

Perspectives on Teacher Burnout and School Reform

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This paper examines two general models of teacher burnout, the psychological and the sociological. In the sociological model burnout is a form of job-specific alienation and can be redressed through organizational and structural changes. School reform in the United States as it impacts teachers has followed three waves since 1983: legislated standardization and competency testing, decentralization and site-based decision making, and high-stakes testing with accountability. Teacher burnout data collected during each of the waves is compared with data collected prior to the reforms. Each wave exacerbated teacher burnout, but affected different sub-groups of teachers.

teacher burnout, school reform, United States educational policies

INTRODUCTION

Imagine that there appeared an announcement in the want-ads section of the local newspaper: What would it say? How about this?

Wanted, college-educated individuals who are willing to put in excessively long hours without commensurate compensation; who can work under adverse conditions, with unappreciative supervisors and even more unappreciative clients, many of whom prefer to be uninvolved, as well; who do not mind having inadequate resources and support services; who agree to assume unspecified responsibilities without prior notification; but who will be held accountable for the satisfaction and performance of the unappreciative and uninvolved clients. Candidates for the positions also must be willing to receive inadequate wages and expect not to be able to double their income in constant dollars in a lifetime. Applicants are encouraged to send resumes to the Teacher Employment Office of the _____ School. (Adapted from a want ad idea of Linda Darling-Hammond 1983).

The hypothetical advertisement above depicts the working conditions of public school teachers, especially in urban school districts in the United States. Menlo and Poppleton (1990) suggest that similar conditions exist in most developed nations. It is only in the developing nations that public school teachers garner the respect they desire, in part because they represent part of the educated elite in those nations.

BURNOUT AS A PSYCHOLOGICAL AND SOCIOLOGICAL CONSTRUCT

Burnout as a construct emerged from the writings of the clinical psychologist, H. J. Freudenberger, beginning with his publication in the *Journal of Social Issues* in 1974. For Freudenberger, burnout represented a malaise of human service professionals, such as social workers, mental health workers, nurses, and teachers, that is characterized by feelings of "wearing out". Faced with a plethora of stressors on the job many human service professionals become emotionally exhausted and lose their sense of purpose or of accomplishment. By the late 1970s other psychologists

Perspectives For Reform In Teacher Education

**Y.C. Cheng, King Wai Chow, Mo Ching
Magdalena Mok, Magdalena Mo Ching
Mok**

Perspectives For Reform In Teacher Education:

Reform of Teacher Education in the Asia-Pacific in the New Millennium Y.C. Cheng, King Wai Chow, Magdalena Mo Ching Mok, 2007-09-29 In facing the challenges of rapid globalization IT intensification international competition and local demands for developments educators scholars and leaders in the Asia Pacific region and other parts of the world are concerned with reforms of teacher education for the future of education in the new millennium This edited volume aims to provide a global sharing of the major trends and characteristics of the ongoing teacher education reforms in this region and the major challenges and issues raised in policy formulation and reform implementation With a total of 14 chapters prepared by 18 scholars from nine educational systems Australia Canada China Hong Kong India Japan Korea Malaysia and United States in the Asia Pacific region the book highlights the trends and challenges in the reform of teacher education in the region generally and in eight educational systems in particular Most chapters directly or indirectly address the latest issues of teacher education and development at operational site and macro levels from a national or regional perspective This volume is of interest to teachers teacher educators researchers policymakers and other stakeholders in all developed and developing countries *Teachers and Teaching* International Council on Education for Teaching, 1997-01-01

Perspectives for Reform in Teacher Education Bruce R. Joyce, Marsha Weil, 1972 A series of papers most of which were part of a teacher education program carried on and studied at Teachers College Columbia University **New**

Perspectives on Teacher Education Donald James McCarty, 1973 **Non-Linear Perspectives on Teacher**

Development Kathryn J. Strom, Tammy Mills, Linda Abrams, 2023-03-21 Despite the multifaceted complexity of teaching dominant perspectives conceptualize teacher development in linear dualistic transactional human centric ways The authors in this book offer non linear alternatives by drawing on a continuum of complex perspectives including CHAT complexity theory actor network theory indigenous studies rhizomatics and posthuman neomaterialisms The chapters included here illuminate how different ways of thinking can help us better examine how teachers learn relationally with human material and discursive elements and offer ways to understand the entangled nature of the relationship between that learning and what emerges in classroom instructional practice They also present situated illustrations of what those entanglements or assemblages look like in the preservice induction and inservice phases from early childhood to secondary settings and across multiple continents Authors provide evidence that research on teacher development should focus on process as much if not more than product and show that complexity perspectives can support forward thinking assets based pedagogies Methodologically the chapters encourage conceptual creativity and expansion and support an argument for blurring theory method and normalising methodological hybridity Ultimately this book provides conceptual theoretical and methodological tools to understand current educational conditions in late capitalism and imagine otherwise It was originally published as a special issue of the journal Professional Development in Education Practices and Perspectives of Teaching and Teacher

Education in Africa Boadu, Gideon, Odhiambo, George, Marandi, Pegah, 2023-09-25 Teacher education is a known variable that impacts the quality of teaching and schooling yet while research on practices in teaching and teacher education abound in other contexts there seems to be no comprehensive reference work on teaching and teacher education in Africa With Africa and the diaspora boasting rich diverse political and educational contexts and practices this gap in knowledge requires that attention be focused on investigating issues that shape the pace course and direction of teaching and teacher education in these contexts Practices and Perspectives of Teaching and Teacher Education in Africa facilitates scholarly discussions among scholars and practitioners about practices innovations and future possibilities for educating the next generation of competent students and teachers in Africa Covering topics such as educational reforms equity career progression and curriculum development this major reference work is ideal for administrators industry professionals researchers academicians scholars practitioners instructors and students

The Struggle for Teacher Education Tom Are Trippstad, Anja Swennen, Tobias Werler, 2017-04-20 Reform of teacher education is en vogue worldwide today due to the widespread belief that teacher education has the power to change traditional modes of schooling educating new teachers who will be capable of improving the knowledge standard of children and boost the economic power of nations The Struggle for Teacher Education brings together conceptual comparative and empirical studies from Australia England Finland The Netherlands Norway South Africa and South America to explore the ways in which professional education has been positioned in a reactive mode The contributors discuss how teacher education is a contested division in higher education and look at how current reform efforts may limit the potential and work of teacher education highlighting why this point needs more attention Moreover the collection reveals how teacher education's authorship on teacher professionalism may be weakened or strengthened by current reform drives and offers alternative models on how to rethink reforming teacher education

Interdisciplinary Approaches Toward Enhancing Teacher Education Ramírez-Verdugo, M. Dolores, Otcu-Grillman, Bahar, 2020-10-09 Regardless of the discipline or country creating quality education is multifaceted At the center of any schooling practice are the educators their schools and the teacher education programs that license them As the schools and faculties of education strive to provide the best practices to pre service or in service teachers it becomes more critical to increase the quality of teacher education via various means to keep up with the demands of schooling in the 21st century Interdisciplinary Approaches Toward Enhancing Teacher Education provides an overview of how innovation and research experience can enhance teacher education programs with a focus on competencies skills and strategies future teachers will need to cope with while teaching students learning with diversity and facing linguistic social and environmental challenges The book particularly investigates the potentiality of educational technology innovative techniques and digital storytelling to enhance education and bilingualism in intercultural contexts and multilingual settings Covering topics that include performance assessment teacher training and professional development and including many practical and diverse

examples this book is intended for TESOL second or foreign language learning and CUL programs and teacher training institutions as well as teachers researchers academicians and students in interdisciplinary areas that include science history geography language learning bilingualism intercultural competencies classroom interaction gamification and educational technology

International Research, Policy and Practice in Teacher Education Jean Murray, Anja Swennen, Clare Kosnik, 2018-12-17 This unique book is an important source of information for all of those who educate future teachers and those who participate in teacher education as students researchers educators and policymakers The volume also contributes to the international development of higher quality and research led teacher education provision by providing clear evidence of policy impact It draws on original research studies conducted across eight countries in North America Europe and Australia to analyse the impact of teacher education policy initiatives on insiders in the fields including education students teacher educators and mentors in schools In achieving this the various chapters in the book analyse the commonalities and differentiations in the many policy reforms in teacher education currently being implemented by national governments The book reveals some of the hidden consequences of these recent reform efforts It is also of use for leaders and policy makers in teacher education providing them with insider perspectives from both theory and practice and making it possible for them to develop research informed decisions that take into account the voices of insiders Few texts have considered international policy trends alongside the impact they have had on significant stakeholder groups inside teacher education In redressing this omission the book contributes to a better understanding of and improved practice of work in teacher education both pre and in service

Changing Schools, Changing Practices Dr. Manfred Lang (Dipl.-Psychologe), 1999

Quality and Change in Teacher Education John Chi-kin Lee, Christopher Day, 2016-02-25 How teachers may be better educated for a changing global world is a challenge that faces many systems of education worldwide This book addresses key issues of quality and change in teacher education in the context of the new public management achievement agendas which are permeating teacher education structures cultures and programmes and the work of teacher educators internationally Graduate schools of education in the United States and the UK for example are making fundamental changes in the structures courses programs and faculties that prepare beginning teachers each year Drawing upon examples from the United States United Kingdom China Hong Kong Australia and elsewhere its authors provide a unique critical overview of emerging themes and challenges of raising the quality of teaching and the quality of student learning outcomes They suggest possible ways forward for teachers teacher educators researchers and policy makers as they seek to raise the quality of teaching and student outcomes whilst sustaining their moral purposes and values of equity inclusion and social justice Taken together the chapters contain informed critical discussions of normal education and teacher education of professional standards 4 2 1 post degree training PGDE versus BEd integration of subject specializations and professional education Each one provides new visions of the teacher as a professional and to cultivate high quality teachers in the West and the Greater

China region For all those interested in issues of quality change and forward movement in teacher education in contexts of policy led reform this is a must read

Future of STEM education: Multiple perspectives from researchers

Subramaniam Ramanathan, Ida Ah Chee Mok, 2023-03-28

Reform of Teacher Education in the Asia-Pacific in the

New Millennium Y.C. Cheng, King Wai Chow, Mo Ching Magdalena Mok, Magdalena Mo Ching Mok, 2004 In facing the challenges of rapid globalization IT intensification international competition and local demands for developments educators scholars and leaders in the Asia Pacific region and other parts of the world are concerned with reforms of teacher education for the future of education in the new millennium This edited volume aims to provide a global sharing of the major trends and characteristics of the ongoing teacher education reforms in this region and the major challenges and issues raised in policy formulation and reform implementation With a total of 14 chapters prepared by 18 scholars from nine educational systems Australia Canada China Hong Kong India Japan Korea Malaysia and United States in the Asia Pacific region the book highlights the trends and challenges in the reform of teacher education in the region generally and in eight educational systems in particular Most chapters directly or indirectly address the latest issues of teacher education and development at operational site and macro levels from a national or regional perspective This volume is of interest to teachers teacher educators researchers policymakers and other stakeholders in all developed and developing countries

Policy and Politics in Teacher Education John Furlong, Marilyn Cochran-Smith, Marie Brennan, 2013-09-13 During the last 20 years governments around the world have paid increasing attention to the recruitment preparation and retention of teachers Teacher supply and teacher quality have become significant policy issues taken up by policy makers at the highest levels This is because teachers are now seen by many governments as the lynch pin of educational economic and social reform This volume grew out of a recognition by the Editors of the growing significance of teacher education policy and a curiosity about international trends and differences The book brings together nine papers from leading academics around the world from the UK England and Scotland the USA Australia Singapore and Belgium plus a joint paper comparing Namibia and the USA Taken together the papers reveal the complexities and contradictions of international trends On the one hand they demonstrate that there is indeed a common direction of travel along the lines encouraged by international bodies such as the OECD At the same time however the papers also reveal important differences among countries in terms of how they are addressing common aspirations as well as some apparent contradictions within the policies of individual nations This book was based on the special issue of Teachers and Teaching

Crisis in Teaching Lois Weis, Philip G. Altbach, Slaughter, Gail

P. Kelly, Hugh G. Petrie, 1989-01-01 There is a real need for a clear analysis and investigation of what the crisis in teaching actually is By exploring the definition of the teaching crisis investigating the evidence for its existence and reforms proposed to solve it and studying the possible effects of proposed reforms the authors of Crisis in Teaching address this need Their work constitutes one of the first sustained and critical analyses of teachers and teaching in the contemporary situation The

authors among the nation's leading critical thinkers in the field of education reflect a variety of perspectives as they attempt to unravel the current rhetoric of crisis and question solutions that are in effect too often simplistic and superficial in their analyses and proposals *Making Sense of Mathematics Teacher Education* Fou-Lai Lin, Thomas J. Cooney, 2011-06-28 This is a research based book on mathematics teacher education. It is about the learning of prospective and inservice mathematics teachers, mathematics educators and researchers. The text is intended for a broad audience including teacher educators, mathematics educators, graduate students in mathematics education and mathematics teachers at all levels of schooling. In offering an examination of teacher education programs from different societies and cultures, this book provides an international perspective on mathematics teacher education. Practical situations associated with related theories are studied critically throughout the chapters. The possibilities and constraints of making an analogy between mathematics learning theories and mathematics teachers' learning theories are argued and examined. New perspectives on mathematics teacher education are presented along with relevant examples, thus enhancing the book's readability for international readers.

BACKGROUND OF THE BOOK The book was inspired by the obvious need to address issues in mathematics teacher education. In particular, the following mission statement for the newly established Journal of Mathematics Teacher Education (JMTE) reflects the mission of this book as well: The Journal of Mathematics Teacher Education is devoted to topics and issues involving the education of teachers of mathematics at all stages of their professional development. JMTE will serve as a forum for research on teachers learning for considering institutional, societal and cultural influences that impact the education of mathematics teachers and for creating models for teachers of mathematics. Editorial JMTE 1 1 p **Post-apartheid Teacher Education Reform in Namibia** Lars Dahlström, 2002 This thesis is about teacher education reform. It is a narrative of attempted change in the area of teacher education in post-apartheid Namibia. *Transforming Teacher Preparation Across Nations* Gerald LeTendre, Ira Lit, Rachel A. Lotan, 2025 The contributors to this volume document and analyze the evolution of an international organic network of collaborating teacher educators. Educators at the Stanford Teacher Education Program launched the iSTEP Institute, a professional learning and development program for teacher educators from across the globe. This international movement seeks to construct and implement exemplary teacher preparation. Chapter authors argue that there are several shortcomings with how we currently conceptualize: 1 the nature of reform in teacher education, 2 the role of theory in transforming educational institutions, and 3 the transnational diffusion of innovation and best practices in teaching and teacher education. They articulate a new formulation of effective systemic reform. This book shows how the iSTEP Institute has been a reform catalyst for teacher preparation by embedding and transforming the key institutional components of universities, NGOs, foundations, schools and school governance. Case examples demonstrate how the activities of this reform network have transformed teacher education in several nations across the global north and south. **Book Features** Identifies key design principles for consequential teacher preparation on a

global level Offers case examples that demonstrate the power and transferability of design principles across social political and cultural contexts Elevates the power of organic relational networks as a catalyst and engine for effective reform in teacher education Draws on principles of teacher preparation from the iSTEP Institute and the Stanford Teacher Education Program STEP whose model of preparation is internationally renowned Demonstrates how effective school university partnerships can evolve to support long term reform in teacher preparation Lotan directed STEP for over a decade Lit is the current faculty director LeTendre worked with the Program for Complex Instruction during his time at Stanford Contributors comprise leading scholars of teacher education from around the world all of whom participated in the iSTEP Institute including Bjørnstrand Fernando Carnaíba Cristi n Cox Karen Hammerness and Kirsti Klette **Annual Meeting Program** American Educational Research Association,2008 **Traditions of Reform in U.S. Teacher Education** Kenneth M. Zeichner,1990

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