Video Enhanced Reflective Practice: Professional Development Through Attuned Interactions

"This book provides a comprehensive overview on the application of class video recordings to encourage self-observation of personal teaching methods and improve everyday classroom habits, highlighting concepts relating to professionalism, didactics, and technological techniques"--

This volume is based on an ERASMUS+ project that ran from 2017 to 2020. It aimed at empowering both prospective teachers and teacher educators to actively become agents of their own continuing professional development. It further intended to cooperatively establish a culture of self-reflection, as well as an intercultural network of professionals who creatively use mobile technologies and innovative ways of teaching and learning in the field of foreign language teaching. All contributions were provided by our partners from Germany, Sweden, Spain, and the UK and give an excellent insight into all the manifold aspects dealt with in this project – including voices of participating students.

Discusses professional development in several contexts, children's understandings and programs for children. This book should give the reader an idea of the range of work that is being done around the globe. It brings together insider perspectives on early education in different contexts.

This book provides an overview of dance movement psychotherapy for young people and adults with learning disabilities. Contributors from a variety of backgrounds examine their work with clients from across the disabilities spectrum, ranging from mild to complex needs. The book chapters present theory and practice relating to the client group and subsequent therapy processes. This comprises psychotherapeutic interventions, dance movement interventions, theoretical constructs, case study material, practitioner care, and practitioner learning and development related to individual and group therapy work. The logistics of a Dance Movement Psychotherapy intervention, the intervention itself and the ripples of influence into the clients' wider socio-cultural context are discussed. This stance speaks to current research and practice discourse in health and social care. The book champions acceptance of difference and equality in the health and social care needs for people with learning disabilities whilst emphasising the importance of dance movement psychotherapy for people with non-verbal communication. Dance Movement Psychotherapy with People with Learning Disabilities: Out of the Shadows, into the Light will provide a practical and theoretical resource for practitioners and students of dance movement psychotherapy as well as allied health professionals, service providers and carers.

Research-Based Principles and Practices

Professional Development through Attuned Interactions

Counseling Theory

Transformative Talk

Building E-Portfolios Using PowerPoint

Early Childhood Studies

Video Enhanced Reflective Practice

Video Interaction Guidance (VIG) is an effective intervention which builds positive relationships through filming and feedback sessions. By micro-analysing actions and communications in this way, clients are supported to resolve their current difficulties and increase their sensitivity and attunement within the relationship. Bringing together contributions from researchers and practitioners across a range of professions, this book provides a definitive introduction to VIG. The book explains the theory behind the approach, reviews research evidence, and offers case studies that document how VIG has been successfully applied to family relationships, schools and higher education, individuals with communication and developmental disorders, and as a reflective professional development tool. The approach is then discussed from a range of theoretical perspectives and within the contexts of narrative therapy, infant and attachment interventions, positive psychology and mindfulness. This authoritative and comprehensive guide to VIG will be an important text for psychologists, psychiatrists, counsellors, social workers, therapists, and mental health and education professionals, as well as students and academics in these fields.

Reflection is a technique for aiding and reinforcing learning, used in education and professional development. This volume offers practitioners and students guidance that cuts across theoretical approaches, enabling them to understand and use reflection to enhance learning in practice.

Lecturers, why waste time waiting for the post to arrive? Request your e-inspection copy today! In the new third edition of this popular and highly readable book, the author draws on her considerable experience and extensive research to demonstrate a creative dynamic mode of reflection and reflexivity. Using expressive and explorative writing combined with in-depth group work/mentoring alongside appropriate focussed research, it enables critical yet sensitive examinations of practice. Gillie offers a searching and thorough approach which increases student and professional motivation, satisfaction, and deep levels of learning. She clearly explains reflection: reflexivity: narrative: metaphor, and complexity, and grounds the literary and artistic methods in educational theory and values. Clear step-by-step practical methods are given for every aspect of the process. New to this edition are: A chapter presenting different ways of undertaking and facilitating reflective practice Further international coverage, including material from Australia, New Zealand and the United States. The Third Edition also includes: An annotated glossary explaining key terms End-of-chapter activities and exercises Suggested further reading, and clear guides on chapter contents and how to use the book. Companion website www.uk.sagepub.com/bolton An accompanying companion website includes a range of free additional materials for lecturers and students to use in tutorials and for independent study, including discussion, workshop exercises, glossary and online readings. The methods are appropriate to, and used worldwide by, students and professionals across education: medicine and healthcare: clinical psychology: therapy: social work: pastoral care: counselling: police: business management: organisational consultancy: leadership training.

This unique collection on Research in Teaching and Learning explores particular research approaches and brings to the forefront challenges, questions, and considerations specific to the methods used and not just the disciplinary areas in which the research was conducted.

The Teacher's Reflective Practice Handbook

A Guide for Teachers

Research, Policy and Practice for the First 1001 Critical Days

Mastering Reflective Practice

Best Practice in Professional Supervision, Second Edition

Reflective Teaching

Promoting professionalism, innovation and transnational collaboration: a new approach to foreign language teacher education

Organized around the latest CACREP standards, Counseling Theory: Guiding Reflective Practice, by Richard D. Parsons and Naijian Zhang, presents theory as an essential component to both counselor identity formation and professional practice. Drawing on the contributions of current practitioners, the text uses both classical and cutting-edge theoretical models of change as lenses for processing client information and developing case conceptualizations and intervention plans. Each chapter provides a snapshot of a particular theory/approach and the major thinkers associated with each theory as well as case illustrations and guided practice exercises to help readers internalize the content presented and apply it to their own development as counselors.

The Routledge Handbook of English Language Teacher Education provides an accessible, authoritative, comprehensive and up-to-date resource of English language teacher education. With an overview of historical issues, theoretical frameworks and current debates, this handbook provides unique insights into a range of teacher education contexts, focusing on key issues relating to teacher and learner priorities, language and communication, current practices, reflective practice, and research. Key features include: a cross-section of current theories, practices and issues, providing readers with a resource which can be used in a variety of contexts; the use of data, transcripts and tasks to highlight and illustrate a range of practices, including examples of 'best practice'; 'snapshots' of ELTE from a number of contexts taken from all around the world; and examples of current technological advances, contemporary thinking on reflective practice, and insights gained from recent research. This wide-ranging and international collection of chapters has been written by leading experts in the field. The Routledge Handbook of English Language Teacher Education is sure to be core reading for students, researchers and educators in applied linguistics, TESOL and language education.

This comprehensive handbook is the ultimate reference work, providing authoritative and international overviews of all aspects of schools and schooling in Asia. Split into 19 sections it covers curriculum, learning and assessment, private supplementary tutoring, special education, gender issues, ethnic minority education and LGBTQI students in Asian schools. The volume displays the current state of the scholarship for schools and schooling in Asia including emerging, controversial and cutting-edge contributions using a thematic approach. The content offers a broad sweep of the region with a focus on theoretical, cultural and political issues as well as identifying educational issues and priorities, such as curriculum, assessment, teacher education, school leadership, etc., all of which impact students and learning in multiple ways. The Routledge International Handbook of Schools and Schooling in Asia brings together experts in each area to contribute their knowledge, providing a multidimensional and rich view of the issues confronting the region's school and education systems.

First published in 2008. Routledge is an imprint of Taylor & Francis, an informa company.

The Effects of Video Analysis on Preservice Teacher Development

Becoming an Extended Professional through Capturing Evidence-Informed Practice

A Relationship-Based Intervention to Promote Attunement, Empathy and Wellbeing

Dance Movement Psychotherapy with People with Learning Disabilities

Advancing the Three-Minute Walk-Through

Reflective Practice

Out Of The Shadows, Into The Light

What do we mean by reflective practice? What does it involve? How can it help you develop as a teacher? The Teacher's Reflective Practice Handbook is an essential source of advice, guidance and ideas for both student and practising teachers. Helping you to translate pedagogical knowledge into practice, this Handbook guides you through studying your own teaching for personal development, evaluating your lessons through classroom research, and enhancing the quality of pupil learning. It offers an innovative framework which serves to prepare you for the challenges and complexities of the classroom environment, and supports the continuing improvement of your teaching. Underpinned by key theoretical concepts and contemporary research within the field of education, chapters help you to: systematically evaluate your teaching through classroom research procedures question personal theories and beliefs, and consider alternative perspectives and possibilities try out new strategies and ideas to maximise the learning potential of all students enhance the quality of, and continue to improve, your teaching. Including a range of reflective tasks, links to online resources, exemplification material and further reading to help you develop your own thinking, The Teacher's Reflective Practice Handbook is an accessible guide which supports the facilitation of reflective practice through self and peer assessment, problem-based learning and personal development planning. The multi-dimensional framework enables you to build a meaningful, personally relevant portfolio of evidence-informed practice.

Instruction tailored to the individual student, learning and teaching outside the limits of time and space—ideas that were once considered science fiction are now educational reality, with the prospect of an intelligent Web 3.0 not far distant. Alongside these innovations exists an emerging set of critical-thinking challenges, as Internet users create content and learners (and teachers) take increased responsibility in their work. Learning and Instruction in the Digital Age nimbly balances the technological and pedagogical aspects of these rapid changes, gathering papers from noted researchers on a wealth of topics relating to cognitive approaches to learning and teaching, mental models, online learning, communications, and innovative educational technologies, among them: Cognition and student-centered, Web-based learning, The progression of mental models throughout a course of instruction, Experiencing education with 3D virtual worlds, Expanding educational boundaries through multi-school collaboration, Adapting e-learning to different learning styles, The student blog as reflective diary. With its blend of timely ideas and forward thinking, Learning and Instruction in the Digital Age will enrich the work of researchers in educational psychology, educational technology, and cognitive science.

Transforming Infant Wellbeing brings together science and theory to highlight the critical importance of the first 1001 days of infancy: the period from conception to the second birthday. Introduced and edited by Penelope Leach, who uniquely combines academic knowledge of infant development with the ability to write about it for wide audiences, the book has at its heart 25 original articles by acknowledged experts in different aspects of infant health and development. Brought together, they showcase innovative science and best practices to a wide range of readers: to scientific colleagues in different disciplines; to politicians and policy makers; to local authority commissioners and specialist advisors, statutory and voluntary organisations and parents. This book has a two-fold purpose in science and in social policy. First, to collect new papers by leading scientists in a single volume, which ensures they reach a broad audience. Second, by introducing and commenting on the significance of these new findings, the book highlights both the benefits that accrue to society when it acts accordingly, and the costs, financial and social, of our failure to do so. In the last 50 years, interest in infant development and especially maternal and infant mental health has burgeoned. A large number of issues at the forefront of child development research mirror those of yesterday, but the research brought to bear upon them has transformed. Thanks largely to technological and statistical advances, we now know a great deal that researchers of earlier generations could only surmise. However, increasing knowledge of infancy has not been matched by an increasing impact on parents and professionals, politicians and policy makers. Bringing contemporary studies involving pregnancy, birth, infancy and toddlerhood together, along with the undisputed evidential findings that flow from them, large gaps between what is known and what is done become apparent. By focusing on what can be done to fill those gaps, Transforming Infant Wellbeing renders inescapable the need to rethink current priorities. It represents essential reading for researchers, parents and policy makers of infancy.

Reflective Practice for Professional Development provides an accessible introduction to the theory and practice of reflection. In ten concise chapters it explores how reflecting on experiences can be used for professional development and help progress knowledge and skills. Using scenarios, questions and stories, the reader is encouraged to apply the content to their own context, demonstrating the importance of reflection in helping us to make sense as well as make the most of our professional experience. Exploring key themes such as the importance of criticality, models of reflection and connections between thought, language and actions, it considers the ways in which reflection can widen perspectives, generate deeper understanding of professional challenges and enhance creativity. Full of practical tools and approaches for enriching and recording reflections, this insightful book aims to simplify reflective practice for teachers. It is an ideal guide for anyone who needs to build reflection into their practice or their studies.

Understanding Professional Artistry and Reflection

A Case Study Approach

Reflective Practice and Professional Development

Reflective Practice in English Language Teaching

The Creative Reflective Practitioner

Positive Mental Health: A Whole School Approach

Adult Interactive Style Intervention and Participatory Research Designs in Autism

In language learning contexts, the role of the language teacher is a particularly crucial one: it is the teacher who, through and with their use of (the foreign) language, has a significant influence on the extent to which language learners are linguistically/cognitively activated, and thus determine whether processes of language learning are initiated and promoted, or perhaps even impeded or prevented. Thus, it is of utmost importance for language teachers to acquire a high level of classroom discourse competence (CDC) – a professional competence that goes far beyond the notions of FL proficiency and communicative competence. Located at the intersection of theory, classroom research and practical approaches to (E)FL teacher education, Classroom Discourse Competence: Current Issues in Language Teaching and Teacher Education offers university students, trainee teachers, in-service teachers and teacher educators a comprehensive conceptualization of CDC (Part I). Furthermore, the chapters in this book explore facets of CDC (Part II) and present good-practice examples of CDC development in the context of pre-service teacher education (Part III).

The Creative Reflective Practitioner explores research and practice through the eyes of people with a wholehearted commitment to creative work. It reveals what it means to be a reflective creative practitioner, whether working alone, in collaboration with others, with digital technology or doing research, and what we can learn from listening and observing closely. It gives the reader new insights into the fascinating challenge that having a reflective creative mindset can bring. Creative reflective practice is seen through practitioner ideas and works which have informed the writing at every level, supported by research studies and historical accounts. The practitioners featured in this book represent a broad spectrum of interdisciplinary creative activities producing works in film, music, drama, dance and interactive installations. Their work is innovative, full of new ideas and exciting to experience, offering engagement and challenge for audiences and participants alike. Practitioner interviews give a direct sense of how they see creative practice from the inside. The ways in which these different situations of practice stimulate and facilitate reflection in practice and how we can learn from this are described. Variations of reflective practice are discussed that extend the original concepts proposed by Donald Schön, and a contemporary dimension is added through the role of the digital in creative reflective practice as a tool, mediator, medium and partner. This book is relevant to people who wish to understand creativity and reflection in practice and how to learn from the practitioners themselves. This includes researchers in any discipline as well as students, arts professionals and practitioners such as artists, curators, designers, musicians, performers, producers and technologists.

Global Practices and Training in Applied Sport, Exercise, and Performance Psychology offers case analysis as a vehicle to address issues and experiences in the application of sport, exercise, and performance psychology (SEPP) and the supervision/training of individuals to become professionals in the field. A follow-up to Becoming a Sport, Exercise, and Performance Psychology Professional (2014), this book features a discussion of real-world case examples which highlight various aspects of professional practice as well as supervision and training. Professionals from around the world, including the United States and Canada, Europe, Asia, Africa, and Australia share diverse experiences, providing a uniquely in-depth, global perspective. The case studies contained in the book were selected to provide insight into specific elements of applied practice and supervision/training through a global lens as well as demonstrate the value of incorporating case analysis and reflection into one's training and continued professional development. Case analysis is an essential part of learning and instruction. Beyond educating the reader about theories and research on related topics in the field, case analysis allows for more complex levels of learning, including analysis, synthesis, and evaluation of diverse scenarios. In Part I of this book, the cases

focus on applied SEPP practice; Part II is comprised of cases that focus on training and supervision. This book is essential reading for graduate students and neophyte professionals in the field for whom it is critical to learn how to effectively apply knowledge to real-world sport, exercise, and performance psychology scenarios. In addition, the book is a useful resource for seasoned and expert practitioners and supervisors who can use case analysis as a means of continuing their professional development.

Video Enhanced Reflective PracticeProfessional Development through Attuned InteractionsJessica Kingsley Publishers

Critical Reflection on Research in Teaching and Learning

Current Issues in Language Teaching and Teacher Education

Transforming Infant Wellbeing

Languages and the Internationalisation of Higher Education

The Reflective Lens

Integrating Video Into Pre-service and In-service Teacher Training

Facilitating Groups to Promote Attunement and Bonding between Parents, Their Babies and Toddlers

Offering a unique, data-led, evidence-based approach to reflective practice in English language teaching, this book brings together theory, research and practice in an accessible way to demonstrate what reflective practice looks like and how it is undertaken in a range of contexts. Readers learn how to do and to research reflective practice in their own settings. Through the use of data, dialogue and appropriate tools, the authors show how reflective practice can be used as an ongoing teaching tool that supports professional self-development.

Discussing digital technology in teaching and learning settings, Video Enhanced Observation for Language Teaching explains how it can be used to tag, analyze and evaluate talk and use it as the basis for reflection and professional development. Guiding readers through these processes, this book focusses on the Video Enhanced Observation (VEO) system. Beginning with a discussion of how it was designed and built by language teaching professionals, contributors use VEO to illustrate the advantages and opportunities of digital observation technologies for teachers, explaining its use and how it can be adapted it to their own professional practice. With detailed case studies tracing how teachers in many different settings have used this system for recording, evaluating and reflecting on lessons, this book provides clear research evidence of the development of many education professionals from around the world. Written by experts in applied linguistics, education and educational technology, Video Enhanced Observation for Language Teaching explains the principles and procedures involved with using digital observation technologies in teaching, enabling other professionals to integrate these technologies into their own environment and practice.

This title covers issues such as: play in the early years foundation stage (EYFS) in England, safeguarding children, the healthy child and many more. It encourages students and practitioners to consider their own practice and to examine those in a wide range of early years settings.

Groups for parents, babies and toddlers, spanning the 1001 critical days from late pregnancy up to age two, are an effective way of supporting expectant and new parents by helping them to become more attuned, sensitive and empathic towards their child. Contributors bring together a range of theoretical perspectives to show different ways to facilitate groups that combine mindfulness and psychological insight to promote bonding, attunement and mind-mindedness, and to prevent abuse and neglect. Case examples show a range of techniques that can be used, including baby massage, movement therapy, Video Interaction Guidance, Watch Wait Wonder and psychotherapeutic interventions. Examples include an in-patient mother-baby unit, community and health centres in the UK, to international examples in Greece, Kenya and New Zealand. Chapters illustrate practical and clinical aspects of running groups, the associated challenges, and highlights the importance of professional collaboration in a benign environment. Weaving the Cradle is full of ideas and insights for those already running groups, as well as for those considering it, across health, social care and education settings.

Weaving the Cradle

A Guide for the Helping Professions

Cognitive Coaches Share Their Stories

Theory and Practice

Video Interaction Guidance

Guiding Reflective Practice

Global Practices and Training in Applied Sport, Exercise, and Performance Psychology

Is mental health provision a concern in your school? Are you looking to develop a whole school approach to mental health issues? Do you need targeted, evidence-informed strategies? This book emphasises the importance of creating a whole school culture which promotes a positive attitude towards mental health. Suitable for both primary and secondary school teachers and leaders, it provides you with concise, practical guidance to help improve your existing mental health provision, all backed by the latest research.

The connections between reflective practice and professional development are the focus for this book, which offers guidance to support lasting change and provides strategies to enable self-initiated professional development. The book includes: - traditional approaches to reflective practice - how to enhance the effectiveness of reflective practice - putting reflective practice in context - how reflective practice can improve attainment for students and staff - an Appendix of useful resources. With case studies and examples of relective practice from trainee teachers and from students studying across a range of Education courses, this book equips the reader to develop their own reflective practice framework. Relevant also to practitioners working across the children's workforce, it encourages personal and professional development for the whole range of professionals working in education and care. Peter Tarrant is a Teaching Fellow at the Moray House School of Education, University of Edinburgh.

A systematic approach toward creating a compelling electronic portfolio New to the Second Edition Expands coverage on planning and managing the development of an e-portfolio Addresses the National Educational Technology Standards (NETS) Presents new content on integrating PowerPoint with the Internet, as well as other applications Incorporates "Questions to Guide E-Portfolio Preparation" at the end of each chapter Provides notes on using PowerPoint 2007 Focuses on the future of e-portfolios in a revised chapter Includes a troubleshooting section Also included This up-to-date guide includes a CD featuring several examples of e-portfolios, as well as a useful template. Intended Audience Designed for preservice and inservice teachers, this practical resource is essential for professional educator preparation.

Reflection and reflexivity invite critical, sensitive examination of practice, exploration of principles, concepts and ideas, and development of thoughtful self-awareness. The Fourth Edition of this bestselling book explains how expressive and explorative writing, combined with in-depth group work or mentoring, can widen perspectives and give clarity of values, roles and responsibilities. Step-by-step methods are grounded in carefully explained theories and values, and key terms such as reflection, reflexivity, critical, narrative, metaphor, mindfulness and complexity are clarified. New to this edition: a clear route through the essentials of reflective practice greater clarity and representation of theoretical models a strong focus on ethical values in-depth examples and case studies from a range of education sectors clear summarization of each chapter's key contents updated 'Read to Learn' sections and extended glossary discussion of writing in different cultures new online content including videos.

Writing and Professional Development

Exploring the Process of Using Video to Enhance Reflective Practice for Educational Psychologists

A Guide for Educators

Research Methods for Pedagogy

The Routledge Handbook of English Language Teacher Education

Routledge International Handbook of Schools and Schooling in Asia

Reflective Practice in the Early Years

This volume offers an overview of the context of internationalisation in which plurilingualism becomes a strategic axis for universities and in which university language centres serve as the key instrument to implement this process. It focuses on three key areas in which language centres are working together with governments across Europe, namely: language policy and internationalisation: specific training for the university community: and language testing and accreditation. The contributors to this book are all policy makers, instructors or evaluators from university language centres involved in the internationalisation of their institutions through languages. They teach and evaluate not only 'regular' students, but students with very specific needs, such as lecturers delivering content courses in English, students in mobility programmes or administrative staff in contact with international students. The book also includes the presentation of the first national higher education language policy in Europe, developed by the Language Policy Commission of the Board of Rectors of Spanish Universities and endorsed by all public and private universities in Spain.

Video Enhanced Reflective Practice (VERP), an application of Video Interaction Guidance, supports individuals or groups to reflect on and develop their professional communication, teaching or therapeutic skills with their clients through shared review of moments of attuned interaction in video clips of their day-to-day practice. This book brings together international researchers and practitioners from a range of professions to define VERP, present its theoretical basis and review the current research evidence. Increasing in popularity, VERP is used as a reflective professional development tool for a wide range of professionals and employees, supporting them to analyse and reflect on moments of their effective interaction on video, in situ in the professional environment. The VERP approach is optimistic and empowering, focusing on strength and potential rather than problems or weaknesses. This book provides examples of VERP's application in a wide range of sectors and will be of interest to trainers, CPD providers, managers, psychologists, social workers, higher education educators, health visitors, early years professionals, teachers, counsellors, therapists, and professionals in the private, voluntary, government and local authority sectors.

Transformative Talk assists an aspirant Coach in building their personal capabilities. It draws upon each of the insights and experiences of Cognitive Coaching Training Associates and Agency Trainers who are making it work.

Therapeutic Arts in Pregnancy, Birth and New Parenthood explores the use of arts in relation to infertility, pregnancy, childbirth and new parenthood. It is the first book to bring all these subjects together into one accessible volume with an international perspective. The book looks at the role of the arts in health with respect to the pregnancy journey, from conception to new parenthood. It introduces readers to the ways in which art is being used with women who are experiencing different stages of childbearing – who may be unable to conceive and are struggling with infertility treatment, or who experience miscarriage and loss, a traumatic birth, or grief over the loss of a baby. It also elucidates how art-making offers a means for women to express and understand their changed sense of self-identity and sexuality as a result of pregnancy and motherhood. The book has an international compass and is essential reading for arts therapy trainees and arts in health courses and will also be of interest to other health professionals and artists.

Video Enhanced Observation for Language Teaching

Classroom Discourse Competence

Therapeutic Arts in Pregnancy, Birth and New Parenthood

Reflective Practice for Professional Development

Early Education in a Global Context

Bridging the Gap between Academic Research and Practice

Reflection-on-practice has become a critical component of teacher professional development over the past decade. As a result, it is increasingly important for teacher educators to better understand the relationship between reflection and the development of professional expertise. The term reflection is often loosely defined in the literature as a range of instructional practices, including observation journals, group discussions, or formal writing. These reflective writing or discussion activities may be implemented by individuals, within collaborative peer groups, or through guided conferencing with a mentor. This study involved a particular kind of self-reflection that utilized video of credential candidates' own teaching as the object of reflection. This preliminary study examined an intact group of preservice teacher candidates who exhibited typical performance scores on the Performance Assessment for California Teachers (PACT) Teaching Event, a standardized preservice teacher performance instrument. Preservice intern teachers were given periodic reflective writing tasks around their own classroom practice. Reflection on the lesson was facilitated by either recall only or videotaped lesson analysis, and the writing samples were coded for three types of reflective writing (descriptive reflection, dialogic reflection, reflective critique) and three reflective foci (technical focus, practical focus, critical focus). The study showed that reflective writing type, or voice, remained constant throughout the four-month period of the study. However, the focus of reflection increased in sophistication when students used videos of their own teaching as objects of self-reflection. Video analysis is a powerful tool to support the growth of preservice teachers in making the critical connections between pedagogy and actual classroom interactions as evidence supporting their pedagogy decisions. The effect of video analysis can persist over time and do not need to be used for every reflection task. The results of this study strongly suggest that activities and instructional procedures that target improved reflection-on-practice through the use of video analysis can be accomplished within the time constraints of a credential program. Also, analysis of PACT performance data showed that reflective practice was predictive of beginning teachers' abilities to assess student learning needs, but not planning or instruction performance. More study about this interrelationship is warranted.

Reflective Teaching is the definitive textbook for reflective classroom professionalism. It offers support for trainee teachers, mentors, newly qualified teachers and for continuous professional development. This second edition has been revised and updated to enhance classroom use.

This second edition of Best Practice in Professional Supervision is a fully updated and revised guide to being an excellent supervisor in the social care, nursing, counselling and allied health professions. This field has developed rapidly in the past 10 years, and this new edition contains essential updates reflecting the very latest research and practice. The book covers basic skills, the practicalities of forming and maintaining the supervision relationship, and the organisational context and culture of supervision. Viewing supervision as a place for learning, the book also considers how supervision can help practitioners to develop professional resilience and promote their own wellbeing despite the stresses of complex work environments. It also includes specific chapters on supervision of clinical student placements, and in child protection settings. Full of clinical case vignettes illustrating good practice, this is an essential guide for all those undertaking supervision, or supervision training.

Regardless of their cognitive and linguistic abilities, people with autism can often find it difficult to develop basic communicative skills that are necessary to gain full control over their environment and maintain their independence. Building on the author's own cutting-edge research, Adult Interactive Style Intervention and Participatory Research Designs in Autism examines the impact that the interactive style of neurotypical individuals could have on the spontaneous communication of children with autism. This book provides clear and detailed guidance on how to conduct research into autism in real-world settings such as schools and homes. Kossyvaki critically evaluates a wealth of relevant case studies and focuses on a number of methodological issues that researchers are likely to face when carrying out research of this complex nature. The author walks the reader through present literature on the importance of spontaneous communication and the atypical way that this tends to develop in autism, before bringing the results of her own research to bear on the question of how the interactive styles of neurotypical individuals can impact the spontaneous communication of people with autism. Adult Interactive Style Intervention and Participatory Research Designs in Autism is essential reading for academics, researchers, and postgraduate students in the fields of special educational needs, inclusion, autism, research methods, and educational and clinical psychology.

Reflection and Professional Development

Reflection in Learning and Professional Development

Resources in Education

Research Through Making and Practice

Learning and Instruction in the Digital Age

Aspects of pedagogy are frequently researched, but the concept itself is poorly understood. More than just teaching and learning, pedagogy is about values, identities, relationships and interactions bounded by context. As such, researchers of pedagogy face the challenge of working out what constitutes pedagogical texts, data or evidence, and how these can be generated and understood. Research Methods for Pedagogy begins by exploring the different conceptualisations of pedagogy and their implications for how it is researched. The authors reflect on how their sociocultural stance on pedagogy influences the methods they choose to focus on in the book. Moving beyond just schools and formal pedagogies into informal and everyday pedagogies, the authors use a range of case studies across educational sectors and cultures to discuss methods for researching pedagogy. Common approaches such as ethnography and action research are included alongside some quantitative and quasi-experimental methods and often less familiar participatory, multimodal and reflective methods. The authors demonstrate the relationships between theoretical stance, pedagogical context and research approach. Finally, the

book addresses the complexity of pedagogy research through discussion of particular ethical and relational aspects as it highlights innovations and developments in research methods for pedagogy. Boxed case studies, reflections on real research projects, a glossary of key terms and an annotated list of further reading all help to guide students and scholars through their research design and choice of methods in this area.

Master the Downey Walk-Through for reflective dialogue with this must-have sequel! This sequel to the best-selling The Three-Minute Classroom Walk-Through gives school leaders an expanded examination of the Downey Walk-Through model of coaching and supervision. Clarifying common misconceptions and misapplications, the authors focus on how to engage teachers in reflection and professional dialogue after the walk-through to improve their practice. The resource provides examples, activities, and guidelines for changing schools one teacher at a time, and shows leaders how to: Provide effective follow-up discourse without criticizing or demoralizing teachers Build collegial relationships with staff Help teachers see their power to become continuously improving professionals