

The Activist Teaching Profession



Judith Sachs

Activist Teaching Profession

Judyth Sachs



Activist Teaching Profession:

The Activist Teaching Profession Judyth Sachs, 2003 This is a thoughtful provocative and important book Clear concise articulate and pulling no punches Judyth Sachs maps out an agenda for a new transformative professionalism which celebrates the complexities of teacher identities and work and acknowledges the tensions between standards of accountability and autonomy She argues persuasively for a reorientation of policy from managerial to a democratic and radical reconceptualisation of teacher education programmes and notions of teacher professionalism Her text richly supported by case studies of practice will appeal to teachers and teacher educators worldwide who are committed to principles of active participation trust and community Professor Chris W Day University of Nottingham What forms of professionalism are shaping the teaching profession How can the concept of teacher professionalism be revitalized so that it is relevant to the needs and aspirations of teachers working in increasingly difficult and constantly changing work environments The Activist Teaching Profession examines the issue of teacher professionalism as a social and political strategy to enhance the status and activities of the teaching profession The book is contextualized within current debates both government policy and scholarly about teacher professionalism Evidence to support the development of alternative forms of teacher professionalism utilizing new structural arrangements with various stakeholders through collaboration and cooperation is represented using examples from Australia and elsewhere Teacher inquiry is presented as an initiative whereby teacher professionalism can be developed A strategy for re establishing the moral and intellectual leadership of the teaching profession along activist lines is developed in the last section of the book Issues surrounding teacher professional identity are examined in the light of the discourses that are shaping teacher professionalism Rethinking professional identity provides a basis for developing new forms of teacher professionalism The Activist Teaching Profession is both a wake up call and a call to action for teachers and the community alike

Activist Educators Catherine Marshall, Amy L. Anderson, 2008-10-01 Taking an active stand in today's conservative educational climate can be a risky business Given both the expectations of the profession and the challenge of participation in social justice activism how do educator activists manage the often competing demands of professional and activist commitments Activist Educators offers a view into the big picture of assertive idealistic professionals lives by presenting rich qualitative data on the impetus behind educators activism and the strategies they used to push limits in fighting for a cause Chapters follow the stories of educator activists as they take on problems in schools including sexual harassment sexism racism reproductive rights and GLBT rights The research in Activist Educators contributes to an understanding of professional and personal motivations for educators activism ultimately offering a significant contribution to aspiring teachers who need to know that education careers and social justice activist causes need not be mutually exclusive pursuits

An Activist Or a Mature Teaching Profession? Judyth Sachs, 2014

The Activist Teaching Profession Judyth Sachs, 2003 This is a thoughtful provocative and important book Clear concise articulate

and pulling no punches Judyth Sachs maps out an agenda for a new transformative professionalism which celebrates the complexities of teacher identities and work and acknowledges the tensions between standards of accountability and autonomy She argues persuasively for a reorientation of policy from managerial to a democratic and radical reconceptualisation of teacher education programmes and notions of teacher professionalism Her text richly supported by case studies of practice will appeal to teachers and teacher educators worldwide who are committed to principles of active participation trust and community Professor Chris W Day University of Nottingham What forms of professionalism are shaping the teaching profession How can the concept of teacher professionalism be revitalized so that it is relevant to the needs and aspirations of teachers working in increasingly difficult and constantly changing work environments The Activist Teaching Profession examines the issue of teacher professionalism as a social and political strategy to enhance the status and activities of the teaching profession The book is contextualized within current debates both government policy and scholarly about teacher professionalism Evidence to support the development of alternative forms of teacher professionalism utilizing new structural arrangements with various stakeholders through collaboration and cooperation is represented using examples from Australia and elsewhere Teacher inquiry is presented as an initiative whereby teacher professionalism can be developed A strategy for re establishing the moral and intellectual leadership of the teaching profession along activist lines is developed in the last section of the book Issues surrounding teacher professional identity are examined in the light of the discourses that are shaping teacher professionalism Rethinking professional identity provides a basis for developing new forms of teacher professionalism The Activist Teaching Profession is both a wake up call and a call to action for teachers and the community alike

Connecting Policy and Practice Pam Denicolo, Michael Kompf, 2005 This volume delivers a selection of papers presented at an international teaching conference on issues of theory and practice These key topics will be of interest to novice and veteran teachers policy makers and all education professionals

Activists, Advocates, and Agitators Brianne Kramer, 2024-09-12 In recent years the field of education has been fraught with a variety of different challenges A multi year pandemic book banning and legislative efforts seeking to ban Critical Race Theory and LGBTQ positive curriculum have had negative effects on K 12 education leaving many educators feeling the progress made in several states and communities before and during the 2018 teacher walkouts and strikes was now gone Teacher morale is sitting at a historic low point with teachers leaving the profession in droves Education as an institution is at a crucial tipping point and changes focused on equity and reducing the neoliberal hold on reform need to be implemented in order to keep schools as democratic spaces The way this vision can be realized is through activism and existing social movement organizations that use both traditional and netroots practices The purpose of Activists Advocates and Agitators is to provide readers with a history and analysis of 21st century teacher activism in K 12 schools to better understand the effectiveness of organizing and activism Additionally the text will introduce readers to present day activist groups whose work is positively changing

education and schools and the ways in which some teachers are working within their communities to assist in their specific needs Activists Advocates and Agitators is the perfect book to instruct preservice teachers about the conditions that they will face in their classrooms arming them with valuable strategies to help them to achieve their academic goals Perfect for courses such as Social Foundations of Education Foundations of Education Education Policy Educational Leadership Teacher Leadership Sociology of Education Politics of Education and Democratic Education *Supporting Activist Practices in Education* Ramsay-Jordan, Natasha N.,Crenshaw, Andrea N.,2024-02-27 In today s educational landscape a pressing issue looms deeply entrenched within the system are the prevailing cultural norms that have historically perpetuated the dominance of white middle class values This has in turn marginalized and stigmatized traditionally underrepresented student cultures as inherently deficient As the United States educational system grapples with a dramatic increase in low income non white and linguistically diverse students now is the time to confront these inequalities that undermine student achievement This challenge has thrust teachers into the forefront compelling them to embrace social justice practices in their classrooms as counternarratives Supporting Activist Practices in Education emerges as a timely and essential solution to address this educational conundrum Within the pages of this book a compelling narrative unfolds one that delves deep into the experiences of educators who actively employ teaching as a form of activism transcending traditional norms Teaching through activism as defined in this volume represents the courageous actions of educators who champion participatory citizenship for social justice within their classrooms nurturing environments that foster critical thinking about the world This book emphasizes the imperative of challenging and dismantling systemic injustices and it underscores the pivotal role of social justice as a framework for effective pedagogical practices **Teacher Professional Learning in an Age of Compliance** Susan Groundwater-Smith,Nicole Mockler,2009-04-29 Teacher Professional Learning in an Age of Compliance Mind the Gap examines ways in which practice based inquiry in educational settings in a number of different countries and contexts can transcend current ways of working and thinking such that authentic professional learning is the result The authors contend that education policy under pressure from a number of quarters is retreating into a standardized audited and backward looking arena with the advances of more progressive educational philosophy being rolled back In an age where practitioner inquiry and action research have often been hijacked for the purposes of broad based policy implementation this book offers a rationale for reclaiming the critical edge so fundamental to inquiry based professional learning It examines the potential of inquiry based forms of teacher professional learning to contribute to the growth of professional knowledge for and about teachers work The authors intend that the book will assist in building new forms of professional knowledge that go beyond the current compliance model engineered from less enduring materials to inform a new model with its foundations in a strong ethical and moral framework They also believe that this new model if implemented will help to reverse today s conservative educational trends and make teacher professional development a force

for genuine progress once again They have consciously moved away from the celebratory tone of much of the academic reporting of teacher professional learning adopting instead a genuinely critical edge In covering a wide range of policies and practices from across the international spectrum they have allowed themselves the freedom to engage in serious epistemological arguments about the nature of professional knowledge as well as how it is constructed and employed

Teachers and Teacher Unions in a Globalised World John Carr, Lori Beckett, 2018-06-13 Teachers and Teacher Unions in a Globalised World asks a series of pressing questions of teacher educators teachers and teacher unions worldwide in this era of global capitalism As governments around the world support austerity politics in the face of financial meltdowns social inequalities terrorist threats climate catastrophe wars and mass migrations the book questions whether practitioners in teaching and teacher education are succumbing to pressures to dismantle their nation state systems of education The authors present a clearly argued case in Ireland for teachers and teacher educators organising to realise their moral and social responsibilities of free and fair schooling for all when it is most needed as well as insisting on policy debates about a free publicly funded school system At a time when teachers are feeling overwhelmed with workload and frustrated by the visible turning of events away from the historical record the book emphasises the importance of practitioner research in informing decisions about a strategic and democratic way forward for education around the globe Teachers and Teacher Unions in a Globalised World will be of great interest to academics and researchers in the field of education as well as teacher educators practitioners and policymakers

Quality and Change in Teacher Education John Chi-kin Lee, Christopher Day, 2016-02-25 How teachers may be better educated for a changing global world is a challenge that faces many systems of education worldwide This book addresses key issues of quality and change in teacher education in the context of the new public management achievement agendas which are permeating teacher education structures cultures and programmes and the work of teacher educators internationally Graduate schools of education in the United States and the UK for example are making fundamental changes in the structures courses programs and faculties that prepare beginning teachers each year Drawing upon examples from the United States United Kingdom China Hong Kong Australia and elsewhere its authors provide a unique critical overview of emerging themes and challenges of raising the quality of teaching and the quality of student learning outcomes They suggest possible ways forward for teachers teacher educators researchers and policy makers as they seek to raise the quality of teaching and student outcomes whilst sustaining their moral purposes and values of equity inclusion and social justice Taken together the chapters contain informed critical discussions of normal education and teacher education of professional standards 4 2 1 post degree training PGDE versus BEd integration of subject specializations and professional education Each one provides new visions of the teacher as a professional and to cultivate high quality teachers in the West and the Greater China region For all those interested in issues of quality change and forward movement in teacher education in contexts of policy led reform this is a must read

Hidden Dimensions in the

Professional Development of Mathematics Teachers: In-Service Education for and With Teachers B. Roesken, 2011-07-23

Professional development is often determined by black and white thinking. Either issues are considered as being good or bad or statements like teachers should or teachers must are transported. However, it is easily forgotten from which perspective the judgment is taken. Surely, it is not the teacher's one. Profoundly respecting and cherishing the teachers and their needs allows for arriving at a vision of professional development that is for and with teachers instead of being simply about them. This book presents the field of mathematics teacher professional development both from a theoretical and an empirical perspective. In particular, the initiative Mathematics Done Differently that has been run in Germany is presented in whose context the data of the empirical study was gathered. The empirical findings led to postulating a model describing teachers' individual growth pathways and to providing implications for constructing practices that are based on what teachers really need.

International Handbook of Educational Policy Nina Bascia, Alister Cumming, Amanda Datnow, Kenneth Leithwood, David Livingstone, 2008-05-14
Nina Bascia, Alister Cumming, Amanda Datnow, Kenneth Leithwood, and David Livingstone. This Handbook presents contemporary and emergent trends in educational policy research in over fifty chapters written by nearly ninety leading researchers from a number of countries. It is organized into five broad sections which capture many of the current dominant educational policy foci and at the same time situate current understandings historically in terms of both how they are conceptualized and in terms of past policy practice. The chapters themselves are empirically grounded, providing illustrations of the conceptual implications contained within them as well as allowing for comparisons across them. The serendipity within chapters with respect to jurisdictional particularities and contexts allows readers to consider not only a range of approaches to policy analysis but also the ways in which policies and policy ideas play out in different times and places. The sections move from a focus on prevailing policy tendencies through increasingly critical and outsider perspectives on policy. They address in turn the contemporary strategic emphasis on large-scale reform, substantive emphases at several levels on leadership and governance, improving teacher quality, and conceptualizing learning in various domains around the notion of literacies, and concluding finally with a contrasting topic, workplace learning, which has had less policy attention and thus allows readers to consider both the advantages and disadvantages of learning and teaching under the bright gaze of policy.

The SAGE Guide to Curriculum in Education Ming Fang He, Brian D. Schultz, William H. Schubert, 2015-06-05
The SAGE Guide to Curriculum in Education integrates, summarizes, and explains in highly accessible form foundational knowledge and information about the field of curriculum with brief, simply written overviews for people outside of or new to the field of education. This Guide supports study, research, and instruction with content that permits quick access to basic information accompanied by references to more in-depth presentations in other published sources. This Guide lies between the sophistication of a handbook and the brevity of an encyclopedia. It addresses the ties between and controversies over public debate, policy making, university scholarship, and school practice. While tracing complex traditions

trajectories and evolutions of curriculum scholarship the Guide illuminates how curriculum ideas issues perspectives and possibilities can be translated into public debate school practice policy making and life of the general public focusing on the aims of education for a better human condition 55 topical chapters are organized into four parts Subject Matter as Curriculum Teachers as Curriculum Students as Curriculum and Milieu as Curriculum based upon the conceptualization of curriculum commonplaces by Joseph J Schwab subject matter teachers learners and milieu The Guide highlights and explicates how the four commonplaces are interdependent and interconnected in the decision making processes that involve local and state school boards and government agencies educational institutions and curriculum stakeholders at all levels that address the central curriculum questions What is worthwhile What is worth knowing needing experiencing doing being becoming overcoming sharing contributing wondering and imagining The Guide benefits undergraduate and graduate students curriculum professors teachers teacher educators parents educational leaders policy makers media writers public intellectuals and other educational workers Key Features Each chapter inspires readers to understand why the particular topic is a cutting edge curriculum topic what are the pressing issues and contemporary concerns about the topic what historical social political economic geographical cultural linguistic ecological etc contexts surrounding the topic area how the topic relevant practical and policy ramifications and contextual embodiment can be understood by theoretical perspectives and how forms of inquiry and modes of representation or expression in the topic area are crucial to develop understanding for and make impact on practice policy context and theory Further readings and resources are provided for readers to explore topics in more details

Teaching Professional Responsibility Patrick A. Keenan,1979

Reclaiming Universities from a Runaway World Melanie Walker,Jon Nixon,2004 Examines the idea that the defining feature of academic professional identity is the search for understanding This work shows how questions of teaching research and management in universities are also questions about the struggle over deliberative democracy It details how higher education can contribute to building a prosperous society

Career Behavior of Special Groups J. Steven Picou,Robert Edward Campbell,1975 Textbook of readings in interdisciplinary research regarding the occupational choice and career patterns of minority groups women ethnic groups rural youth the handicapped disabled person etc In the USA addresses theoretical methodological and government policy issues References and statistical tables

An Introduction to Teaching in the Elementary School Oscar T. Jarvis,Marion J. Rice,1972

A Teacher's Guide to Classroom Research David Hopkins,2008-09 This practical guide is for teachers who wish to undertake research in their classrooms with a view to improving their practice It will enable teachers to enhance their own or their colleagues teaching and to test educational theory

Changing Education ,1966

A T A Magazine Alberta Teachers' Association,1972

Reviewing **Activist Teaching Profession**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Activist Teaching Profession**," an enthralling opus penned by a very acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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