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~~— Except as otherwise allowed under this Act, no person shall practice or offer to practice the teaching profession in the Philippines or be appointed as teacher to any position calling for a teaching position without having previously obtained a valid certificate of registration and a valid professional license from the Commission. Sec. 28.~~

~~The Teaching Profession~~

Western Balkan countries are at different stages in developing standards for the teaching profession, teacher licensing procedures, defining learning outcomes for teacher education and professional development, setting entry standards for the profession and career progression, and introducing quality assurance mechanisms for teacher education and professional development.

~~Teaching Profession for the 21st Century~~

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The Teaching Profession by Nadine C. Matondo, MAIS The Standards of Practice for the Teaching Profession (adopted from Ontario College of Teachers) The Purposes of the Standards of Practice for the Teaching Profession are: 1. to inspire a shared vision for the teaching profession 2. to identify the values, knowledge and skills that are distinctive to the teaching profession 3. to guide the ...

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~~Teaching Profession | Profession | Teachers~~

1. Welcome to Teaching Profession! The Four Beliefs of an Effective Teacher: • It is the teacher who makes the difference in the classroom. • By far the most important factor in school learning is the ability of the teacher.

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The contents of this book are aligned with the teaching competencies specified in the National Competency-Based Teacher Standards (NCBTS). The design of this book follows the Outcome – based Education (OBE) design ensuring the pre-service teachers in Teacher Education Institutions to understand and appreciate the teaching profession.

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This book presents an assortment of teaching and assessment strategies appropriate for 21st century learners, based on the author ' s 25 years of teaching experience in private and state school institutions in the Philippines. It highlights the outcomes-based assessment of learning; the curriculum basics for arts-based teaching; learning activities based on the integrated arts for an effective instructional process; and examples in the teaching of critical thinking, communication, collaboration, and creativity, known as the Four Cs. While the monograph focuses on the author ' s local context, a plethora of citations provides clear connections that address learner diversity in recent global education contexts. The text is a useful guide for students who want to pursue a degree in teaching, as well as novice and expert teachers, university professors, and advocates for teaching and learning.

Freidson guides his analysis by finding what power may be ascribed to formal, codified knowledge. He focuses on the institutions that provide intellectual workers with their knowledge, a regular living, organized political resources, and other means with which to translate formal knowledge into human activity. Surveying professionals, he establishes a basic foundation for tracing the sources and means of professional power. Key issues are discussed as to whether they exercise power in the workplace, in government policy-making, and in the shaping of our physical and social world.

This survey aims to help countries review and develop policies to make the teaching profession more attractive and more effective.

Students deserve great teachers and learning to become a great teacher is a lifelong journey. *On Becoming a Teacher* guides both the new and experienced teacher through the exhilarating process of learning to educate students in a way that makes a lasting impact on their lives. Dr. Kearney leads the reader through the process of understanding what lies at the foundation of great teaching, loading each essay with ready-for-classroom use applications and challenging ideas. This book is designed to encourage the reader to think deeply about all aspects of education, while instilling, or rekindling, the excitement, enthusiasm, and teaching excellence shared by all great teachers. Written in conversational essay form and supplemented with discussion and reflection questions, this brief book would make an ideal classroom text for student teaching and education seminars. Whether you aspire to teaching excellence at the elementary school, middle school, high school, or collegiate level, *On Becoming a Teacher* is a must read. Author Bio: Edmund M. Kearney, Ph.D. is Professor of Psychology at Lewis University. Dr. Kearney has won numerous teaching awards over the past 20 years, including being named the “ Teacher of the Year ” at the Chicago School of Professional Psychology, the Lasallian Educator of the Year for teaching excellence at Lewis University, and the St. Miguel Febres Cordero Award winner for excellence in scholarship at Lewis University. Dr. Kearney ’ s specialty areas in psychology include cognition, special education, child and adolescent assessment, and the scholarship of teaching and learning.

Currently, many states are adopting the Next Generation Science Standards (NGSS) or are revising their own state standards in ways that reflect the NGSS. For students and schools, the implementation of any science standards rests with teachers. For those teachers, an evolving understanding about how best to teach science represents a significant transition in the way science is currently taught in most classrooms and it will require most science teachers to change how they teach. That change will require learning opportunities for teachers that reinforce and expand their knowledge of the major ideas and concepts in science, their familiarity with a range of instructional strategies, and the skills to implement those strategies in the classroom. Providing these kinds of learning opportunities in turn will require profound changes to current approaches to supporting teachers' learning across their careers, from their initial training to continuing professional development. A teacher's capability to improve students' scientific understanding is heavily influenced by the school and district in which they work, the community in which the school is located, and the larger professional communities to which they belong. *Science Teachers' Learning* provides guidance for schools and districts on how best to support teachers' learning and how to implement successful programs for professional development. This report makes actionable recommendations for science teachers' learning that take a broad view of what is known about science education, how and when teachers learn, and education policies that directly and indirectly shape what teachers are able to learn and teach. The challenge of developing the expertise teachers need to implement the NGSS presents an opportunity to rethink professional learning for science teachers. *Science Teachers' Learning* will be a valuable resource for classrooms, departments, schools, districts, and professional organizations as they move to new ways to teach science.

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