Introducing Teacher Identity And This Volume | 9765b46ab9ad7d4c7f93382a55eb23c4


The book is centered on how major curriculum reform shapes mathematics and the professional practices of teachers. This book documents in real time the implementation of a major government numeracy programme and its receipt by trainee and new teachers. It documents the complete life span of that initiative. The account is targeted at an international readership in terms of how curriculum reform more generally shapes mathematics in schools and the practices of teachers. A key dimension of the book is an alternative view of mathematics education research in which the task of teacher development is understood at policy level where large numbers of teachers were interviewed to assess how policies were being processed through individuals. The book provides an easy and accessible commentary utilising contemporary theory to describe how such teachers reconcile their personal aspirations with the external demands they encounter in negotiating their identities as professional teachers.

Teachers’ writing groups have a significantly positive impact on pupils and their writing. This timely text explains the importance of teachers’ writing groups and how they have evolved. It outlines clearly and accessibly how teachers can set up their own highly effective writing groups. In this practical and informative book, the authors: share the thinking and practice that is embodied by teachers’ writing groups provide practical support for teachers running a group or wishing to write for themselves in order to inform their practice cover major themes such as: the relationship between writing teachers and the teaching of writing; writing as process and pleasure; writing and reflective practice; writing journals and the writing workshop. The authors provide a rationale for the development of writing groups for teachers and for ways of approaching writing that support adult and child writers and this rationale informs the ideas for writing throughout the book. All writing and teaching suggestions have been extensively tried and tested by class teachers, and will be of enormous interest to any teacher or student teacher wishing to run their own successful writing group.

Knowledge remains timely in education. The need for academics to contemplate its relevance, worth, use and everything in-between deems a continuous intellectual project, rather than a conundrum to be solved. This book takes the South African context by the horns as it challenges the often dormant and traditionalist ways in which higher education spaces see knowledge. Through original research and the voices of academics and students, this book argues for repurposing knowledge generation, knowledge sharing and critical pedagogy so that more inclusive teaching and learning environments can be both imagined and sustained. The contentious tentalionalities that this creates for LoLT and SoTL, in particular, are unlocked so as to trouble the South African higher education landscape with the intent to proffer alternative pathways for a knowledge beyond colour lines. Prof Shan Simmonds (PhD) NWU This edited volume bristles with fresh scholarly approaches and insights of an emergent generation of engaged scholars grappling with the issues and problems of higher education in South Africa. The issues dealt with here are varied and encompassing. They are treated with intellectual delicacy and probing sensitivity, articularcy, informed data and bold conclusions. They serve well! Prof. Kwesi Kwaa Prah Emeritus Professor of Sociology, University of the Western Cape Founder of the Centre for Advanced Studies of African Society

This book offers readers a comprehensive understanding of problem-based learning (PBL) in teacher education. Featuring the perspectives of experienced teacher educators, it details the strengths of problem-based learning pedagogy as well as identifies continuing challenges and future possibilities. The book explains the goals, content, processes and strategies of a successful and longstanding problem-based learning teacher education program at the University of British Columbia. It features contributions from tutors, faculty, school administrators, faculty advisors, school advisors, librarians and pre-service teachers who share their perspectives about problem-based learning as a robust and exciting approach for teaching and learning. Overall, the contributors to the book discuss the history of the program, its implementation and future directions. In the process, readers discover the ways that problem-based learning has succeeded in preparing educators to teach diverse learners and acquire the professional dispositions necessary for teaching in today's multilingual/multicultural classrooms.

Reflections on Language Teacher Identity Research is the first book to present understandings of language teacher identity (LTI) from a broad range of research fields. Drawing on
their personal research experience, 41 contributors locate LTI within their area of expertise by considering their conceptual understanding of LTI and the methodological approaches used to investigate it. The chapters are narrative in nature and take the form of guided reflections within a common chapter structure, with authors embedding their discussions within biographical accounts of their professional lives and research work. Authors weave discussions of LTI into their own research biographies, employing a personal reflective style. This book also looks to future directions in LTI research, with suggestions for research topics and methodological approaches. This is an ideal resource for students and researchers interested in language teacher identity as well as language teaching and research more generally.

Taking a Vygotskian sociocultural stance, this book demonstrates the meaningful role that L2 teacher educators and L2 teacher education play in the professional development of L2 teachers through systematic, intentional, goal-directed, theorized L2 teacher education pedagogy. The message is resoundingly clear: Teacher education matters! It empirically documents the ways in which engagement in the practices of L2 teacher education shape how teachers come to think about and enact their teaching within the sociocultural contexts of their learning-to-teach experiences. Providing an insider’s look at L2 teacher education pedagogy, it offers a close up look at teacher educators who are skilled at moving L2 teachers toward more theoretically and pedagogically sound instructional practices and greater levels of professional expertise. First, the theoretical foundation and educational rationale for exploring what happens inside the practices of L2 teacher education are established. These theoretical concepts are then used to conduct microgenetic analyses of the moment-to-moment, asynchronous, and at-a-distance dialogic interactions that take place in five distinct but sometimes overlapping practices that the authors have designed, repeatedly implemented, and subsequently collected data on in their own L2 teacher education programs. Responsive mediation is positioned as the nexus of mindful L2 teacher education and proposed as a psychological tool for teacher educators to both examine and inform the ways in which they design, enact, and assess the consequences of their own L2 teacher education pedagogy.

As new trends emerge in the realm of education, instructors are faced with the task of continuing development in order to stay up to date on the latest teaching methodologies for both virtual and face-to-face education. Facilitating In-Service Teacher Training for Professional Development is a pivotal reference source for the latest research on the scenarios faced by in-service educators, uncovering models, recent trends, and perceptions of in-service teacher training. Featuring extensive coverage across a range of relevant perspectives, such as teacher identity, collaborative teacher development, and exploratory practice, this book is ideally designed for researchers, practitioners, and professionals seeking current research on the need for continuing development in teacher education.

With the future of education being disrupted and the onset of day-to-day uncertainties and challenges that have to be solved quickly, teachers are now turning to professional development communities/support communities where they can share and learn about effective practices to use in the classroom. While transitioning to blended or online learning and keeping up with the technological advances in education, these communities provide an essential backbone for teachers to rely on for support and updated knowledge on what educational practices are being utilized, how they are working, and what solutions have been found for the ever-changing climate of education. Research on the benefits and use of these communities, as well as on the latest educational practices, is essential in teacher development and student learning in the current context of a rapidly changing educational environment. The Research Anthology on Facilitating New Educational Practices Through Communities of Learning contains hand-selected, previously published research that provides information on the communities of learning that teachers are currently involved in to seek the latest educational practices. The chapters cover the context of these communities, the benefits, and an overview of how this support is a necessary tool in today’s practices of teaching and learning. While highlighting topics such as learning communities, teacher development, mentoring, and virtual communities, this book is essential for inservice and preservice teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students who are interested in how communities of practice tie into professional development, teacher learning, and the online shift in teaching.

In this book, Rodríguez uses theories of critical literacy and culturally responsive teaching to argue that our schools, and our culture, need sustaining and inclusive young adult (YA) literature/s to meet the needs of culturally and linguistically diverse readers and all students. This book provides an outline for the study of literature through cultural and literary criticism, via essays that analyze selected YA literature (drama, fiction, nonfiction, and poetry) in four areas: scribal identities and the self-affirmation of adolescents; gender and sexualities; schooling and education of young adult characters; and teachers’ roles and influences in characters’ coming of age. Applying critical literacy theories and a youth studies lens, this book shines a light on the need for culturally sustaining and inclusive pedagogies to read adolescent worlds. Complementing these essays are critical conversations with seven key contemporary YA literature writers, adding biographical perspectives to further expand the critical scholarship and merits of YA literature.

Designed from the ground up with a constructivist framework, BUILDING TEACHERS: A CONSTRUCTIVIST APPROACH TO INTRODUCING EDUCATION, 2nd Edition helps future teachers create their own understanding of education. As the authors address the key topics generally covered in an introductory book, they encourage readers to develop their own understandings by connecting their prior knowledge, experiences, and biases with new experiences to which they will be exposed during the course. Highlights of the new edition include stronger standards integration and expanded material on diversity and technology. By interacting with the materials presented, rather than merely memorizing the book’s content, readers learn what teaching is all about in an exploratory, inquiring, constructivist-based manner. In turn, they can help the children in their classrooms learn meaningfully. Available with InfoTrac Student Collections http://gocengage.com/infortrac. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

The SAGE Handbook of Research on Teacher Education offers an ambitious and international overview of the current landscape of teacher education research, as well as the imagined futures. The two volumes are divided into sub-sections: Section One: Mapping the Landscape of Teacher Education Section Two: Learning Teacher Identity in Teacher Education.
Section Three: Learning Teacher Agency in Teacher Education Section Four: Learning Moral & Ethical Responsibilities of Teaching in Teacher Education Section Five: Learning to Negotiate Social, Political, and Cultural Responsibilities of Teaching in Teacher Education Section Six: Learning through Pedagogies in Teacher Education Section Eight: Learning Professional Competencies in Teacher Education and throughout the Career Section Nine: Learning with and from Assessments in Teacher Education Section Ten: The Education and Learning of Teacher Educators Section Eleven: The Evolving Social and Political Contexts of Teacher Education

This handbook is a landmark collection for all those interested in current research in teacher education and the possibilities for how research can influence future teacher education practices and policies. Watch handbook editors D. Jean Clandinin and Jukka Husu and handbook working editorial board members Jerry Rosiek, Mistilina Sato and Auli Toom discuss key aspects of the new handbook: https://www.youtube.com/watch?v=Yee8cZVakfc

Understanding teachers’ professional identities and their development is key to unpacking teachers’ professional lives, the quality of their instruction, their motivation and commitment to teach, and their career decision-making. This book features a number of scholars from around the world who represent a variety of disciplines, scientific paradigms, and inquiry methods in researching teacher identity. By bringing these chapters together, this volume initiates active scholarly conversations and extends the boundaries of teacher identity research and practice. This collection of chapters provides significant insight into teacher identity and will be essential reading for pre-service and in-service teachers, teacher educators, school administrators, professional developers, and policy makers at various levels.

An ideal reference guide to introducing the IB Diploma in your school.

The overarching goal of this book volume is to illuminate how research on science teacher identity has deepened and complicated our understanding of the role of identity in examining teacher learning and development. The collective chapters, both theoretical and empirical, present an array of conceptual underpinnings that have been used to frame science teacher identity, document the various methodological approaches that researchers have implemented in order to study science teacher identity within various contexts, and offer empirical evidence about science teacher identity development. The findings of the studies presented in this volume support the argument that teacher identity is a dynamic, multidimensional and comprehensive construct, which provides a powerful lens for studying science teacher learning and development for various reasons. First, it pushes our boundaries by extending our definitions of science teacher learning and development as it proposes new ways of conceptualizing the processes of becoming a science teacher. Second, it emphasizes the role of the context on science teacher learning and development and pays attention to the experiences that teachers have as members of various communities. Third, it allows us to examine the impact of various sub-identities, personal histories, emotions, and social markers, such as ethnicity, race, and class, on science teachers’ identity development. The book aims at making a unique and deeply critical contribution to notions around science teacher identity by proposing fresh theoretical perspectives, providing empirical evidence about identity development, offering a set of implications for science teacher preparation, and recommending directions for future research.

Building on both Western and Asian theoretical resources, the book examines how EIL teachers see themselves as professional and individual in relation to their work practices. It reveals the tensions, compromises, negotiations and resistance in their enactment of different roles and selves, especially when they are exposed to values often associated with the English-speaking West. The ways they perceive their identity formation problematise and challenge the seemingly dominant views of identity as always changing, hybrid and fragmented. Their experiences highlight the importance of the sense of belonging and being, connectedness, continuity and a coherent growth in identity formation. Their attachment to a particular locality and their commitment to perform the moral guide role as EIL teachers serve as the most powerful platform for all their other identities to be constructed, negotiated and reconstituted.

Pressure of time means that the complex topic of special educational needs (SEN) at initial teacher training and post-graduate levels can often be covered at too swift a pace. The unfortunate result is that a newly qualified teacher faced with the pressures of today’s typically inclusive classrooms can feel unprepared or lacking in knowledge about this vitally important area. This supportive, accessible text will be invaluable to students undergoing their initial teacher training as it features broad coverage of key aspects of SEN in a single volume. It will provide the reader with succinct information on major SEN themes, key questions for student teachers on each topic, and a selection of the most important readings. It also includes sets of reflection-based student tasks; activities for completion during school placements; practical tutor-led to mentor-led activities, plus extension activities; and a series of suggested topics for school-based assignments in SEN.

Written specifically for education practitioners, An Introduction to Educational Research: Connecting Methods to Practice approaches research methods from a practice-first perspective that aligns research with professional experiences and identifies the tools and resources readers can use when conducting their own research. Throughout the book, authors Chad R. Lochmiller and Jessica N. Lester illuminate complex research concepts using problems of practice confronting educators to help readers make meaningful connections with key concepts and research practices. The authors present balanced coverage across research methodologies that is linked to practice, so readers clearly see research as a tool they can use to improve classrooms, schools, districts, and educational organizations.

This book is designed to offer practical applications on how partners can work together to implement the mission and goals of the PDS by providing ways that PDS partners can engage in a much deeper and more profound experience that results in a synergistic relationship. Joint involvement in application of practice takes each partner to a level far greater than traditional teacher education and professional development practices while creating a cooperative community of practice centered on teacher and student learning.
More than any other field in education, the social and cultural foundations of education reflect many of the conflicts, tensions, and forces in American society. This is hardly surprising, since the area focuses on issues such as race, gender, socioeconomic class, the impact of technology on learning, what it means to be educated, and the role of teaching and learning in a societal context. The Encyclopedia of the Social and Cultural Foundations of Education provides a comprehensive introduction to the social and cultural foundations of education. With more than 400 entries, the three volumes of this indispensable resource offer a thorough and interdisciplinary view of the field for all those interested in issues involving schools and society. Key Features · Provides an interdisciplinary perspective from areas such as comparative education, educational anthropology, educational sociology, the history of education, and the philosophy of education · Presents essays on major movements in the field, including the Free School and Visual Instruction movements · Includes more than 130 biographical entries on important men and women in education · Offers interpretations of legal material including Brown v. Board of Education (1954) and the GI Bill of Rights · Explores theoretical debates fundamental to the field such as religion in the public school curriculum, rights of students and teachers, surveillance in schools, tracking and detracking, and many more · Contains a visual history of American education with nearly 350 images and an accompanying narrative Key Themes · Arts, Media, and Technology · Curriculum · Economic Issues · Equality and Social Stratification · Evaluation, Testing, and Research Methods · History of Education · Law and Public Policy · Literacy · Multiculturalism and Special Populations · Organizations, Schools, and Institutions · Religion and Social Values · School Governance · Sexuality and Gender · Teachers · Theories, Models, and Philosophical Perspectives · A Visual History of American Education

Educators and those who prepare teachers are facing increased scrutiny on their practice that include pressures to demonstrate their effectiveness, meet the needs of changing demographics and students, and adapt to ever-changing learning environments. Thus, there is a need for innovative pedagogies and adoption of best practices to effectively serve the needs of digital learners. The Handbook of Research on Innovative Pedagogies and Best Practices in Teacher Education is an essential research book that takes an in-depth look at the methods by which educators are prepared to address shifting demographics and technologies in the classroom and provides strategies for focusing their curricula on diverse learning types. It takes a look at the use of innovative pedagogies and effective learning spaces in teacher education programs and the decisions behind them to enhance more inquiry learning, STEM initiatives, and prove more kinds of exploratory learning for students. Covering topics such as higher education, virtual reality, and inclusive education, this book is ideally designed for teachers, administrators, academicians, instructors, and researchers.

Challenges teacher educators face coupled with select aspects of teachers’ genuine experiences of teaching, is an area that has been neglected and is often under appreciated. Essays on Teaching Education and the Inner Drama of Teaching comprises 11 essays that address and illuminate the place where troubles and issues, biography and history meet.

Traditionally, teacher education research theory and practice have had a technical-rational focus on productions of knowledge, skills, performance and accountability. Such a focus serves to (re)produce current educational systems instead of noticing and critiquing the wider modes of domination that permeate schools and school systems. In Social Theory for Teacher Education Research, Kathleen Nolan, Jennifer Tupper and the contributors make arguments for drawing on social theories to inform research in teacher education - research that moves the agenda beyond technical-rational concerns toward building a critically reflexive stance for noticing and unpacking the socio-political contexts of schooling. The theories discussed include Actor-Network Theory (ANT), Cultural Historical Activity Theory (CHAT) and la didactique du plurilinguisme, and social theorists covered include Barad, Bernstein, Bourdieu, Braidotti, Deleuze, Foucault, Heidegger, and Nussbaum. The chapters in this book make explicit how innovative social theory-driven research can challenge and change teacher education practices and the learning experiences of students.

This book explores different perspectives on the role, influence and importance of participants in education research. Drawing on a variety of philosophical, theoretical and methodological approaches, the book examines how researchers relate to and with their participants before, during, and after the collection and/or production of data; reimagining the rights of participants, the role/s of participants, the concept/s of “participant” itself.

This third volume of the International Handbook of Mathematics Teacher Education focuses on teachers, teacher educators, researchers, and others who work to provide effective learning opportunities for teachers, with emphasis on describing and analysing their engagement in mathematics teacher education collaborations and contexts from various perspectives.

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

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

This collected volume examines the multifaceted contexts and experiences of Chinese students, teachers and scholars in Australia, Denmark, France, Japan, the UK and the US. It can serve both as an introduction to Chinese people’s mobility and migration in Higher Education and as a thorough review for more knowledgeable readers.

As social media use explodes in popularity, teachers can now share resources and interact with a broad international audience of colleagues, scholars, students, and the general public. Teachers use sites such as Twitter to develop and hone their professional identities and manage others’ impressions of them and their work. This text draws on extensive research to provide guidance about teachers’ use of social media for professional development and identity formation. A conceptual framework drawing on Goffman’s Theory of the Presentation of Self in Everyday Life and research into how users interact online informed the case studies of preservice teachers’ experiences with social media. A secondary function of the book is to guide teachers through the process of conducting action research projects in their own classrooms. Use of social media involves more than just sharing links or scattered thoughts; savvy users consider a wide variety of methods and forms of interaction. This text shares research-based best practices for these forms of information sharing, including the effects of these practices on different audiences. Twitter and other forms of social media offer an easily accessible, free mode of communication; however, while asking a question and obtaining answers from people all over the globe is exciting, and while this process can be empowering for both the questioner and the responder, it can also be problematic as viewed from a quality control perspective. Is the information accurate? Does it reflect research-based best practices? What are some of the ways that teachers can and should form personae and identities on social media? What are the risks? This text chips away at these crucial questions.

This volume draws on empirical evidence to explore the interplay between language teacher identity (LTI) and professional learning and instruction in the field of TESOL. In doing so, it makes a unique contribution to the field of language teacher education. By reconceptualizing teacher education, teaching, and ongoing teacher learning as a continuous, context-bound process of identity work, Language Teacher Identity in TESOL discusses how teacher identity serves as a framework for classroom practice, professional, and personal growth. Divided into five sections, the text explores key themes including narratives and writing; multimodal spaces; race, ethnicity, and language; teacher emotions; and teacher educator-researcher practices. The 15 chapters offer insight into the experiences of preservice teachers, in-service teachers, and teacher educators in global TESOL contexts including Canada, Japan, Korea, Norway, Sri Lanka, Turkey, the United Kingdom, and the United States. This text will be an ideal resource for researchers, academics, and scholars interested in furthering their knowledge of concepts grounding LTI, as well as teachers and teacher educators seeking to implement identity-oriented approaches in their own pedagogical practices.

This book explores the reflective potentialities offered by analyses of teachers’ professional learning narratives. The book has a specific focus on narratives on professional learning and professional identities emerging from different contexts and gives a deeper understanding of successful teachers’ narratives globally. Diverging from universally standardized constructions of idealized teacher identity and professional learning, the book provides analyses of a diversified set of cases with detailed descriptions of each teacher’s idiographic and professional context to gain a deeper understanding of situated professional identities. With contributions from a range of international backgrounds, it shows teachers of various age groups, subject areas and curricula contribute their narratives to help readers reflect on different trajectories toward becoming a teacher. These narratives provide insight into and a deeper understanding of the conditions and complex processes that being a “successful” teacher involves within these case studies, providing a useful contribution to the field of teacher education. Professional Learning and Identities in Teaching: International Narratives of Successful Teachers will be of great interest to researchers, academics, and post-graduate students of teacher education and international and comparative education.

Recruiting, Preparing, and Retaining STEM Teachers for a Global Generation, showcases 15 chapters highlighting both the challenges and successes of recruiting, preparing, and sustaining novice teachers in the STEM content areas in high-need schools.

Teacher Identity and the Struggle for Recognition examines the nature of identity and recognition as social, cultural, and political constructs. In particular, the contributing authors to the book present discussions of the professional work necessary in teacher preparation programs concerned with preparing teachers for the complexities of teaching in schools that mirror an increasingly diverse society.

Introducing Course Design in English for Specific Purposes is an accessible and practical introduction to the theory and practice of developing ESP courses across a range of disciplines. The book covers the development of courses from needs analysis to assessment and evaluation, and also comes with samples of authentic ESP courses provided by leading
ESP practitioners from a range of subject and global contexts. Included in this book are: The basics of ESP course design, The major current theoretical perspectives on ESP course design, Tasks, reflections and glossary to help readers consolidate their understanding, Resources for practical ESP course development, Examples of authentic ESP courses in areas such as business, aviation and nursing. Introducing Course Design in English for Specific Purposes is essential reading for pre-service and in-service teachers, and students studying ESP and applied linguistics.

As our world becomes increasingly diverse and technologically-driven, the role and identities of teachers continues to change. Cases on Teacher Identity, Diversity, and Cognition in Higher Education seeks to address this change and provide an accurate depiction of the teaching profession today. This thought-provoking collection of cases covers a range of educational contexts from preschool teaching in Europe to higher education in Australia and North America, and draws on expert knowledge of these diverse contexts, centered on a common theme of teacher identity. This book can be used by teacher educators and trainee teachers, as well as those who have an interest in social research into teaching.

This book draws on the latest research to offer guidance in supporting children struggling with literacy.

Teacher leadership remains at the forefront of conversations in teacher education, with discussions on recruitment, retention, and effectiveness. Teachers are at the core of schooling, and the roles they assume and types of leadership they engage in are multi-dimensional. Teacher leadership comes in many shapes and definitions. In this sense, both opportunities and challenges exist in teacher leadership. While national competencies continue to define dispositional and knowledge base for teacher leaders, there is still work to be done to define and add to the body of scholarship on this topic. Teacher leadership opportunities provide development for teachers as a key retention strategy; however, role ambiguity presents challenges in how to empower teachers for formal and informal roles of leadership while maintaining the teacher identity. Empowering Formal and Informal Leadership While Maintaining Teacher Identity provides a comprehensive look at the opportunities and challenges of teacher leadership, drawing on research and practice that add to the body of knowledge for teacher leadership, which is a niche in education that differs from educational administration. Highlighted topics within this book include models for teacher leadership, teacher education, types of leadership roles, the development and retention of teacher leaders, and leadership across different types of school districts. This book is ideally designed for inservice and preservice teachers, administrators, teacher educators, practitioners, researchers, academicians, and students interested in teacher leadership roles and the way in which teacher identity is maintained in relation to these other leadership positions.

In the worldwide movements of educational reform, educators are forging new roles, identities and relationships. Leadership is vital, but must be rooted in the capacity for learning. This volume responds to the tensions and paradoxes brought by educational reforms, presenting a critical discourse on teachers as learners. The contributions bring an array of cultural settings and methodological orientations, and reveal contextual burdens that teachers should not carry in isolation. Teachers’ learning demands collective engagement to turn challenges into opportunities in a sustainable quest for higher goals. The discourse concludes with a vision for a new relationship among educational workers as a joint force of learners in a cross-boundary endeavor for moral commitment to education.