



Phases in development of teachers	Learning processes of teachers (learning/professional development/ life long learning/ etc)	Teacher competences	Networking / Learning networks/learning partnerships/peer learning etc.	ICT and media in teachers' learning	Good practices on this terrain
<p>*Teachers' concerns have been conceptualized as classifiable into two types: concerns about benefit to self and concerns about benefit to pupils. Concerns of Teachers: Research and Reconceptualization (By Frances F. Fuller)</p> <p>*A three phase developmental conceptualization of teachers' concerns will be posited. Concerns of Teachers: A Developmental Conceptualization (by Frances Fuller)</p>	<p>*The paper discusses on the problems of teacher professional development in China, and analyze on the relationship among teacher learning, teacher professional development and school knowledge management. School knowledge management framework and strategies: The new perspective on teacher professional development (by Jingyuan Zhao)</p> <p>*After the first few generations of research, one can tease out a plausible and compelling 'stage model' of teaching,</p>	<p>*This study investigates the perceptions held by the teaching fraternity of teacher competence. The Management of Teacher Competence (by Bisschoff and Grobler)</p> <p>*The authors propose a model of the prosocial classroom that highlights the importance of teachers' social and emotional competence (SEC) and wellbeing in the development and maintenance of supportive teacher–student relationships, effective classroom</p>	<p>Peer-group mentoring (PGM) is a new model designed to support the professional development of teachers in Finland. This study examines the experiences of mentees participating in PGM and potential differences in the experiences of teachers in general education and vocational education. It also addresses the mentees' perceptions of the results of PGM with regard to the professional, personal and social dimensions of professional development.</p>	<p>*This paper reports on a research project which investigated the applicability of a metacognitive approach to teacher professional development. The approach was found to have significant outcomes in terms of computer skill development, and in influencing teachers' approaches to their own and their students' learning. Teachers and ICT: Exploring a metacognitive approach to professional development (by Renata Phelps, Anne Graham, Berenice Kerr)</p>	<p>This study tracked a group of 16 early career teachers through their first year of teaching. The participants were encouraged to write about their experiences in journals and undertake an interview in an attempt to provide an understanding of the central tasks of learning to teach required by early career teachers during their induction into teaching together with the factors which support or hinder their professional learning. Early Career Teacher Professional Learning</p>



<p>*In this paper transitions in the operational definitions of professionalism over the last 20 years will be discussed School reform and transitions in teacher professionalism and identity (by Day)</p> <p>*This paper presents the major findings of a longitudinal study of teachers' professional identities in the early years of teaching. It analyzes key influences upon the ways in which new teachers' identities are shaped and reshaped over time. Contexts which shape and reshape new teachers' identities: A multi-perspective study (by Flores and Day)</p>	<p>On teachers' careers: once over lightly, with a broad brush (by M Huberman)</p> <p>*This paper draws upon data from a longitudinal, multi-site, mixed methods project which found that commitment and resilience are fundamental to teachers' effectiveness, and that variations in professional, personal and workplace conditions in different professional life phases affect these. Variations in the conditions for teachers' professional learning and development: sustaining commitment and effectiveness over a career (by Day and Gu)</p> <p>*This article highlights four themes which focus upon the roles of higher education in the development of transitional research into</p>	<p>management, and successful social and emotional learning program implementation.</p> <p>The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes (by Jennings and Greenberg)</p> <p>*Developing instruments to assess teacher competence requires a model of competent performance which can guide both the collection and appraisal of evidence in task situations. Towards a framework for assessing teacher competence (by Erik Roelofs and Piet Sanders)</p> <p>*This paper discusses the role of teacher educators</p>	<p>Peer-group mentoring as a tool for teacher development by (by Geeraerts and Hannu)</p> <p>There are several ways by which teams of teachers can profitably work together to facilitate their professional growth. Cooperative professional development: Peer-centered options for teacher growth by Allan A. Glatthorn.</p> <p>*We document that a teacher's own performance is affected by the quality of her peers. In particular, <i>changes</i> in the quality of a teacher's colleagues (all other teachers in the same school who teach students in the same grade) are associated with <i>changes</i> in her students' test score</p>	<p>*This article focuses on professional learning in a teacher education programme reorganised by use of Information and Communication Technology (ICT), teaching portfolios and assessment. Findings reveal that the portfolios have prompted professional learning for the student teachers and that the portfolios mined out to be productive tools for bridging the gaps between theory and practice in teacher education. Portfolio's and ICT as means of professional learning in teacher education (by T E Hauge)</p>	<p>(by McCormack, Gore and Thomas).</p> <p><i>*Professional Learning in Effective Schools</i> outlines a vision for professional learning in Victorian government schools. It unpacks the seven principles of highly effective professional learning, which were identified by the Department of Education & Training in 2004, and describes the conditions that support the implementation of the Principles. Professional Learning in Effective Schools The Seven Principles of Highly Effective Professional Learning (by Darrell Fraser)</p> <p>*The authors hope that this guide will help teachers and</p>
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<p>*Teacher professional development is essential to efforts to improve our schools. This article maps the terrain of research on this important topic.</p> <p>Professional Development and Teacher Learning: Mapping the Terrain (by Hilda Borko)</p>	<p>the continuing professional development of teachers.</p> <p>In-service Teacher Education in Europe: conditions and themes for development in the 21st century (by C Day)</p> <p>*This booklet synthesises the research on teacher professional learning and development that has been demonstrated to have a positive impact on valued student outcomes. The booklet should prove particularly useful to those who are involved in helping teachers develop the professional skills they need to teach challenging curricula to diverse students. Ten key principles are identified in this synthesis.</p> <p>Teacher professional learning and development (by H Timperley)</p>	<p>in contexts of social and economic Change. Also about competences of teachers.</p> <p>Change Agendas: The roles of teacher Educators (by C Day)</p> <p>*18 beginning teachers were interviewed and the transcripts analysed to reveal how these teachers describe the phenomenon of competence. The results of the research presented here reveal that principals and beginning teachers share similar conceptions of competence and similar understandings of how evidence of such competence is collected.</p> <p>Beginning Teachers' Conceptions Of Competence (by H Huntly)</p>	<p>gains.</p> <p>Teaching students and teaching each other: the importance of peer learning for teachers (by K. Jackson and E Bruegmann)</p>		<p>administrators find the right tools, for the right purpose. Here's how to use this resource:</p> <p>How Teachers Are Learning: Professional Development Remix. An in-depth report on the tools advancing teacher training (by EdSurge)</p> <p>*Seven leadership strategies stood out as particularly effective:</p> <p>How Teachers Lead Teachers (by Jason Margolis)</p> <p>*This article adopts a complexity theory framework to review the literature on teachers' professional development practices.</p> <p>Conceptualizing Teacher Professional Learning (by Opfer and Pedder)</p>
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