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The Palgrave Handbook of Academic Professional Development Centers Otherine Johnson Neisler, 2022-11-30 This handbook provides a global overview of the design implementation and assessment of academic development centers within higher education institutions The current nature of our complex rapidly changing world makes it imperative that colleges and universities worldwide find ways to educate their students in new and better ways this is reflected in a change in focus from teaching and testing to maximizing student learning in line with the core mission of ADCs to ensure students achieve the best possible learning outcomes This handbook builds on this transformation as well as the foundational ADC structure and programming guidelines established by the Professional and Organizational Development Network to offer a comprehensive exploration of professional development in the sector This handbook is global in scale and comprehensive in scope addressing various key topics such as organizational structure and leadership funding and program design It calls for professors and academics to reflect on and adapt their methods of teaching independent to their research and provides helpful frameworks and case studies for researchers designing centers or seeking models for additional programs

Miracle of Education Hannele Niemi, Auli Toom, Arto Kallioniemi, 2012-03-24 Finnish pupils success in international student assessment tests is a hot topic everywhere in the world The significance of Finnish educational policy and society are continuously discussed This book provides explanations answers and reflections to these questions Over 30 expert authors have contributed to this book by bringing their own specific research based viewpoints to these issues The book describes the wholeness of the Finnish educational system on both structural and administrative levels It introduces the framing factors and societal conditions of education in Finland It also explains how the Finnish educational system and teacher education function in everyday life The book illustrates how teaching and learning of different subjects is realized in Finnish schools and describes the essential characteristics and methods of teaching learning materials and research on these issues The book provides important insight and reflections to international researchers teachers students journalists and policy makers who are interested in teaching and learning in Finnish schools It shows the results of the systematic and persistent work that has been done on education and schooling in Finland The main features of education in Finland Strong equity policy Teachers as autonomous and reflective academic experts Flexible educational structures and local responsibility for curriculum development Evaluation for improvements not for ranking No national testing no inspectorate Research based teacher education Teachers high competence in content knowledge and pedagogy Trust in education and teachers

Designing and Implementing Interdisciplinary Education Zehui Zhan, Siyuan Lyu, Shijing Niu, Kai Tu, Qingna Lai, 2025-02-11 Interdisciplinary education is the future trend in global K 12 curriculum reform and all K 12 subject teachers should be prepared to meet the challenges it presents This book aims to explore the competence structure that K 12 teachers need to effectively design and implement interdisciplinary education from a general perspective of subject integration

Drawing on relevant theories from interdisciplinary education and teacher competence research the book clarifies the fundamental connotations of teachers interdisciplinary teaching competence and identifies the key elements of this competence from an international perspective It also examines the transformation pathways for teachers from subject specific teaching to interdisciplinary teaching based on China s national curriculum framework On this basis the book constructs a framework for K 12 teachers interdisciplinary teaching competence and applies it to the cultivation of interdisciplinary teaching staff guiding the design of assessment tools improvement strategies and training programs for enhancing interdisciplinary teaching competence The book will encourage teachers from different disciplines to participate in the design and implementation of interdisciplinary teaching thereby promoting the sustainable development of interdisciplinary education Global educators and researchers interested in interdisciplinary education competence framework development teacher professional development and Chinese education will find valuable insights in this book

Introduction to the Finnish Educational System ,2019-01-28 Over the last decade Finland s educational system has become internationally recognised Different countries have shown an interest in learning about the Finnish education system to gain a better understanding of how education is developed planned and executed in that country The Introduction to the Finnish Educational System aims to describe how the education system in Finland was built and what kind of aspects influence learning and teaching today The authors of the chapters are academics and experts in the fields of teacher education or vocational education The book presents a review of the historical and current aspects of the educational system of Finland As such it describes the learning path from compulsory education to vocational education and primary school teacher education which is one of the main focuses of the Faculty of Education at the University of Lapland Each chapter is based on its authors research results which are adapted for inclusion in this book It answers an international call to provide an in depth description of the National Finnish Education System from its beginning to today and to discuss the practical implications of these measures Contributors are Heikki Ervast Marjaana Kangas Pigga Keskitalo Otso Kortekangas Minna K rkk Outi Kyr mm l Pertti Lakkala Suvi Lakkala Merja Paksuniemi Rauna Rahko Ravantti P ivi Rasi and Heli Ruokamo

Education System Design Brian Hudson, Marilyn Leask, Sarah Younie, 2020-11-26 This book highlights decisions governments have to make about their public education systems the options they have before them and the consequences of their decisions As well as covering issues such as values curriculum teacher training structures and so on the book addresses education planning for epidemics pandemics and disasters Education systems provide the foundations for the future wellbeing of every society yet existing systems are a point of global concern Education System Design is a response to debates in developing and developed countries about the characteristics of a high quality national education service It questions what makes a successful system of education With chapters that draw on experience in education systems around the world each one considers an element of a national education service and its role in providing a coherent and connected

set of structures to ensure good education for all members of society Key topics include Existing education systems and what a future system might look like Inclusion and social justice Leadership and teacher education Policy options and the consequences of policy changes This book suggests an education system be viewed as an ecosystem with interdependencies between many different components needing to be considered when change is contemplated It is a vital book for any stakeholders in educational systems including students teachers and senior leaders It would be particularly useful to policy makers and those implementing policy changes

International Beliefs and Practices That Characterize Teacher Effectiveness Grant, Leslie W., Stronge, James H., Xu, Xianxuan, 2021-06-18 Research surrounding teacher quality and teacher effectiveness has continued to grow and become even more prominent as teaching has become more professionalized globally and countries have invested more comprehensively in teacher education certification and professional development To better understand teacher effectiveness it is important to have a global viewpoint to truly understand how beliefs and practices vary in each country and can lead to different characterizations of what makes an effective teacher This includes both cross cultural commonalities and unique differences in conceptualization of teacher effectiveness and practices With this comprehensive international understanding of teacher effectiveness a better understanding of best practices teacher models philosophies and more will be developed *International Beliefs and Practices That Characterize Teacher Effectiveness* identifies shares and explores the predominant conceptual understandings of beliefs and practices that characterize effective teachers in different countries This book provides international and cross cultural perspectives on teacher effectiveness and examines the prominent philosophies of teaching and pedagogical practices that characterize teachers in selected countries Each chapter includes a background such as history and undergirding philosophy within each country effective teacher models prominent applications of teacher effectiveness practices and special or unique features of teaching in the specific countries mentioned This book is essential for practicing educators in various countries teacher educators faculty and students within schools and colleges researchers in international comparative studies organizations engaged in international education and administrators practitioners and academicians interested in how teacher effectiveness is characterized in different countries and regions across the world

Transformative learning, teaching and action in the most challenging times Lili-Ann Wolff, Kerry Shephard, Marco Rieckmann, Pedro Vega-Marcote, Dina Zoe Belluigi, Saiki Lucy Cheah, Frode Skarstein, 2023-01-17 **African Recorder**, 1978 **Comprehensive Dissertation Index, 1861-1972: Education** Xerox University Microfilms, 1973 **Africa Research Bulletin**, 1998 The Diplomat, 1972 **Sudanow**, 1987 Miracle of Education Hannele Niemi, Auli Toom, Arto Kallioniemi, 2016-11-25 Finnish pupils success in international student assessment tests and the characteristics of the Finnish educational system are the focus of interest all around in the world The significance of Finnish educational policy and societal atmosphere are continuously discussed This book provides explanations answers and reflections to these questions Over 30 expert authors have contributed to this book by bringing

their own specific research based points of view The second edition of the book introduces the new national curriculum for basic education that now provides guidelines for school based curricula Students learning with engagement and schools as learning communities are core visions of the reform The authors also reflect on the PISA 2012 results The book gives an example on how to use PISA information for national improvements In Finland all evaluations are enhancement led and this also includes PISA measurements The book illustrates how teaching and learning of different subjects is realized in Finnish schools and describes the essential characteristics and methods of teaching learning materials and research on these issues The book provides important insight and reflections to international researchers teachers students journalists and policy makers who are interested in teaching and learning in Finnish schools It shows the results of the systematic and persistent work that has been done on education and schooling in Finland The main features of education in Finland are Strong equity policy Teachers as autonomous and reflective academic experts Flexible educational structures and local responsibility for curriculum development Evaluation for improvements not for ranking No national testing no inspectorate Research based teacher education Teachers high competence in content knowledge and pedagogy Trust in education and teachers

The Current Digest of the Soviet Press ,1985 *The Teacher's Role in the Changing Globalizing World* Hannele Niemi,Auli Toom,Arto Kallioniemi,Jari Lavonen,2018-07-17 The teacher s role is changing rapidly throughout the world Traditional ways of working as a teacher are being challenged and teachers are faced with new areas of expertise they need to manage as educational professionals These characteristics challenges and changes in the teacher s role have been identified internationally and are both conceptual and practical Teachers work now includes much more than teaching in classrooms and has expanded to designing new learning environments collaboration and networking with others and mentoring colleagues The Teacher s Role in the Changing Globalizing World addresses the significance of considering these issues researching them and emphasising the importance of actively influencing and protecting the parameters of the teacher role

School Handbook Palau. Ministry of Education,2010 Introducing the Ministry of education , *The Home-School Partnership* New Zealand. Ministry of Education ; Pasifika Literacy Initiative,2001 **Empowered Educators in Finland** Karen Hammerness,Raisa Ahtiainen,Pasi Sahlberg,2017-04-03 BEST PRACTICES FROM FINLAND S HIGH PERFORMING SCHOOL SYSTEM Empowered Educators in Finland is one volume in a series that explores how high performing educational systems from around the world achieve strong results The anchor book Empowered Educators How High Performing Systems Shape Teaching Quality Around the World is written by Linda Darling Hammond and colleagues with contributions from the authors of this volume Empowered Educators in Finland explores Finland s unique approach to teacher training that combined with a national focus on equity and children has led to strong student results on the OECD PISA and other international tests Since the 1930s every child born in Finland has been provided with a box of clothes sheets toys diapers and even a small mattress the box itself can and often does serve as a simple crib Intended to ensure that all Finnish children

begin with the essentials this box also serves as a clear symbol of the nation's emphasis on equality and opportunity. This book describes how what is commonly thought to be just a part of Finnish culture is actually the result of strong support for educators at all levels of government. From the Ministry of Education and Culture to the Finnish National Board of Education to regional and local policy makers, Finland has made deliberate choices to create and support a strong educational system. While there are unique political, cultural, and societal features of Finland, as with all countries, there are many lessons to be learned and practical ideas to be implemented across the world.

Teaching the World's Teachers Lauren Lefty, James W. Fraser, 2020-07-07

Examining teacher education in an international context, this book captures the diversity of the world's educators. Many countries confront surprisingly similar challenges in preparing K-12 educators for success, while national contexts also make for surprising differences. In *Teaching the World's Teachers*, education historians Lauren Lefty and James W. Fraser and their contributors make a convincing case for approaching these shared challenges from a more global and historically minded perspective. Written by education scholars from eleven different countries: Argentina, Brazil, Catalonia, Spain, China, England, Finland, Ghana, Israel, Singapore, South Africa, and the United States, this book provides histories of teacher education reforms between roughly 1980 and 2020. The authors show how international trends that emerged during this period collided with national and regional contexts to produce unique teacher education systems in different nations. While in some countries the embrace of markets and competition led to a deregulation of the teacher preparation field, in others teaching became a highly regulated and centralized affair. At the same time, ideas and structural models cross borders, and education leaders borrow from each other while reshaping plans in each place. Opening with a broad historical overview of global teacher education models beginning in the late eighteenth century, *Teaching the World's Teachers* argues that the field has long been characterized by cross-border connections but shaped by geopolitical hierarchies of power. In an era when teacher quality is widely recognized as one of the most important factors in a child's education, this volume encourages dialogue among teacher educators and policymakers around the world. By understanding the context and contingency of where we have been, the authors hope that readers will walk away with a more empowered sense of where we are headed in the all-important task of teaching the world's teachers.

Contributors: Kwame Akyeampong, Richard Andrews, Azeem Badroodien, Maria In's G F Marcondes de Souza, Gustavo E. Fischman, James W. Fraser, Guangwei Hu, Arie Kizel, Jari Lavonen, Lauren Lefty, Wei Liao, Jason Loh, Silvana Mesquita, Hannele Niemi, Lily Orland Barak, Paula Razquin, Carol Anne Spreen, Eduard Vallory, Yisu Zhou.

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