in the digital era It also equips readers to handle complex issues in both communication and education and clarifies the difference between practitioners and academics in communication and in education **Psychological Studies in the Teaching, Learning and Assessment of**

Mathematics Yiming Cao,Zsolt Lavicza ,Shuhua An,Lianchun Dong,2024-05-31 There is no doubt that the onset of a new decade has brought high expectations of academic progress for scholars especially for researchers in mathematics education The International Group for the Psychology of Mathematics Education was born in 1976 which focused on the international exchange of knowledge in the psychology of mathematics education the promotion of interdisciplinary research with psychologists mathematicians and mathematics teachers and the development of the psychological aspects of teaching and learning mathematics and its implications *Effective Teaching Around the World* Ridwan Maulana,Michelle Helms-Lorenz,Robert M. Klassen,2023-06-27 This open access book brings together theoretical empirical methodological and practical insights from various countries on effective teaching It particularly focuses on discussing issues pertaining to effective teaching behaviour including definitions and conceptualizations measurement differences and importance to student outcomes from international perspectives The book will draw upon the rich cultures with diverse contexts involving Asia Australia Africa America and Europe which serve as the background setting to better understand teaching quality from a wide spectrum of educational systems and performances It shows that effective teaching behaviour can be conceptualized and operationalized uniformly using specific frameworks and measures but also addresses some limitations that should be tackled The book discusses promising ways to measure and compare effective teaching behaviour from classical test theory CTT as well as item response theory IRT perspectives It indicates that effective teaching behaviour in diverse countries follows a systematic level of complexity which provides an avenue for ongoing teacher education and teacher professional development It discusses the interrelated domains of effective teaching behaviour including contemporary trends of differentiation The book continues with examining similarities and differences in effective teaching behaviour across countries It builds on the understanding of cultural traditions across countries as profoundly reflected in the classroom processes

LEAP-FROGGING IN (LANGUAGE) EDUCATION Hermayawati,Arifah Mardiningrum,Eko Purwanti,Tiara Nurul Mawarni,Endro Dwi Hatmanto,Ika Wahyuni Lestari,Jati Suryanto,Akbar Setyo Nugroho,Fitri Zakiyah,Izhar Zaeni,Afdhal Fikri Mirma,Sri Rejeki Murtiningsih,Hestiningtiyas,Didit Haryadi,Suryanto Suryanto,Diah Nawang Wulan,Yuli Wahyuni,Ana Taqwa Wati,Dipim Pratami,Alwan Akbar,Maryam Sorohiti,Teguh Ariebowo,Nazira Osman,Fitria Rahmawati,Alya Rahma Moedjiyanti,Asfinatu Nurjanah,2025-03-06 Leap frogging a concept commonly associated with technological advancements is increasingly recognized as an innovative strategy across various sectors including language education This chapter investigates whether leap frogging can significantly benefit new language education strategies particularly in developing contexts Leap frogging presents opportunities to address gaps in access quality and equity in language education by passing traditional gradual approaches and embracing advanced methodologies and technologies Through a critical review of current literature and case studies this chapter explores the application of leap frogging principles within language education The analysis highlights successful implementations challenges

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