EXPLORING the MORAL HEART of TEACHING



TOWARD A TEACHER'S CREED

David T. Hansen

Exploring The Moral Heart Of Teaching

Sarah Tauber

Exploring The Moral Heart Of Teaching:

Exploring the Moral Heart of Teaching David T. Hansen, 2001 This book presents a vision of why teaching is important in human life and why its rewards to teachers are so distinctive John Dewey and Our Educational Prospect David T. Hansen, 2012-02-01 2007 CHOICE Outstanding Academic Title These original essays focus on John Dewey's Democracy and Education a book widely regarded as one of the greatest works ever written in the history of educational thought The contributors address Dewey's still powerful argument that education is not a preparation for life but rather constitutes a fundamental aspect of the very experience of living The authors examine Dewey's central themes including the dynamics of human communication the nature of growth the relation between democracy and education and the importance of recognizing student agency They link their analyses with contemporary educational concerns and problems offering ideas about what the curriculum for children and youth should be how to prepare teachers for the profession what pedagogical approaches make the most sense given societal trends and how to reconstruct the purposes of school This first book length study of Dewey's extraordinary text attests to the continued power in his work and to the diverse audience of educators to David Hansen and The Call to Teach Darryl M. De Marzio, 2020 The Call to Teach has whom he has long appealed been used in teacher education and educational research courses the world over This volume celebrates that landmark text and examines the far reaching impact of David Hansen's teaching and scholarship Essays by international educators and scholars explore his influence on our understanding of a whole host of important themes including the moral dimensions of teaching educational research teacher education and the philosophy of education Contributing authors from eight countries consider the influence of Hansen's ideas from the vantage point of our contemporary educational scene and from their own unique cultural perspectives David Hansen and The Call to Teach continues the conversation about the meaning of teaching through the concept of vocation as initiated by Hansen in The Call to Teach and examines its potential to renew the practice of teaching within today s educational landscape Contributors Catie Bell Indrani Bhattacharjee Darryl De Marzio David Hansen Ruth Heilbronn Caroline Heller P draig Hogan Hansj rg Hohr Margaret Macintyre Latta Lisa Margues Anna Pag s Elizabeth Saville Shelley Sherman Katie Wihak Huajun Zhang David T Hansen's The Call to Teach is a modern educational classic Coming from eight different nations the contributors to De Marzio s exquisitely edited David Hansen and the Call to Teach bring the passion poetry and piety found in the original text to a new generation of readers in a global context The call to teach is truly universal Jim Garrison professor Foundations of Education program Virginia Tech **Curriculum and Teaching Dialogue** Barbara Slater Stern, 2008-10-01 Curriculum and Teaching Dialogue is the journal of the American Association of Teaching and Curriculum AATC An important historical event in the development of organizations dealing with the scholarly field of teaching and curriculum was the founding of the AATC on October 1 1993 The members of the AATC believed that the time was long overdue to recognize teaching and curriculum as a basic field of scholarly study to constitute

a national learned society for the scholarly field of teaching and curriculum teaching is the more inclusive concept curriculum is an integral part of teaching the what to teach aspect Since that AATC has produced scholarship in teaching and curriculum and serve the general public through its conferences journals and the interaction of its members The purpose of the organization as originally defined in Article 1 Section 2 of the AATC Constitution To promote the scholarly study of teaching and curriculum all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum shall be encouraged Curriculum and Teaching Dialogue seeks to fulfill that mission Jeff Frank, 2019-08-15 John Dewey's Experience and Education is an important book but first time readers of Dewey's philosophy can find it challenging and not meaningfully related to the contemporary landscape of education Jeff Frank s Teaching in the Now aims to reanimate Dewey's text for first time readers and anyone who teaches the text or is interested in appreciating Dewey's continuing significance by focusing on Dewey's thinking on preparation Frank through close readings of Dewey asks readers to wonder How much of what we justify as preparation in education is actually necessary That is every time we catch ourselves telling a student you need to learn this in order to do something else we need to stop and reflect We need to reflect because when we always justify the present moment of a student s education in terms of what will happen in the future we may lose out on the ability to engage students attention and interest now when it matters Dewey asks his readers to trust that the best way to prepare students for an engaging and productive future is to create the most engaging and productive present experience for students We learn to live fully in the future only by practicing living fully in the present Although it can feel scary to stop thinking of the work of education in terms of preparation when educators reclaim the present for students new opportunities for teachers students schools democracy and education emerge Teaching in the Now explores these opportunities in impassioned and engaging prose that makes Experience and Education come alive for readers new to Dewey or who have taught and read him for many years Teaching Literacy for Love and Wisdom Jeffrey D. Wilhelm, Bruce Novak, 2015-04-17 This book lays out a new vision for the teaching of English building on themes central to Wilhelm's influential You Gotta BE The Book With portraits of teachers and students as well as practical strategies and advice they provide a roadmap to educational transformation far beyond the field of English from publisher description

Religious Faith and Teacher Knowledge in English Language Teaching Bradley Baurain, 2016-01-14 The field of TESOL Teaching English to Speakers of Other Languages stands at an active crossroads issues of language culture learning identity morality and spirituality mix daily in classrooms around the world What roles might teachers personal religious beliefs play in their professional activities and contexts Until recently such questions had been largely excluded from academic conversations in TESOL Yet the qualitative research at the core of this book framed and presented within a teacher knowledge paradigm demonstrates that personal faith and professional identities and practices can and do interact and interrelate in ways that are both meaningful and problematic This study s Christian TESOL teacher participants working

overseas in Southeast Asia perceived explained and interpreted a variety of such connections within their lived experience As a result the beliefs practices nexus deserves to be further theorized researched and discussed Religious beliefs and human spirituality as foundational and enduring aspects of human thought and culture and thus of teaching and learning deserve a Thinking Theologically about Language Teaching Cheri L. Pierson, Will place at the TESOL table Bankston, 2017-08-31 Christians can often overlook the need to bring their daily vocations in accord with the reality created sustained and purposed through Christ This is no less true for language teachers who find themselves at a difficult interdisciplinary crossroads where the paths of linguistics culture and education merge This challenge should not discourage these educators but instead aid them in their journey to form a pedagogy rooted in theological truths from Scripture one that provides a nuanced approach that glorifies God in a manner specific to the language classroom The contributors of this book outline why and how theology must inform teaching methods so that Christian language educators might better serve their students with both faith and excellence thereby pointing them to the communicative God whose image they bear Ethical **Dilemmas in Schools** Douglas J. Simpson, Donal M. Sacken, 2020-11-05 A school s ethical life is studied as the authors examine ethical theories everyday controversies dilemmas and decision making **Professional Care and Vocation** Timothy W. Wineberg, 2008-01-01 This book integrates the traditional understanding of a profession a calling to selfless service for the public good through the pursuit of a learned art with that of vocation work that offers a deep sense of personal fulfilment meaning and identity Professions are moral endeavours since they require vulnerable individuals to trust in the competence and integrity of someone who professes to care for them Currently most versions of professional ethics narrowly focus upon standards of conduct or upon ethical dilemmas Yet these are rarely compelling enough to change us they are not morally formative. This volume takes a different tack to doing ethics. It explicitly targets the moral development of educators This is crucial because as we develop our sensibilities of perception and qualities of character we can better interpret practice situations and respond fittingly Moreover this approach to ethics seeks to reconceptualize our professional obligation to embody it in more adequate metaphors and to revitalize its relational dimension In this view our task as educators is to seek out those relational metaphors images and narratives of practice which are profound enough to shape our self perceptions and to fund our moral formation This book explores five ethical spheres sacrifice community craft tradition and moral imagination and five respective pedagogical images which illuminate the nature of professional care servant moral friend mentor covenantor and moral companion When critically engaged and appropriated these rich metaphorical images provide clarity order and meaning to our perceptions and powerful imperatives for our own moral Rethinking Reflection and Ethics for Teachers R. Scott Webster, John D. Whelen, 2019-08-29 This book development reexamines reflection and ethics for teachers and argues the case for ensuring teaching practices are educational and professional rather than simply technical or clinical Demonstrating that theory is indispensable when it comes to professional

deliberation and educational practice the authors draw on their experience to provide insights for teachers that will enable them to become better professional educators This collection of research chapters written by established researchers and educators in the field who are familiar with a variety of teaching contexts and are conversant with the current teaching standards and policies relating to teaching and teacher education is a valuable resource for practicing teachers researchers policy makers as well as for final year student teachers in Initial Teacher Education programs Further it enables early career teachers to meet their professional responsibilities in a more critically informed and capable manner **Devoted Hearts** Sarah Tauber, 2015-07-16 How do religious educators meaningfully engage adult learners How do they invite adults to begin a learning journey and inspire them to stay on it In an era of spiritual but not religious how can religious educators and clergy in particular respond to the yearnings of adults for connection wholeness and purpose Open Minds Devoted Hearts offers the examples of three outstanding congregational rabbis whose teaching answers that call to action Through innovatively incorporating biographical portraits and educational scholarship the book provides a comprehensive exploration of how the themes of narrative transformation and spirituality bring adult religious educators and learners into a powerful interactive educational process The portraits and accompanying analysis reveal how constructing personal meaning and building sacred community through study situates adult learning as a dynamic centerpiece of an energized congregational life **Convergent Teaching** Aaron M. Pallas, Anna Neumann, 2019-12-10 How what we know about K 12 education can revolutionize learning in college Honorable Mention in the Foreword INDIES Award for Education by FOREWORD Reviews Winner of the 2021 Bronze IPPY Award for Education II Amid the wide ranging public debate about the future of higher education is a tension about the role of the faculty as instructors versus researchers and the role of teaching in the mission of a university What is absent from that discourse is any clear understanding of what constitutes good teaching in college In Convergent Teaching masterful professors of education Aaron M Pallas and Anna Neumann make the case that American higher education must hold fast to its core mission of fostering learning and growth for all people Arguing that colleges and universities do this best through their teaching function the book portrays teaching as a professional practice that teachers should actively hone Drawing on rich research on K 12 classroom teaching the authors develop the novel idea of convergent teaching an approach that attends simultaneously to what students are learning and the personal social and cultural contexts shaping this process Convergent teaching they write spurs teachers to join students cognitions with the students emotions and identities as they learn Offering new ways to think about how college teachers can support and advance their students learning of core disciplinary ideas Pallas and Neumann outline targeted actions that campus administrators public policy makers and foundation leaders can take to propel such efforts Vivid examples of instructors enacting three key principles targeting surfacing and navigating help bring the idea of convergent teaching to life Full of research based practical ideas for better teaching and learning Convergent Teaching presents numerous instances of

successful campus based initiatives It also sets a bold agenda for disciplinary organizations philanthropies and the federal government to support teaching improvement This book will challenge higher education students while motivating college administrators and faculty to enact change on their campuses From Teacher Thinking to Teachers and Teaching Cheryl J. Craig, Paulien C. Meijer, Jan Broeckmans, 2013-07-04 This volume covers advances that have occurred in the thirty year existence of the International Study Association on Teachers and Teaching ISATT the organization that helped transition the study of teacher thinking to the study of teachers and teaching in all of its complexities Good Teachers for Tomorrow's Schools, 2021-05-25 Teachers in schools nowadays are challenged to create inclusive learning environments and safe spaces for encountering diversity in values cultures and religions as well as in dis ability and talent Classrooms are micro cosmoses in which local and global issues are confronted and addressed This volume discusses the characteristics of good teachers and the teaching that is needed in today s and tomorrow s schools The focus is on research based perspectives with contributions from several internationally renowned scholars on what constitutes good and quality in teaching studying learning processes The chapters focus on good teaching and good teachers from perspectives concerning the fundamental and transversal features of what constitutes a good teacher More specifically it is argued that good teachers in tomorrow s schools will need capabilities that reflect the purpose of education values in education and talent in education As an outcome the book provides insights into how in attending not only to the cognitive but also to the affective behavioral moral and spiritual domains teachers are able to support holistic growth and learning among their students in schools of the 21st century This volume discusses good teaching for schools in the future from the perspectives of school pedagogy educational psychology and neuropsychology Teachers Matter - But How? Ninni Wahlström, Daniel Alvunger, Daniel Sundberg, 2019-12-18 Global processes are transforming educational policy around the world in complex ways with different implications for different local arenas Over the last two decades a global neoliberal policy paradigm has emerged placing the teacher at its centre Two well known examples are the OECD report on education and training policy Teachers Matter and the McKinsev Company report entitled How the World's Best Performing School Systems Come Out on Top It now seems more important than ever to highlight some alternatives that might contribute to a broader understanding of the meaning of being a teacher In a time of standardised performance and accountability this special issue raises critical questions about the space for teachers agency and teachers as curriculum agents The different articles from some of our most distinguished researchers in the field provide essential perspectives on the question of where when and how teachers matter Our interest is not primarily to understand the scope of teachers agency but rather to understand what becomes important for teachers in their everyday activities such as teaching students handling educational norms and rules working in a local as well as a global society etc A common theme throughout the articles is that teachers matter in spaces where they can act as moral subjects in their profession in the present drawing on collective and individual experiences of the past whilst imagining a

desired future This book was originally published as a special issue of the Journal of Curriculum Studies 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 The Contemporary Relevance of John Dewey's Theories on Teaching and <u>Learning</u> JuliAnna Ávila, AG Rud, Leonard Waks, Emer Ring, 2021-10-26 Through expert analysis this text proves that John Dewey's views on efficiency in education are as relevant as ever By exploring Deweyan theories of teaching and learning the volume illustrates how they can aid educators in navigating the theoretical and practical implications of accountability standardization and assessment The Contemporary Relevance of John Dewey's Theories on Teaching and Learning deconstructs issues regarding accountability mechanisms uniform assessment systems and standardization processes through a Deweyan lens Connecting the zeitgeist of the era from which Dewey s ideas emerged and current global political social and economic contexts the book emphasizes the importance of resilient systems in reconciliating the tension between standardized assessments and individual student development Contributors provide insights from a range of settings across Pre K primary secondary and higher education and address topics including teacher agency voice leadership and democracy The volume will be of interest to scholars researchers and academics with an interest in philosophy of education education policy and the impact of neoliberal agendas as well as teaching and learning more broadly **Teaching Outside the Box** Mai Abdul Rahman, 2018-10-01 In its totality this book explores subjects that are rarely available in primary literature publications and brings diverging fields together that are generally addressed separately in specialty journals The book argues that past school failures are instructive The author identifies the structural and emotional triggers that make it difficult for educators to overcome the social constructs that control the progress of Black students reproduce inequities subvert the socio economic progress of the nation and threaten the legitimacy of the U S public school system One failure is informative successive school failures are chock full of must avoid school policies and instructional practices The book analyzes the lessons learned from a list of school imposed policies that have molded and determined the academic progress of Black students The author argues that much can be discerned from that which undermined the performance of schoolteachers and public school systems The quantifiable outcomes of past school practices can better inform educators and future teachers and school leaders The book carefully analyzes the organic evolution of educators social constructs that

regenerated inequities to reveal the road map for rebuilding genuinely inclusive and equitable public school systems that serve the interests of students and society The book also provides in depth analysis of various disciplines that identify the best methodologies to improve the teaching and learning of Black students homeless students and all other students The book aims to offer a unique perspective by carefully unfolding the built in school structures that obstruct the abilities of school administrators and teachers to bridge the student achievement gaps and meet the objectives of consecutive school reform initiatives The author's distinctive approach stimulates the thinking of the entire field of education and challenges accepted propositions commonly assumed about African American students In short this book offers a perspective that is rarely shared or understood by educators and practitioners in the field of education Calvin James L. Codling, 2010-06-09 This study examines the influence of John Calvin in ethics eschatology and education as well as those influences that affected him It examines his writings to determine if his vision made him an innovator The research searched for reforms in the areas of ethics curriculum understanding of the teaching office and universal education It also looked at philosophy economics and labor A belief in the after life and end times was an ethical motivation for Calvin and education was a means by which the people that he worked with and wrote to could understand how they should live and why they should live like that Thus there is an important connection among ethics eschatology and education All people were to work to their potential at their job because in doing their job they would honor God Teachers were especially important Those who taught would affect the quality of education Calvin worked to provide teacher training and support He believed that all occupations could be a special calling from God and education was a means to prepare the young person for his or her calling Schools existed in Geneva before Calvin arrived in 1536 however they did not function in the way that Calvin would have liked Calvin provided the elementary students with a needed text when he prepared a catechism The students had written material that they could read and study and a systematic presentation of the basic doctrines of the Christian faith Calvin also wanted more appropriate facilities in which the students could learn Although his organization of the schools improved the atmosphere for learning the building of the Academy was his dream and became his major educational achievement in the city of Geneva Because 16th century students needed to be prepared for the new world there was a need for curriculum change The students were required to read many of the prominent Greek and Roman authors in the ancient languages but the student learned theology Hebrew poetry dialectic and rhetoric physics and mathematics as well Calvin wished to graduate a well rounded scholar who could take his or her place in society In this way the citizens of Geneva and all those of the Reformed belief would be better prepared for life on earth and the after life

Reviewing **Exploring The Moral Heart Of Teaching**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Exploring The Moral Heart Of Teaching**," an enthralling opus penned by a very acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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