

# TEACHERS IN CONTROL

Cracking  
the Code



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TEACHERS IN CONTROL. *Cracking the Code*  
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# Teachers In Control Cracking The Code

**Xiang Xie**



## **Teachers In Control Cracking The Code:**

*Teachers in Control* Martin Powell, Jonathan Solity, 2018-06-04 In an increasingly centralized education system how can teachers recover the freedom to make their own decisions Originally published in 1990 the teaching profession had seldom been under greater pressure Teachers in Control aimed to help teachers to understand the forces that shaped their personal and professional development and their relationships with children at the time It identifies the pressures that teachers faced from both the school and the educational system as a whole and then examines the internal psychological influences that lead people into teaching and direct their future careers The authors argue that an understanding of these influences can give teachers more control of decisions that affect their practice in the classroom and will still be very relevant today

**Empowering Ourselves and Transforming Schools** Judith Westphal Irwin, 1996-01-01 Examines the forces that keep educators and students from feeling fully empowered Contains self help and planning activities for teachers and administrators interested in transforming schools

**Organizing For Learning In The Primary Classroom** Moyles, Janet, 1992-12-01 The primary classroom is the context in which a wide range of teaching and learning experiences occur and not just for the children What is it that underlies classroom organization routines rules structures and daily occurrences What are the prime objectives and what influences the decisions of teachers and children What is it useful for teachers to consider when contemplating the issues of classroom management and organization What do different practices have to offer Organizing for Learning in the Primary Classroom explores the whole range of influences and values which underpin why teachers do what they do in the classroom context and what these mean to children and others Janet Moyles draws on several different research findings to examine the evidence in relation to the underlying issues of teachers beliefs and values She examines teaching and learning styles children s independence and autonomy coping with children s differences the physical classroom context and resources time management and ways of involving others in the day to day organization Practical suggestions are given for considering both the functional and aesthetic aspects of the classroom context

Opportunities are provided for teachers to reflect on their own organization and also consider innovative and flexible ways forward to deal with new and ever increasing demands on their time and sanity *Support Services* Jonathan Solity, Graham Bickler, 1994

*Social Studies for the Twenty-First Century* Jack Zevin, 2013-08-21 Social Studies for the Twenty First Century Third Edition weaves theory curriculum methods and assessment into a comprehensive model to guide middle and secondary teachers in setting objectives planning lessons units and courses choosing classroom strategies and constructing tests for some of the field s most popular and enduring programs It offers practical interesting exciting ways to teach social studies and a multitude of instructional and professional resources for teachers The text includes separate chapters on teaching each of the major areas of the social studies curriculum Its reflective and integrative framework emphasizes building imagination insight and critical thinking into everyday classrooms encourages problem solving attitudes and

behavior and provokes analysis reflection and debate Throughout the text all aspects of curriculum and instruction are viewed from a tripartite perspective that divides social studies instruction into didactic factual reflective analytical and affective judgmental components These three components are seen as supporting one another building the groundwork for taking stands on issues past and present At the center is the author's belief that the heart and soul of social studies instruction perhaps all teaching lies in stimulating the production of ideas looking at knowledge from others viewpoints and formulating for oneself a set of goals values and beliefs that can be explained and justified in open discussion New in the Third Edition Summaries of recent research particularly in history education that have been published since the last edition Increased attention to social studies standards as well as those for civics economics and history An enriched view of teaching history and social studies with a wide array of sources ranging from material objects through primary sources on to art music and literature Tightening of the text to make it shorter and more pointed including a few provocative new ideas More and better organized ideas for classroom group and individual activities and cooperative learning Expanded appendices on instructional resources include the rapidly growing use of websites New visuals that are better integrated into the text and which teachers can use in their classrooms as lessons in visual literacy and Continued efforts to inject a bit of humor and self criticism into a field of education most students view as a sizeable trunk of dead and deadly facts Social Studies for the

Twenty First Century Third Edition is a primary text for secondary and middle social studies methods courses **Struggles for Inclusive Education** Anastasia D. Vlachou,1997 In its detailed analysis of primary school teachers and pupils attitudes towards integration this book locates the question of inclusive education within the wider educational context The wealth of original interview material sheds new light on the reality of everyday life in an educational settings and shows us the nature and intensity of the struggles experienced by both teachers and pupils in their efforts to promote more inclusive school practices The author's sensitive investigation of the relationship between teachers contradictory views of the special and their integration and the wider social structures in which teachers work adds to our understanding of the inevitable difficulties in promoting inclusive educational practices within a system which functions via exclusive mechanisms

*Teachers' Research* ,1998 **The Profession and Practice of Educational Psychology** Sheila Wolfendale,1992

Moral Education and the Liberal Arts Michael Mitias,1992-01-22 This collection of essays explores the importance of moral education to the liberal arts and discusses how moral education fosters character development The contributors examine the meaning of moral education the rationale for promoting ethical values in an academic environment and the conditions under which morality can best be taught Race, Class and Education (RLE Edu L) Len Barton,Stephen

Walker,2012-05-04 One problem which continues to absorb social scientists is the way in which so much social deprivation stems from racial or class status The discussion in this book is developed in two ways firstly careful attention is given to an examination of the way minority groups create and maintain collective identities and action Secondly the relationship

between this movement and such topics as racism in schools schooling unemployment and West Indian involvement in sporting rather than academic activities is analysed together with the nature of the educational experience of different class and gender groups

**Paperbound Books in Print** ,1992      *Changing Childhood Prejudice* Florence Davidson,Miriam Davidson,1994-11-30 This book presents evidence that childhood prejudice is not only different from the adult kind but also changes in a pattern inverse to that of moral judgement *Changing Childhood Prejudice* describes longitudinal and cross sectional studies of city and suburban children in grade middle and high school Davidson used interviews to supplement observations made during playing her board game then compared scores on the prejudice that emerged with scores on Kohlberg s Measure of Moral Development Considering childhood prejudice as a detour in the possible strong development of caring character and moral judgement implies a school context smaller warmer and more encompassing than one relying only on mainstreaming and multiculturalism The fact that nearly 40% of the nation s public school children will be from minority backgrounds within a few years requires new goals including influencing parents The authors call for school by school mission statements drawing parents into cooperative development of anti prejudice and character curricula supplementing the leadership of faculty members and some adolescents New roles for the mental health community are also described Examining the research of others and their own case studies from cognitive clinical and social perspectives the Davidsons conclude that ways of opposing prejudice and insisting on caring can be adapted to children s changing moral assumptions at each level of schooling Children s might makes right and favor trading assumptions in grade school change through identification with a conforming goodness Conformity can be gradually replaced by independence in ideals particularly when secondary students ponder their own community service Coauthored by a clinician and a professional writer the book tells how to achieve more caring in public schools and more cooperative discipline at home      [Video Source](#)

[Book](#) Gale Group,1999-10-28 A guide to programs currently available on video in the areas of movies entertainment general interest education sports recreation fine arts health science business industry children juvenile how to instruction      [The Cumulative Book Index](#) ,1991 A world list of books in the English language      **The Science Teacher** ,1967 Some issues are accompanied by a CD ROM on a selected topic      [The Reading Teacher](#) ,1975      *Bibliographic Guide to Education* ,1991 lists publications cataloged by Teachers College Columbia University supplemented by The Research Libraries of The New York Public Library      **Merriam-Webster's High School Dictionary** ,1996      *The Progress of Education* N. V. Kinkar,1969      **Whitaker's Book List** ,1991

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