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The teacher who has an affair with a student. The teacher who is a transvestite. The teacher who advocates personal beliefs. These are 'teachers in trouble.' Their behaviour, whether it occurs in the classroom or off the job, offends the community and brings down censure from the school board. At root, schools are cultural institutions and teaching, a cultural activity. Teachers are expected to shape students according to accepted community norms. They interpret and apply curricula - and can divert curricula from their intended purpose. Teachers are at the eye of the vortex in the struggle for control over education, buffeted by the forces of social change and conflicting public expectations. The authors of this book examine how teacher conduct is monitored and what types of misconduct can produce 'social dramas.' Boards of reference have been established to arbitrate disputes between school boards and teachers who are dismissed. Drawing on the decisions of these boards of reference across Canada, the authors identify normative issues and propose a classification scheme for contentious behaviours. Teachers in Trouble poses fundamental questions about

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the role of teachers in society. It is an invaluable guide for teachers and professional organizations, education administrators, and members of the community who are concerned about ethics in our schools.

"Language Exploration and Awareness: A Resource Book for Teachers, Third Edition" shows English teachers how they can expand their curriculum beyond the traditional emphases on grammar and syntax, to help their students learn about many aspects of the English language, including general semantics, regional and social dialects, syntax, spelling, history of the English language, social language conventions, lexicography, and word origins. Clear, practical, and reader-friendly, the text reviews basic aspects of English language study in classrooms, then illustrates how teachers can create student-centered, inquiry-oriented activities for the learners in their classrooms. Written from a sociocultural perspective, this text stresses the uses of authentic language as it is used by real people for real purposes in diverse social contexts. Changes in the Third Edition are: all chapters have been thoroughly updated to address new developments in the world and in the field of English and language arts education; the chapters in Section II include new Student Explorations - activities designed by pre- and in-service teachers that readers can use with students in their classrooms; and new in this edition are references throughout several chapters to Web sites that instructors and students will find useful. This text is intended as text for undergraduate and master's level English language arts courses on the pedagogies of language teaching, and as an introduction to language or introduction to linguistics courses - particularly those emphasizing language study from a sociocultural perspective; and for courses preparing teachers of English as a new language. The text is also intended as a resource for current classroom teachers.

Based on a qualitative research study of gay and lesbian teachers,

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Unmasking Identities explores how gay and lesbian teachers bring together their identities in a climate where the two have historically been pitted against each other. Janna Marie Jackson demonstrates that participants made direct and indirect connections between their experiences related to being gay or lesbian and their classroom practices of promoting social justice and building on students' understandings. This process of integrating their sexual identities with their roles as teachers was facilitated and inhibited by several factors including the community atmosphere, school culture, and family status. This unique book explores what happens when identities are oppressed and suppressed and the consequences when they finally break free. *Unmasking Identities* provides theoretical understandings and practical advice for teachers, administrators, and policy-makers who are concerned about gay and lesbian issues. This engaging text will appeal to those interested in gender studies and issues in education.

This book about teachers as characters in popular media examines what can be learned from fictional teachers for the purposes of educating real teachers. Its aim is twofold: to examine the constructed figure of the teacher in film, television and text and to apply that examination in the context of teacher education. By exploring the teacher construct, readers are able to consider how popular fiction and film have influenced society's understandings and views of classroom teachers. Organized around four main themes—Identifying with the Teacher Image; Constructing the Teacher with Content; Imaging the Teacher as Savior; The Teacher Construct as Commentary—the chapters examine the complicated mixture of fact, stereotype and misrepresentation that create the image of the teacher in the public eye today. This examination, in turn, allows teacher educators to use popular culture as curriculum. Using the fictional teacher as a text, preservice—and practicing—teachers can examine positive and negative (and often misleading) representations of teachers in order to develop as

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Globally, mathematics and science education faces three crucial challenges: an increasing need for mathematics and science graduates; a declining enrolment of school graduates into university studies in these disciplines; and the varying quality of school teaching in these areas. Alongside these challenges, internationally more and more non-specialists are teaching mathematics and science at both primary and secondary levels, and research evidence has revealed how gaps and limitations in teachers' content understandings can lead to classroom practices that present barriers to students' learning. This book addresses these issues by investigating how teachers' content knowledge interacts with their pedagogies across diverse contexts and perspectives. This knowledge-practice nexus is examined across mathematics and science teaching, traversing schooling phases and countries, with an emphasis on contexts of disadvantage. These features push the boundaries of research into teachers' content knowledge. The book's combination of mathematics and science enriches each discipline for the reader, and contributes to our understandings of student attainment by examining the nature of specialised content knowledge needed for competent teaching within and across the two domains. Exploring Mathematics and Science Teachers' Knowledge will be key reading for researchers, doctoral students and postgraduates with a focus on Mathematics, Science and teacher knowledge research.

This book uses the publicly available TEDS-M data to answer such questions as: How does teacher education contribute to the learning outcomes of future teachers? Are there programs that are more successful than others in helping teachers learn to teach mathematics? How does the local and national policy environment contribute to teacher education outcomes? It invites readers to explore these questions across a large number of international

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settings. The importance of preparing future mathematics teachers has become a priority across many nations. Across the globe nations have allocated resources and expertise to this endeavour. Yet in spite of the importance accorded to teacher education not much is known about different approaches to preparing knowledgeable teachers and whether these approaches do in fact achieve their purpose. The Mathematics Teacher Education and Development Study (TEDS-M) is the first, and to date the only, cross-national study using scientific and representative samples to provide empirical data on the knowledge that future mathematics teachers of primary and secondary school acquire in their teacher education programs. The study addresses the central importance of teacher knowledge in learning to teach mathematics by examining variation in the nature and influence of teacher education programs within and across countries. The study collected data on teacher education programs structure, curriculum and opportunities to learn, on teacher educators' characteristics and beliefs, and on future mathematics teachers' individual characteristics, beliefs, and mathematics and pedagogical knowledge across 17 countries providing a unique opportunity to explore enduring questions in the field.

This book examines the professional identities of a highly influential group of English language teachers in Japan: Japanese university English teachers. It focuses on how relatively new teachers develop their professional identities, how gender impacts the professional identities of female professors, and how teaching practices and beliefs reflect personal and professional identity.

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This edited collection explores the use of Exploratory Practice (EP) by language teachers in classrooms. Written by practitioners, the chapters showcase unique examples of each principle of EP, with topics ranging from mentoring practitioner researchers, to teaching and learning in EAP, and investigating curriculum development in language teaching programs. The book provides example EP studies and gives voice to practitioners' experiences of the challenges they experienced as well as the benefits. Examples include tackling intercultural communication in linguistically and culturally diverse classrooms; pedagogy and curriculum design in language teaching; explorations of continuing professional development in language education. In doing so, it offers tools that can be transferred to other classroom contexts and used to aid teacher development. The concluding chapter highlights critical aspects of Exploratory Practice which emerge in the studies and examines how practitioners advanced their understandings. This book will appeal to those working in Applied Linguistics, TESOL research, as well as language teachers and teacher educators.

Supporting newly hired science teachers has taken on an increased

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importance in our schools. This book shares the most current information about the status of newly hired science teachers, different ways in which to support newly hired science teachers, and different research approaches that can provide new information about this group of teachers. Chapters in the book are written by those who study the status of beginning science teachers, mentor new teachers, develop induction programs, and research the development of new science teachers. Newly Hired Teachers of Science is for administrators who have new science teachers in their schools and districts, professionals who create science teacher induction programs, mentors who work closely with new science teachers, educational researchers interested in studying new science teachers, and even new science teachers. This is a comprehensive discussion about new science teachers that will be a guiding document for years to come.

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