

Challenges Faced By Teachers When Teaching English In

Hard-headed evidence on why the returns from investing in girls are so high that no man or family can afford not to educate their girls. Gene Sperling, author of the seminal 2006 report published by the Council on Foreign Relations, and Rebecca Winthrop, director of the Center for Universal Education, have written this definitive book on the importance of girls' education. As Malala Yousafzai expresses in her foreword, the idea that any child could be denied an education due to poverty, custom, the law, or terrorist threats is just wrong and unimaginable. More than 1,000 studies have provided evidence that high-quality girls' education around the world leads to wide-ranging returns: Better outcomes in economic areas of growth and incomes Reduced rates of infant and maternal mortality Reduced rates of child marriage Reduced rates of the incidence of HIV/AIDS and malaria Increased agricultural productivity Increased resilience to natural disasters Women's empowerment What Works in Girls' Education is a compelling work for both concerned global citizens, and any academic, expert, nongovernmental organization (NGO) staff member, policymaker, or journalist seeking to dive into the evidence and policies on girls' education.

Several states introduced alternative certification (AC) programs in the mid-1980s to alleviate the teacher shortage situation, and the Master of Arts in Teaching (MAT) program is an example of just such a curriculum. Three research questions for this study were: 1) what were the challenges beginning MAT teachers faced? 2) what were beginning MAT teachers' perceptions of their training program?, and 3) what were the beginning MAT teachers' attitudes toward their teaching career? Case methodology was conducted to highlight the research questions. Six beginning MAT teachers that graduated from Mississippi State University participated in this study. Data were drawn from interviews, observations, and a concomitant related document analysis. Results revealed three themes as challenges for the majority of MAT teachers: (a) students' low motivation, (b) No Child Left Behind (NCLB)-accountability, and (c) lack of parental support. In terms of perception regarding their training program, all six MAT teachers exhibited gratefulness for their training program's availability, especially for the opportunity to gain teacher licensure. In addition, they reported they were confident about their teaching preparation. However, some teachers agreed that there was room for improvement. All participants suggested the following as potential enhancements for their MAT program: (a) exhibit more specificity concerning program requirements, (b) contain more content knowledge courses, (c) assign a mentor, (d) make the certification process easier and less complicated and (e) add any training applicable to their future teaching career. Again, these findings could be perceived as guidelines for the improvement of the MAT program and as methods for ensuring effective AC teachers graduate from the training program. Among the six participants, five wanted to quit teaching in the near future, with only one, an second career seeker teacher, deciding to remain in the profession. Most importantly, she was the only one whose previous educational background and job experience were the same as the subject she taught. The above findings filled several research gaps when compared with previous studies. For example, there is an inconsistency between MAT teachers' licensure area and content knowledge background. Further studies are needed

investigate samples of graduates from other AC programs.

This book presents a duoethnographic exploration and narrative account of what it means to be a teacher educator today. Adopting a narrative approach, the book presents different personal, political and institutional perspectives to interrogate common challenges facing teacher education and teacher educators today. In addition, the book compares and contrasts the teacher education landscapes in Australia and the UK and addresses a broad range of topics, including the autobiographical nature of teacher educators' work, the value of learning from experience, the importance of collegiality and collaboration in learning to become a teacher educator, and the intersection of the personal, professional and political in the development of teacher educator pedagogies and research agendas. Each chapter combines personal narratives and research-based perspectives on the key dimensions of teacher educators' work that can be found in the literature, including self-study research. Readers will gain a better understanding of the processes, influences and relationships that make being a teacher educator both a challenging and rewarding career. Accordingly, the book offers a valuable asset for university leaders, experienced and beginning teacher educators, and researchers interested in the professional learning and development of teacher educators.

"Dance artists-in-schools often face diverse contexts and situations when they teach in education. A dance artist needs to develop a variety of skills to face these diverse contexts, including both artistry and pedagogical skills. Although tertiary dance courses are now providing papers that prepare dance artists for working in education, many artists still face unique and particular challenges whilst undergoing this training. My research examines what some of these challenges might be through an insider's perspective. What are the trainee dance artists' experiences in teaching dance in school, and what challenges do they face as new teachers? ..."--Abstract.

An Investigation of Attitudes and Challenges Faced by Teachers in the Implementation of Performance Management System in Secondary School in Botswana

The Challenges Faced by Teachers of English as a Foreign Language to Young Learners

International Contexts and Their Training and Development Needs and Opportunities

The Challenges of Technology

Contexts, Challenges and Possibilities

Issues in Teaching and Learning of Education for Sustainability

Resolving Challenges Faced by Teachers of English Language Learners Through the Creation of New, Research-based ESL Curriculum

Cultivating High-Quality Teaching Through Induction and Mentoring

The book also contains a special emphasis on under-prepared teachers and urban schools-those most in need of effective induction and mentoring and also the group that benefits the most from these types of programmes

This book discusses current problems and policies, approaches, trends, and recruitment conditions within the education of teachers in the modern world. It investigates new research within this area, and explores various aspects prevalent in teachers and in their own and general education today. The contributions to this volume approach the topic of modern teachers from various geographical and contextual perspectives, discussing the challenges facing teachers from educational, cultural, socio-political, demographic, and economic points of view. Making a Difference: Challenges for Teachers, Teaching and Teacher Education has been written to provide an international forum of scholarly discussion around

the theme of how teachers and teacher educators can make a difference. It examines some of the challenges that need to be addressed across the teaching profession.

The achievement of students of color continues to be disproportionately low at all levels of education. More than ever, Geneva Gay's foundational book on culturally responsive teaching is essential reading in addressing the needs of today's diverse student population. Combining insights from multicultural education theory and research with real-life classroom stories, Gay demonstrates that all students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences. This bestselling text has been extensively revised to include expanded coverage of student ethnic groups: African and Latino Americans as well as Asian and Native Americans as well as new material on culturally diverse communication, addressing common myths about language diversity and the effects of "English Plus" instruction.

What Works in Girls' Education

Teachers' Voices Across the Pipeline

Challenges, Choices, and Consequences

Challenges and Opportunities for Students, Teachers, and Communities

Teaching and Learning Challenges Facing Primary School Teachers of Students from Non-English Speaking Backgrounds

Classroom Assessment for Language Teaching

Stories of Beginning Teachers

Cambre and Hawkes offer a framework for thinking about technology as it impacts teaching and learning today. We look at technology through a trifocal lense: technology as teaching aid, technology as threat, and technology as progress. We trace the evolution of school technology briefly, leading up to the computer as the point convergence. From the toys they play with to the tools they learn with, we see that students are bombarded with things technological. This mushrooming of technology and how it is to be integrated into the classroom presents challenges that must be confronted so that, indeed, no child is left behind.

This book focuses where assessment has greatest relevance—the classroom. A great deal of research related to assessment is focused on 'the testing industry', high-stakes language proficiency testing, and related analytical and statistical reports that are far removed from teachers' and students' experiences in the classroom. Recently, more attention has been paid to assessment in language classrooms and the many challenges that teachers face in both measuring and promoting student learning. This book contributes to the body of knowledge related to teacher assessment competence, and how it is manifested in the decisions they make about assessment procedures and instruments in their classes. Focused on specific challenges related to classroom assessment, each chapter reports on particular assessment issues faced by teachers, their choices regarding such issues, and the consequences (actual or anticipated) of their decision-

making. This book will interest the thousands of teachers globally dealing with the numerous challenges associated with effective classroom assessment in language learning. This collection of teacher voices, stories, and investigations provides possible solutions to such challenges, and will serve to promote assessment literacy in the language teaching profession.

Effective schools or improving schools are fashionable terms in the rhetoric of recent education movements, yet the heart of these movements is often more to do with teaching quality than with school practice. This book takes a holistic view of teacher development, examining the contexts and conditions of teaching: school leadership and culture; teachers' lives and histories; change; teacher learning, competence and expertise; and the moral purposes of teaching. Day looks at the conditions under which teacher development may be enhanced, and brings together research and other information, from the UK and overseas.

Exploring Probability in School provides a new perspective into research on the teaching and learning of probability. It creates this perspective by recognizing and analysing the special challenges faced by teachers and learners in contemporary classrooms where probability has recently become a mainstream part of the curriculum from early childhood through high school. The authors of the book discuss the nature of probability, look at the meaning of probabilistic literacy, and examine student access to powerful ideas in probability during the elementary, middle, and high school years. Moreover, they assemble and analyse research-based pedagogical knowledge for teachers that can enhance the learning of probability throughout these school years. With the book's rich application of probability research to classroom practice, it will not only be essential reading for researchers and graduate students involved in probability education; it will also capture the interest of educational policy makers, curriculum personnel, teacher educators, and teachers.

The Challenges of Lifelong Learning

Small Steps to Transform Your Teaching

Overcoming Current Challenges in the P-12 Teaching Profession

Linking Theory and Practice

Teachers and Teaching

Opportunities and Challenges in Teacher Recruitment and Retention

The 30 Goals Challenge for Teachers

In a fast-changing, globalising world, the teaching and implementation of a curriculum for Education for Sustainability (EfS) has been a challenge for many teachers. Issues in Teaching and Learning of Education for Sustainability highlights the issues and challenges educators and academics face in implementing EfS and gives examples of

what an EfS curriculum may look like and how some institutions translate the theory into practice. Organised into three parts, the volume looks at: the who (EfS for whom), the what (EfS curriculum) and the how (translating from theory to practice). The concluding chapter provides ideas and directions on where the world can proceed regarding sustainability education and how it can help in the teaching and learning of sustainability. Considering social issues such as poverty, education, health, culture and the use of natural resources, this book proposes a different path towards Education for Sustainability. Providing concrete data on the realisation of sustainable development, Issues in Teaching and Learning of Education for Sustainability will be of interest to geographers, geography educators and professionals concerned with Education for Sustainability.

"This guidebook is designed to support new teachers during their first years in the profession by presenting strategies around ten common challenges. With contributions from National Board Certified Teachers, National Teachers of the year, and other educators involved in robust induction and mentoring programs, this volume provides quick access to timely, curated advice from both experienced professionals and early career educators across a range of educational settings. Meant to be the foundation for a broader, digital learning and networking experience, the book offers online resources for immediate use in the classroom, as well as online support for teachers"--

This book focuses on current trends, potential challenges and further developments of teacher education and professional development from a theoretical, empirical and practical point of view. It intends to provide valuable and fresh insights from research studies and examples of best practices from Europe and all over the world. The authors deal with the strengths and limitations of different models, strategies, approaches and policies related to teacher education and professional development in and for changing times (digitization, multiculturalism, pressure to perform).

How does a teacher know whether he or she is benefitting learners? What do educators do when they have questions about the best way to integrate new technologies into their classrooms? What should a teacher do to avoid burnout? Who will mentor the teacher who takes on these questions? The 30 Goals Challenge for Teachers takes you on a personal journey to accomplish manageable goals, reflect on your experiences, and regain your spark and confidence in teaching. This innovative approach will help you reconnect to your students, improve your classroom practice, and help you transform as an educator. To ensure your success and growth, you will find: 30 short-term goals to complete at your own pace 30 long-term goals that relate to the short-term goals Exercises throughout to help you consider each goal Examples of how the goal has been accomplished in different teaching contexts Tips for the successful completion of the goals Reflection areas to document the result of accomplishing the goal A resource list with free web tools and apps related to the goal's task

Theory, Research, and Practice

Teaching the Mentally Handicapped Child

Theory Into Practice

Trends, Challenges and New Directions

Challenges Faced by Students Training to be Dance Artists-in-schools

Understanding the Challenges Faced by Beginning MAT Teachers

Perspectives, Opportunities and Challenges

This practical, hands-on guidebook offers support for your first years in the classroom by presenting strategies to overcome ten common challenges. Expertly curated by experienced educators, this book delivers quick access to timely advice, applicable across a range of educational settings. With contributions from

National Board-Certified Teachers, National Teachers of the Year, and other educators involved in robust induction and mentoring programs, The New Teacher's Guide to Overcoming Common Challenges provides: Wise and practical tips from accomplished veterans and successful new teachers from across rural, suburban, and urban settings; Web access to an online teacher community and customizable resources created by the book's authors that can be quickly downloaded for immediate use in the classroom; Newly commissioned material that addresses the shift to remote learning brought about by the world pandemic. Accessible and stimulating, this book is designed for a wide range of users, including PK-12 school districts who offer new teacher induction programming, traditional and alternative teacher preparation programs and teacher cadet programs, and individual in-service teachers. Don't face the challenges alone—learn from those who have been there!

This book offers a holistic practitioner and research-based perspective on English Language Teaching and teacher education in difficult circumstances. In addition to extending the current conceptualization of 'difficult circumstances' in ELT to include the broader policy issues that may affect ELT in low-to-mid income countries, the book focuses on the challenges faced by practitioners and learners in contexts of confinement, conflict and special education. The chapters in this collection examine the challenges and problems that emerge from the complex current ELT environment, and present examples of contextualized inquiry-based strategies and interventions to address these challenges. Underlining the need to extend the boundaries of the discipline of ELT to include teaching-learning in less privileged contexts, this wide-ranging volume will appeal to students, scholars and practitioners of English Language Teaching.

Opportunities and Challenges in Teacher Recruitment and Retention serves as a comprehensive resource for understanding teachers' careers across the professional lifespan. Grounded in the notion that teachers' voices are essential for understanding teachers' lives, this edited volume contains chapters that privilege the voices of teachers above all. Book sections look closely at the particular issues that arise when recruiting an effective, committed, and diverse workforce, as well as the challenges that arise once teachers are immersed in the classroom setting. Promising directions are also included for particularly high-need areas such as early childhood teachers, Black male teachers, STEM teachers, and urban teachers. The book concludes with a call for self-care in teachers' lives. Chapter contributions come from a variety of contexts across the United States and around the world. However, regardless of context or methodology, these chapters point to the importance of valuing and respecting teachers' lives and work. Moreover, they demonstrate that teacher recruitment and retention is a complex and multifaceted issue that cannot be addressed through simplistic policy changes. Rather, attending to and appreciating the web of influences on teachers lives and careers is the only way to support their work and the impact they have on our next generation of students.

Originally published as a special issue of the Journal of Education for Students Placed at Risk, this expanded text provides new insights into the successful, sustained implementation of Full-Service Community Schools (FSCSs) in the United States. Reviewing the Success of Full-Service Community Schools in the US documents the experiences of students, teachers, and communities involved in the establishment and growth of FSCSs. By considering how successful this reform strategy has been in meeting the needs of underserved communities, the text

illustrates the potential these schools have to transform students' learning and outcomes. In particular, the studies illustrate the value these schools have in supporting low-income students and students of color. At the same time, by interrogating the defining pillars of FSCs - expanded learning opportunities, integrated services, family and community engagement, and collaborative leadership - chapters identify challenges that if left unattended, could limit the transformative potential of this reform strategy. This groundbreaking text will be of great interest to graduate and postgraduate students, researchers, academics, professionals, and policy makers in the fields of Educational Change and School Reform, Multicultural Education, Sociology of Education, Education Policy, and School Management and Administration.

Developing Teachers

Culturally Responsive Teaching

Making a Difference

Being a Teacher Educator in Challenging Times

Negotiating the Rapids of Professional Learning

Ethical Case Studies from Today's Schools and Classrooms

Schooling Around the World

We already know what works in schools; we just need to focus on getting it right. This is the premise of *Simply Better: Doing What Matters Most to Change the Odds for Student Success*, which offers a practical, research-based framework for improving student achievement. According to author Bryan Goodwin, decades of research have shown time and again that focusing on the following five essential practices can vastly increase students' chances of doing well in school: *

Guaranteeing that instruction is challenging, engaging, and intentional * Ensuring curricular pathways to success * Providing whole-child student supports * Creating high-performance school cultures * Developing data-driven, high-reliability district systems Whether at the district-, school-, or classroom-level, educators don't need to reinvent the wheel or pursue the latest trends to ensure that students succeed. This powerful book reveals what research clearly shows works best in schools, and provides a valuable blueprint for turning that knowledge into visible results.

This book connects the dilemmas educators experience in daily practice with key theories, research and policy about democracy, ethics, and equity in education. Illustrated through vignettes from practicing teachers, as well as suggested questions and supplementary readings for each chapter, the authors recognise and explore the complex nature of the insoluble problems that face practicing teachers in their everyday lives and how they can be understood in order to address them in a more elaborate manner. Divided into eight concise chapters, this book provides a much-needed comprehensive exploration of issues within the education discourse, as seen from a global perspective, such as: Teachers' understanding of their profession Political demands and the complexities of practice Schools' democratic values Performance and accountability Minority needs and majority rule Countering radicalisation, terrorism, and misinformation Democracy and Teacher Education is a fantastic resource for students in teacher education programmes, as well as teacher educators, who are looking to develop a critical understanding of the choices made within the education field in a more thoughtful and sensitive manner. Supplementary readings are available as an eResource at www.routledge.com/9781138593251

Chapter one will review teacher development in Sudanese state primary schools, as well as the poor resources available to teachers. It discusses the need for

teacher development and training to help with the transition to a new curriculum written for these schools, and the challenges faced by the teachers, as the new curriculum is quite different from the previous one taught in state schools. This chapter describes a case study using a qualitative ethnographic research methodology that examines the significant role of developing resilience and grit within a pre-service teacher education program. Chapter three discusses the broad interface between the concepts of agency, professional identity and creative insubordination. It presents discussions about the agency and professional identity of teachers in narrating their actions of creative insubordination. It aims to map and analyze written narratives, identifying insubordinate actions revealed by teachers teaching mathematics and discuss how these attitudes, incorporated into teaching practice, contributed to the effectiveness of teaching statistics in their mathematics classes in Elementary School. The following chapter will employ a critical analysis of an instrumental theory-building pre-service teacher case-study as the foundation of a theoretical-based, cyclical, self-reflective teacher cultural competence professional development model. In this chapter, attention will be paid to the modern environment, which is a complex phenomenon revealing many interesting trends. The spate of events, civilizations progress, the cult of performing different tasks, and professional duties all disrupt the rhythm of work and rest. These disproportions take their toll on everyday existence in the teacher`s profession. The final chapter uses evidence from reports prepared for governments quality agencies, plus papers and seminars given by the author, to document the changing face of teacher education in Lithuanian and Latvia, from 2003 to date.

Stories of Beginning Teachers offers insight into the challenges and triumphs of beginning teachers, presenting both research findings and case studies on the challenges faced by new teachers. More than twenty categories and five hundred specific examples of potential problems and issues are cited in Part 1 of this book. Armed with such useful information about the most frequent, serious, and persistent challenges, Roehrig, Pressley, and Talotta assert, a young educator will be better prepared to teach and more likely to succeed. Part 2 contains stories of the teaching experience of participants in the University of Notre Dame's Alliance for Catholic Education. Included are nine vivid stories of the struggles and successes of new teachers reflecting on their first year, as well as sixteen shorter summaries of the daily lives of beginning teachers. Reading this book, a novice teacher will better understand student motivation, student learning, human development, classroom organization, classroom management, assessment techniques, and the administration of schools.

Challenges for Teaching and Learning

English Language Teaching Today

Teacher Education Policy and Practice in Europe

Problems and Challenges

Education and Teacher Education in the Modern World

Global Practices, Challenges and Prospects

Facing Challenges and Complexities in Retention of Novice Teachers

Tough Choices for Teachers examines ethical issues in today's educational settings using a case study approach. Fourteen descriptive case studies offer readers the opportunity to reflect upon current ethical dilemmas, and pertinent questions provide prompts to improve their decision-making process.

In developing countries across the world, qualified teachers are a rarity, with

thousands of untrained adults taking over the role and millions of children having no access to schooling at all. The supply of high-quality teachers is falling behind: poor status, low salaries and inadequate working conditions characterise perceptions of teachers in numerous countries, deterring many from entering the profession, and there are strong critiques of the one dimensional, didactic approach to pedagogic practice. Despite this, millions of teachers are dedicated to educating a newly enfranchised generation of learners. It provides a unique overview of the crisis surrounding the provision of high-quality teachers in the developing world, and how these teachers are crucial to the alleviation of poverty. The book explores existing policy structures and identifies the global pressures on teaching, which are particularly acute in developing economies.

Teacher Education Policy and Practice in Europe provides a critical overview of the current challenges facing teacher education policy and practice in Europe. Drawing on a wide range of contributions, the book demonstrates that in order for teachers to reassume their role as agents of change, it is crucial to create a vision of a future European teacher and promote active engagement in preparing children to live and act in a multicultural and increasingly changing world. The book suggests ways in which teachers could be prepared to meet and overcome the struggles they will encounter in the classroom, including recommendations for teacher education, which open up new possibilities for policy, practice and research. Considering their own experiences as teachers, contributors also cover topics such as teacher education for the 21st century, the profile of the European teacher, citizenship and identity, social inclusion, linguistic and cultural diversity, and comparative education. **Teacher Education Policy and Practice in Europe** is essential reading for academics, researchers and postgraduate students engaged in the study of teacher education, educational policy and educational theory. It should also be of great interest to research-active teacher educators and practising teachers.

English Language Teaching Today: Linking Theory and Practice provides an up-to-date account of current principles and practices for teaching English in the world today. The chapters, written by internationally recognized language teacher educators and TESOL specialists, introduce the reader to key language skill areas (i.e., listening, speaking, reading, writing, pronunciation, grammar and vocabulary) and explain how each skill area can be taught in a principled manner in diverse language learning contexts. Throughout the book, the link between theory and practice is explicitly highlighted and exemplified. This reader-friendly book is suitable for undergraduate and graduate students enrolled in TESOL and other second language education programmes as well as for TESOL professionals who wish to stay current with recent developments in ELT.

Simply Better

Toys, Tools & Teachers

Rethinking Teacher Education for the 21st Century

Curated Advice from Award-Winning Teachers

The New Teacher's Guide to Overcoming Common Challenges

Tough Choices for Teachers Challenges Faced by Teachers

What makes a great school leader? Contrary to what many believe, the answer is not tied to a certain kind of personality but to specific behaviors and actions that have positive effects on student achievement—behaviors and actions that any school leader can learn and put into practice. Over the last decade, thousands of school principals have done that, by implementing “balanced leadership,” an approach that recognizes the need to both maintain and challenge the status quo in order to move schools forward. Building on the analysis that was first reported in *School Leadership That Works*, the authors of *Balanced Leadership* identify the 21 responsibilities associated with effective leadership and show how they relate to three overarching responsibilities: * Establishing a clear focus—keeping the work and the conversations targeted on the issues that matter most; * Managing change—understanding how to skillfully steer through the challenges associated with making improvements, both large and small; and * Developing a purposeful community—creating a sense among all teachers and staff that they are invested in student outcomes and that they can make a difference. For each of these areas, key points and specific practices are described in detail and illustrated with stories from school principals who have successfully learned how to become great leaders. Step-by-step tools provide clear guidance for readers who are ready to make the same kind of journey—one with the potential to transform them and the schools they serve.

Checklists help us work better. They help us manage complex tasks more effectively and ensure we apply what we know correctly and consistently. They've become indispensable for airline pilots and doctors, but can this low-tech approach to planning and problem solving demand a place in the teacher's toolkit? Teaching is complicated, with challenging decisions and important consequences, but it's in the most complex situations that a straightforward checklist can be the most useful. Goodwin and Hubbell present 12 daily touchstones--simple and specific things any teacher can do every day--to keep classroom practice focused on the hallmarks of effective instruction and in line with three essential imperatives for teaching: * Be demanding: Align teaching with high expectations for learning. * Be supportive: Provide a nurturing learning environment. * Be intentional: Know why you're doing what you're doing. If there were one thing you could do each day to help one student succeed, you'd do it, wouldn't you? What about three things to help three students? What if there were 12 things you could do every day to help all of your students succeed? There are, and you'll find them here.

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.

The chapters in the book present in-depth examination of novice teachers' experiences in Houston area schools during their first-through-third year of teaching. Their professional challenges and the unique conditions in which they must navigate their developing and sometimes fragile teacher identity are comprehensively explored.

Reviewing the Success of Full-Service Community Schools in the US

Exploring Probability in School

First-year Challenges and Beyond

Democracy and Teacher Education

International Perspectives on Teaching English in Difficult Circumstances

From Artist to Teacher

Written in a comprehensive, narrative style, *Schooling Around the World* acquaints students with the major debates, practices, and challenges facing teachers throughout the world today. Drawn from first-hand experience and knowledge, the authors include the latest, most up-to-date viewpoints on comparative and international education. Designed to give students in teacher education programs a global perspective on their future profession, the text is constructed around a consistent structural format for each chapter so students can easily draw thematic comparisons among the numerous case studies presented.

Features: Provides an insider's knowledge of the culture and education systems explored, as chapter authors are either nationals of the countries they write about or have had extensive experience working as educators and living in the countries presented. Features many of the great challenges facing the world and educators today. Case studies throughout the book address many persistent and emerging world issues: turmoil in the Middle East; the rising political and economic significance of China; the world-class education systems of South Korea and Japan; the rise of Islamic nationalism; turmoil in Eastern Europe in the aftermath of the fall of Communism; the burden of overpopulation; the quest for excellence in the United States; and more. Presents the relevance of comparative and international education in the Introduction, where all major themes and issues of the text are clearly outlined. Contains the latest, most up-to-date information on different nations in the world, written in a narrative style that is very accessible for

undergraduate students, yet with a depth and scope appropriate for graduate students. Package this text with MyLabSchool-a powerful set of online tools that bring the classroom to life! Visit www.mylabschool.com for more information!

Teacher Development

Doing What Matters Most to Change the Odds for Student Success

A Checklist for Staying Focused Every Day

Teacher Education and the Challenge of Development

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Education, Unitec Institute of Technology

Debates, Challenges, and Practices

The 12 Touchstones of Good Teaching