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Adult Interactive Style Intervention and Participatory Research Designs in Autism Cambridge University Press

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

Teacher Education in Computer-Assisted Language Learning Cambridge Scholars Publishing

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

quasi-experimental methods and often less familiar participatory, multimodal and reflective methods. The authors demonstrate the relationships between theoretical stance, pedagogical context and research approach. Finally, the book addresses the complexity of pedagogy research through discussion of particular ethical and relational aspects as it highlights innovations and developments in research methods for pedagogy. Boxed case studies, reflections on real research projects, a glossary of key terms and an annotated list of further reading all help to guide students and scholars through their research design and choice of methods in this area.

Reflection in Learning and Professional Development Routledge

The mental health of school leaders and managers is just as important as the well-being of those they teach and support. Recent research reveals some alarming statistics, including that 56% of senior leaders have experienced mental ill health in the last year. This book examines a range of relevant issues including workload, inspections, partnerships and approaches to leadership and management in order to address some of these concerns and provide comprehensive guidance and workable, evidence-informed strategies to support those with leadership roles in schools and colleges.

Reflective Practice Corwin Press

Video Interaction Guidance (VIG) is an effective intervention which builds positive relationships through filming and feedback sessions. By micro-analysing actions and communications in this way, clients are supported to resolve their current difficulties and increase their sensitivity and attunement within the relationship. Bringing together contributions from researchers and practitioners across a range of professions, this book provides a definitive introduction to VIG. The book explains the theory behind the approach, reviews research evidence, and offers case studies that document how VIG has been successfully applied to family relationships, schools and higher

education, individuals with communication and developmental disorders, and as a reflective professional development tool. The approach is then discussed from a range of theoretical perspectives and within the contexts of narrative therapy, infant and attachment interventions, positive psychology and mindfulness. This authoritative and comprehensive guide to VIG will be an important text for psychologists, psychiatrists, counsellors, social workers, therapists, and mental health and education professionals, as well as students and academics in these fields.

The Routledge Handbook of English Language Teacher Education

Narr Francke Attempto Verlag

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

Routledge International Handbook of Schools and Schooling in Asia Intellect Books

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.

Transforming Infant Wellbeing BRILL

The Routledge Handbook of English Language Teacher Education provides an accessible, authoritative, comprehensive and up-to-date resource of English language teacher education. With an overview of historical issues, theoretical frameworks and current debates, this handbook provides unique insights into a range of teacher education contexts, focusing on key issues relating to teacher and learner priorities, language and communication, current practices, reflective practice, and research. Key features include: a cross-section of current theories, practices and issues, providing readers with a resource which can be used in a variety of contexts; the use of data, transcripts and tasks to highlight and illustrate a range of

practices, including examples of 'best practice'; 'snapshots' of ELTE from a number of contexts taken from all around the world; and examples of current technological advances, contemporary thinking on reflective practice, and insights gained from recent research. This wide-ranging and international collection of chapters has been written by leading experts in the field. The Routledge Handbook of English Language Teacher Education is sure to be core reading for students, researchers and educators in applied linguistics, TESOL and language education. Languages and the Internationalisation of Higher Education McGraw-Hill Education (UK)

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

Work-Integrated Learning Case Studies in Teacher Education Research-publishing.net

This book focuses on the emerging area of partner-driven work-integrated learning inclusive of university or industry stakeholder development, and the integration of these two major stakeholders. It explores the significant interrelationship between university and school needs in this area of research. It uses a cross-institutional approach and focuses on local communities that educational providers interact with, to highlight and discuss the issues identified in various case studies. By doing so, this book aims to create a community of practice that explores work-integrated learning from an integrated stakeholder perspective, and develops a working model to extend existing understanding in this area through integrating the ideas explored in the various chapters.

Teaching and Learning Through Reflective Practice Pearson Transforming Infant Wellbeing brings together science and policy to highlight the critical importance of the first 1001 days of infancy: the period from conception to the second birthday. Introduced and edited by Penelope Leach, who uniquely combines academic knowledge of infant development with the ability to write about it for wide audiences, the book has at its heart 25 original articles by acknowledged experts in different aspects of infant health and development. Brought together, they

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

Research Methods for Pedagogy SAGE

Reflection-on-practice has become a critical component of teacher professional development over the past decade. As a result, it is increasingly important for teacher educators to better understand the relationship between reflection and the development of professional expertise. The term reflection is often loosely defined in the literature as a range of instructional practices, including observation journals, group discussions, or formal writing. These reflective writing or discussion activities may be implemented by individuals, within collaborative peer groups, or through guided conferencing with a mentor. This study involved a particular kind of self-reflection that utilized video of credential candidates' own teaching as the object of reflection. This preliminary study examined an intact group of

preservice teacher candidates who exhibited typical performance scores on the Performance Assessment for California Teachers (PACT) Teaching Event, a standardized preservice teacher performance instrument. Preservice intern teachers were given periodic reflective writing tasks around their own classroom practice. Reflection on the lesson was facilitated by either recall only or videotaped lesson analysis, and the writing samples were coded for three types of reflective writing (descriptive reflection, dialogic reflection, reflective critique) and three reflective foci (technical focus, practical focus, critical focus). The study showed that reflective writing type, or voice, remained constant throughout the four-month period of the study. However, the focus of reflection increased in sophistication when students used videos of their own teaching as objects of self-reflection. Video analysis is a powerful tool to support the growth of preservice teachers in making the critical connections between pedagogy and actual classroom interactions as evidence supporting their pedagogy decisions. The effect of video analysis can persist over time and do not need to be used for every reflection task. The results of this study strongly suggest that activities and instructional procedures that target improved reflection-on-practice through the use of video analysis can be accomplished within the time constraints of a credential program. Also, analysis of PACT performance data showed that reflective practice was predictive of beginning teachers' abilities to assess student learning needs, but not planning or instruction performance. More study about this interrelationship is warranted.

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

In language learning contexts, the role of the language teacher is a particularly crucial one: it is the teacher who, through and with their use of (the foreign) language, has a significant influence on the extent to which language learners are linguistically/cognitively activated, and thus determines whether processes of language learning are initiated and promoted, or perhaps even impeded or prevented. Thus, it is of utmost importance for language teachers to acquire a high level of classroom discourse competence (CDC) - a professional competence that goes far beyond the notions of FL proficiency and communicative competence. Located at the intersection of theory, classroom research and practical approaches to (E)FL teacher education, Classroom Discourse Competence: Current

Issues in Language Teaching and Teacher Education offers university students, trainee teachers, in-service teachers and teacher educators a comprehensive conceptualization of CDC (Part I). Furthermore, the chapters in this book explore facets of CDC (Part II) and present good practice examples of CDC development in the context of pre-service teacher education (Part III).

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

Journal of Computing in Teacher Education Routledge
This book explores the technical, social and cultural implications of the emerging Information and communication technologies, addressing the technological and scientific development within education, commerce, governance, and security with a special emphasis on the impact on individuals, culture and society. Bringing together papers from the Second International Conference on Advances in Education, Commerce & Governance: Technology's Impact on Individuals, Culture and Society, the text will be of interest to researchers and academics working in areas related to the social, psychological and cultural impact of information communications technology (ICT). Specifically the book addresses a wide range of topics as diverse as: E-Commerce and E-Governance; Data and Information Privacy; Psychology; Gender; Culture; New Learning.

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

provision, all backed by the latest research.

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

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

Weaving the Cradle Jessica Kingsley Publishers

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

The Principalship Emerald Group Publishing
"It's not the doing that matters; it's the thinking about the doing," said John Dewey. As a teacher, you work hard to make a positive difference in the lives of your students. But this kind of progress doesn't happen overnight, and it doesn't happen accidentally. It's the result of intentionality, planning, effort . . . and thought. The difference between learning a skill and being able to implement it effectively resides in your capacity to engage in deep, continuous thought about that skill. In other words, recognizing why you do something is often more important than knowing how to do it. To help you deepen your thinking and reflect on your capacity as an educator, Pete Hall and Alisa Simeral return to the Continuum of Self-Reflection, which they introduced to coaches and administrators in their best-selling *Building Teachers' Capacity for Success*, and redesign its implementation so you can take charge of your own professional growth. In these pages, you'll find tools specifically made to enhance self-reflection on professional practice, including the Continuum of Self-Reflection and the Reflective Cycle. You'll be able to assess your current self-reflective tendencies, identify opportunities to reflect on your instruction, and begin to forge a path toward continuous growth and educational excellence.

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

be of interest to other health professionals and artists.