

Praxisberatung Coaching Und Mentoring In Padagogi

Human Motor Development V. Gregory Payne, Larry D. Isaacs. 2017-04-25 This book provides an overview of human development and includes the relationship between motor development and cognitive and social development. It explores factors affecting development, including effects of early stimulation and deprivation. The book addresses assessment in motor development.

Constructing Inequality in Multilingual Classrooms Luisa Martín Rojo. 2010-07-30 In her groundbreaking and innovative study, the author takes us on a fascinating journey through some of Madrid's multilingual and multicultural schools and reveals the role played by linguistic practices in the construction of inequality through such processes as what she calls de-capitalization and ethnicization. Through a critical sociolinguistic and discourse analysis of the data collected in an ethnographic study, the book shows the exclusion caused by monolingualizing tendencies and ideologies of deficit in education and society. The book opens a timely discussion of the management of diversity in multilingual and multicultural classrooms, both for countries with a long tradition of migration flows and for those where the phenomenon is relatively new, as is the case in Spain. This study of linguistic practices in the classroom makes clear the need to rethink some key linguistic concepts, such as practice, competence, discourse, and language, and to integrate different approaches in qualitative research. The volume is essential reading for students and researchers

working in sociolinguistics, education and related areas, as well as for all teachers and social workers who deal with the increasing heterogeneity of our late modern societies in their work.

Lernwirksame Unterrichtsbesprechungen im Praktikum Kathrin Futter.2017

Sport and Physical Education in Germany Ken Hardman,Roland Naul.2005-07-26 Sport and physical education represent important components of German national life, from school and community participation, to elite, international level sport. This unique and comprehensive collection brings together material from leading German scholars to examine the role of sport and PE in Germany from a range of historical and contemporary perspectives. Key topics include: * sport and PE in pre-war, post war and re-unified Germany * sport and PE in schools * coach education * elite sport and sport science * women and sport * sport and recreation facilities. This book offers an illuminating insight into how sport and PE have helped to shape Germany. It represents fascinating reading for anyone with an interest in the history and sociology of sport, and those working in German studies.

Adult and Continuing Education in France Silke Schreiber-Barsch.2015 The English language volume offers a current stock-take of central areas in adult and vocational further education in France. The author Silke Schreiber-Barsch bases her work on various types of data and information. Beginning with historical developments, Schreiber-Barsch covers the topics of political, financial and institutional framework conditions, as well as offer, participation and teaching personnel. In closing, she outlines the current research status in terms of adult education and its role in the third level education system. The regional portrait offers well founded starting point and good orientation for getting to know the French system for adult and vocational further education.

Gender Change in Academia Birgit Riegraf,Brigitte Aulenbacher,Edit Kirsch-Auwärter,Ursula Müller.2010-07-15 Editors' Foreword The fundamental changes currently taking place in the

national and international science landscapes can no longer be overlooked. Within those changes, reforms do not go 'as planned' but, as is always the case with processes of rationalisation, have a series of unintended effects. At the same time it becomes increasingly clear who in this process are the winners and who are the losers, although this is still subject to fluctuation and change. This can be illustrated by two - amples from current events: Where the range of taught courses is concerned, as part of the Bologna Process the new structuring of student study paths and their organisation is aimed at unifying the European area of science to ensure a study that is equally permissive and efficient. However, it is to be deplored that the mobility of students has become more restricted because of an increasing specialisation in the available study paths. Also, bachelor degrees do not meet with the anticipated high response from the labour market in all countries, so that the master's degree is becoming more or less a 'must', while at the same time the number of study places on master's courses is limited. Instead of the intended reduction in the duration of study time in comparison to the previous German 'Magister' and 'Diplom', rather a prolongation in the duration of studies has been recorded.

Coaching Understood Elaine Cox.2012-11-12 'This book is a milestone in the coaching literature. Elaine Cox provides an excellent text that is scholarly, practical and accessible. She offers clear insights into how coaching works so that coaching is truly understood!' - Bob Garvey, Professor of Business Education, York St John Business School 'The development of the coaching literature has often been protracted and modest. In recent years, few coaching texts provided a significant leap forward in our understanding of psychological dynamics of coaching. For this reason, Cox's Coaching Understood is a game changer. More thoroughly and systematically than ever before, this work gets under the bonnet of the coaching engine and explores the mechanics of the coaching

process. For anyone wondering why coaching works, this book is your answer.' - Yossi Ives, Tag International Development, UK (International Journal of Evidence Based Coaching Mentoring)

Coaching Understood takes a fresh approach to coaching skills and techniques by examining each element of the coaching process in detail in order to verify and justify its effectiveness. By exposing the mystery underlying coaching's success as a personal and professional development intervention, Elaine Cox undertakes to generate a better understanding of coaching, improve coaching practice, and breed a new generation of more informed coachees and buyers of coaching. Coaching Understood is essential reading for students and practitioners alike.

Engineering Education 4.0 Sulamith Frerich, Tobias Meisen, Anja Richert, Marcus Petermann, Sabina Jeschke, Uwe Wilkesmann, A. Erman Tekkaya. 2017-04-12 This book presents a collection of results from the interdisciplinary research project "ELLI" published by researchers at RWTH Aachen University, the TU Dortmund and Ruhr-Universität Bochum between 2011 and 2016. All contributions showcase essential research results, concepts and innovative teaching methods to improve engineering education. Further, they focus on a variety of areas, including virtual and remote teaching and learning environments, student mobility, support throughout the student lifecycle, and the cultivation of interdisciplinary skills.

Impact of instructional development in higher education Ann Stes. 2008*

Transformative Learning Meets Bildung Anna Laros, Thomas Fuhr, Edward W. Taylor. 2017-01-28 This edited volume sets the groundwork for a dialogue between transformative learning and continental theories of Bildung in adulthood. Both theoretical frameworks bring meaning to the complex learning process of individuals as they develop a more critical worldview. In this volume, a variety of authors from different countries and theoretical backgrounds offer new understandings about

Bildung and transformative learning through discussion of theoretical analyses, educational practices, and empirical research. As a result, readers gain greater insight into these theories and related implications for teaching for change. From the various chapters an exciting relationship between both theories begins to emerge and provides impetus for greater discussion and further research about two important theories of change in the field of adult education. /div

Teaching Academic Writing in European Higher Education Lennart Björk, Gerd Bräuer, L. Rienecker, Peter Stray Jörgensen. 2005-12-30 This volume describes in detail teaching philosophies, curricular structures, research approaches and organizational models used in European countries. It offers concrete teaching strategies and examples: from individual tutorials to large classes, from face-to-face to web-based teaching, and addresses educational and cultural differences between writing instruction in Europe and the US.

International Handbook of Psychology Learning and Teaching Joerg Zumbach, Douglas A. Bernstein, Susanne Narciss, Giuseppina Marsico. 2022-12-16 The International Handbook of Psychology Learning and Teaching is a reference work for psychology learning and teaching worldwide that takes a multi-faceted approach and includes national, international, and intercultural perspectives. Whether readers are interested in the basics of how and what to teach, in training psychology teachers, in taking steps to improve their own teaching, or in planning or implementing research on psychology learning and teaching, this handbook will provide an excellent place to start. Chapters address ideas, issues, and innovations in the teaching of all psychology courses, whether offered in psychology programs or as part of curricula in other disciplines. The book also presents reviews of relevant literature and best practices related to everything from the basics of course organization to the use of teaching technology. Three major sections consisting of several chapters

each address “Teaching Psychology in Tertiary (Higher) Education”, “Psychology Learning and Teaching for All Audiences”, and “General Educational and Instructional Approaches to Psychology Learning and Teaching”.

Mentoring in Schools Sarah Fletcher.2012-08-21 Mentoring is a compulsory teaching requirement. This volume provides a practical and up-to-date mentoring guide for all practising mentors working in schools at primary and secondary levels, as well as those responsible for initial teacher training.

The Health Promoting School Bjarne Bruun Jensen,Stephen Clift.2005-12-31 This book brings together recent international scholarship on the links between education and health, and recent research evidence evaluating the processes and outcomes of health promoting schools initiatives. The book arises out of the Education and Health in Partnership conference, which took place in Egmond aan Zee, the Netherlands in September 2002. The key aims of the conference were to focus on effective partnership working for health in schools and to consider the evidence base for health promoting schools programmes. A significant outcome of the conference was the Egmond Agenda, which outlines the principal components for success in establishing health promoting schools.Contributors from across Europe, the United States, South Africa and Australia present findings from national health promoting school projects, with a particular emphasis on the promotion of mental health.The volume will be of interest to all education and health professionals interested in the contributions of schools in promoting health, empowerment, action competence and wellbeing of young people.

Vom Individuum her denken Michael Scharpf,Andreas Frey.2021-12-02 Bernd-Joachim Ertelt hat in der akademischen Lehre und Forschung zur Berufsberatung national sowie international Maßstäbe gesetzt. Auch die Hochschule der Bundesagentur für Arbeit hat er maßgeblich geprägt.

Der Sammelband mit deutsch-, englisch- und französischsprachigen Fachbeiträgen aus Wissenschaft und Praxis gliedert sich in drei Teile. Im Abschnitt zu theoretischen Aspekten der Berufs- und Bildungsberatung liegt der Fokus auf Grundsatzfragen des beraterischen Handelns, verschiedenen Beratungsansätzen und der Bedeutung von Beratung für Personen und in der Arbeitswelt. Im zweiten Teil diskutieren die Autor:innen aktuelle Entwicklungen und Forschungsergebnisse der Berufs- und Bildungsberatung. Persönliche Hommagen und Erinnerungen an Ertelts Verdienste runden die Festschrift zu seinem 80. Geburtstag ab.

Collaborative Teaching in Secondary Schools Wendy W. Murawski. 2009-03-31 This is like the 'Everything You Wanted to Know About Co-Teaching' book that answers questions you did not even know to ask! Murawski's wit, enthusiasm, and expertise are engaging and informative throughout. From the details of starting a co-teaching relationship to the fine art of sustaining the co-teaching union, this book has something for everyone.-Peggy King-Sears, Professor of Special Education George Mason University Create a successful partnership that provides the ultimate learning environment for every student! Many districts across the nation are incorporating co-teaching into their schools in order to create the best learning environment for all students. This practical, easy-to-use resource offers administrators and teachers a wealth of strategies and tools for setting up, conducting, and maintaining a successful co-teaching relationship that addresses the diverse needs in today's inclusive classrooms. Offered in a lighthearted, humorous manner that compares the co-teaching relationship to a marriage, this comprehensive guide provides substantive, field-tested differentiation and application strategies strongly supported by research and years of expert, hands-on experience. Numerous replicable forms, worksheets, checklists, and examples are included as well as helpful references, Web sites, co-teaching scenarios and case studies, and much

more. Each chapter is packed with straightforward ideas for: Dealing with difficult content Mastering scheduling challenges and personality conflicts Setting roles and responsibilities Various approaches for co-instruction Co-planning and co-assessment This resource is ideal for helping schools improve current programs or as a reference for teachers who have no experience with co-teaching and are ready to initiate a new relationship.

Mentoring und Coaching als Beitrag zur Professionalisierung angehender Lehrpersonen

Christian Reintjes, Gabriele Bellenberg, Grit im Brahm. 2018 Im Zuge einer zunehmenden Kompetenzorientierung wird in der Debatte zur Reform der Lehrerinnen- und Lehrerbildung kritisch hinterfragt, ob die Lehramtsstudiengänge hinreichend auf das Berufsfeld ausgerichtet seien. Angesichts empirischer Befunde, welche die Wirksamkeit bloßer Praxiserfahrungen für die Professionalisierung zum Teil infrage stellen und zum Teil sogar auf negative Effekte hinweisen, stellt sich somit die Frage, wie sich Professionalisierungsprozesse institutionell, curricular und personell zielführend gestalten lassen. In Praxisphasen einphasiger und zweiphasiger Ausbildungsmodelle soll der Professionalisierungsprozess durch eine Stärkung der von Mentorinnen und Mentoren angeleiteten Reflexion, die als wichtiger Mediator zwischen Wissen und Können angenommen wird, verbessert werden. Dieser Band versammelt professionalisierungstheoretisch-konzeptionelle sowie empirische Beiträge des zweiten internationalen Kongresses der Gesellschaft für Schulpraktische Professionalisierung (IGSP), der im März 2017 an der Ruhr-Universität Bochum stattfand. Länderübergreifend liegen unterschiedliche Praxiskonzepte vor, in denen Mentoring und Coaching verschiedene Funktionen einnehmen. Dies ist Anlass genug, den dritten Band der IGSP-Reihe schwerpunktmäßig diesem Thema zu widmen.

The SAGE Handbook of Coaching Tatiana Bachkirova, Gordon Spence, David Drake. 2016-11-03 The

SAGE Handbook of Coaching presents a comprehensive, global view of the discipline, identifying the current issues and practices, as well as mapping out where the discipline is going. The Handbook is organized into six thematic sections: Part One: Positioning Coaching as a Discipline Part Two: Coaching as a Process Part Three: Common Issues in Coaching Part Four: Coaching in Contexts Part Five: Researching Coaching Part Six: Development of Coaches It provides the perfect reference point for graduate students, scholars, educators and researchers wishing to familiarize themselves with current research and debate in the academic and influential practitioners' literature on coaching.

The Complete Handbook of Coaching Elaine Cox, Tatiana Bachkirova, David Clutterbuck. 2010 This comprehensive guide to coaching explores a full variety of coaching theories, approaches, and settings, and offers strategies for the reader to identify and develop a personal style of coaching. Written by leading international authors, each chapter makes explicit links between theory and practice and generic questions will facilitate further reflection on the topic. There are also suggestions for reading and short case studies. This is the first book to explore the differences between the theoretical perspectives of coaching and the links between these perspectives in relation to contexts, genres, and media of coaching.

Competence Oriented Teacher Training .2006-01-01 Internationally leading experts from four continents provide new views and pathways to teacher education and training. How can teachers be effectively and efficiently trained to master the complexity and the process conditions of teaching-learning situations? The chapters as a whole demonstrate that subtle knowledge of the conditions and variables of instructional processes is necessary. They provide new insight into the classroom.

Educational Jobs: Youth and Employability in the Social Economy Vanna Boffo, Paolo

Federighi, Francesca Torlone. 2015-11-27 In Europe the social economy employs almost 15 million workers. During the crisis years, unlike other sectors, it has often generated an increase in jobs. The aim of this comparative study is to investigate how to allow the supply and demand for young people to meet in the different types of social economy bodies. In particular, it concentrates on the problem of how to bring into line initial university training and the skills required by these organizations. The focus is placed on the varied family of training workers present in at least 75% of the organizations, whose professionalism is nevertheless rarely acknowledged. The papers proposed in this book try to identify the most suitable solutions at the level of curriculum, career development and accompanying measures, while drawing solutions from objective findings and not from training system needs or convictions.

Praxishandbuch Wissenschaftliche Bibliothekar:innen Wilfried Sühl-Strohmenger, Inka Tappenbeck. 2023-11-13

Design-Based School Improvement Rick Mintrop. 2020-08-12 At the heart of the effort to enact and scale up successful school reforms is the need for more robust links between research and practice. One promising approach is design development, a methodology widely used in other fields and only recently adapted to education, which offers a disciplined process for identifying practical problems, assessing evidence of outcomes, accounting for variability in implementation and results, and establishing a foundation for broader understanding of the problem and proposed solutions. This exciting new book provides a practical guide for education leaders who are seeking to address issues of equity in their schools and want to pursue this approach. The book provides a step-by-step description of the process, augmented by case studies of four education leaders: Christine, a middle school principal who is concerned with the volume of disciplinary referrals in her school; Michelle,

an elementary school principal who wants to address achievement gaps; Eric, an assistant superintendent who wants to improve the quality of principals' instructional feedback to teachers; and Nora, a high school principal who is concerned about the use of racial and homophobic slurs in the hallways. The book follows each of these leaders as they formulate and refine interventions to address these problems. Design-Based School Improvement also includes a series of "excursions into theory" that discuss the research basis for design-based improvement. The author—a leading thinker about policy implementation and school reform—shows a profound appreciation for the complexity of work in schools and the deep and sustained thinking entailed in undertaking productive change. By bringing theory to life and putting it in the hands of skilled practitioners, this book promises to become an invaluable resource for education leaders seeking to solve problems of equity and social justice in schools.

Overrepresentation of Immigrants in Special Education / Die Überrepräsentation von MigrantInnen in der Sonderpädagogik Seyda Subasi Singh.2021-01-21 Die Studie beleuchtet di ...

Beruf Lehrer:in Martin Rothland.2023

Lifelong learning for musicians : the place of mentoring Peter Renshaw.2009

Qualitative Analysis and Documentary Method Ralf Bohnsack,Nicolle Pfaff,Wivian

Weller.2010-01-20 You need to work with qualitative methods, especially the Documentary Method? This is your book: The first systematic introduction related to the application of the Documentary Method on group discussions, interviews, films and pictures. Since the book is based on a German-Brazilian cooperation, it also provides an overview of the state of the art in Germany and Brazil with regards to Educational Science. From the contents: · Qualitative Methods in Educational Science · The Documentary Method and the Interpretation of Group Discussions · The Documentary Method

and the Interpretation of Interviews · The Documentary Method and the Interpretation of Pictures and Videos

Digital Transformation of Learning Organizations Christian Helbig, Sandra Hofhues, Dirk Ifenthaler, Marc Egloffstein. 2021 This open access volume provides insight into how organizations change through the adoption of digital technologies. Opportunities and challenges for individuals as well as the organization are addressed. It features four major themes: 1. Current research exploring the theoretical underpinnings of digital transformation of organizations. 2. Insights into available digital technologies as well as organizational requirements for technology adoption. 3. Issues and challenges for designing and implementing digital transformation in learning organizations. 4. Case studies, empirical research findings, and examples from organizations which successfully adopted digital workplace learning.

Becoming a Coach Jonathan Passmore, Tracy Sinclair. 2020-11-23 Authored by masters in the field of coaching, this book is designed as a course textbook for those studying coaching in general, but with a specific reference to the updated competences introduced by the International Coaching Federation in 2020. It focuses on core coaching skills, knowledge, and developing self-awareness. This is a definitive text for coach training and go-to guide for those undertaking ICF-accredited programs throughout the world. This book helps readers equip themselves with the skills and knowledge needed to develop as a professional coach. It encourages readers to reflect on who they are, what they can do, and how they can enhance their skills. By drawing on the Gold Standard for coach training and the latest coaching research, this book ensures that a trainer's practice is well informed by evidence and is up to the highest professional standards.

Learning to Teach Mathematics in the Secondary School Sue Johnston-Wilder, Peter Johnston-

Wilder, David Pimm. 2005-01-14 Learning to Teach Mathematics in the Secondary School covers a wide range of issues in the teaching of mathematics and gives supporting activities to students to enable them to translate theory into practice. Topics covered include: mathematics in the National Curriculum different teaching approaches using ICT mathematics education for pupils with special needs in mathematics assessment and public examinations teaching mathematics post-16 professional development.

Aufgabenorientierte Wissenschaft Serjoscha P. Ostermeyer. 2015 Wie kann und sollte Wissenschaft angesichts komplexer Welt und zunehmender Spezialisierung organisiert sein? Der zweite Band der Reihe Dialog der Wissenschaften schlägt vor, wissenschaftliche Zusammenarbeit um basale Aufgaben menschlicher Tätigkeit zu versammeln. Die Beiträge nutzen unterschiedliches Fachwissen: Angewandte Kulturwissenschaft, Musikwissenschaft, Urban Studies, Soziologie, Geschichtswissenschaft, Wissensmanagement, Sprachwissenschaft und Erziehungswissenschaften. Über die eigene Fachperspektive hinaus werden dabei Verbindungen für transdisziplinäre Forschung in vier Formen gesucht: wie Wissen zu Architekturen geformt wird, wie situative Settings Wissensarbeit rahmen, wie Wissen an den Grenzen wissenschaftlicher Disziplinen produziert wird und welche Angebote für professionelles Handeln in einem Dialog der Wissenschaften bestehen. Aufgabenorientierte Wissenschaft regt transdisziplinäre Verständigungen an - für alle, die mit wissenschaftlichem Wissen aus mehreren Fachsprachen umgehen. Bezogen auf Aufgaben entstehen Gelegenheiten gemeinsam zu sprechen, zu handeln, herzustellen und in Gang zu halten.

New perspectives on career counseling and guidance in Europe Valérie Cohen-Scali, Jerome Rossier, Laura Nota. 2018-05-17 In industrialized societies, individuals are facing major challenges that mobilize many of their psychological and social resources. The world of work is changing

constantly. Adults have to adapt their technical skills and knowledge continuously. For teenagers and young adults, choosing a vocation and constructing their future career paths is becoming increasingly difficult. The migration of people and the globalization of the workforce raise questions about social inclusion and the future of affected individuals. These examples highlight the importance of the field of Career Counseling and Guidance to support citizens individually and collectively in building their future. The challenges our societies face demonstrate how crucial the development of research in this field is. The European Doctoral Programme in Career Guidance and Counselling (ECADOC), funded by the European Commission from 2013-2016, has brought together PhD students working on burning issues in this field, using various theoretical references and methodologies. The four parts of this book present a selection of innovative research aiming to find answers to the named challenges. Part 1 deals with key psychological processes involved in career construction of young adults. Part 2 presents research concerning transitions over the course of life. Part 3 covers research related to interventions of career guidance and counseling. Part 4 outlines perspectives for the future and proposes a European Research Agenda for our field of research. Perspectives on Current Research in Career Guidance and Counseling - Building Careers in Changing and Diverse Societies is dedicated to students, researchers and practitioners in the fields of education, career guidance, psychology, human resource management to inform them about very recent work and promote the development of innovative interventions and programmes.

School Effectiveness and School Improvement Louise Stoll, Peter Mortimore. 1995 The last decade has seen a burgeoning of interest in the twin fields of school effectiveness and school improvement by politicians, policy makers and practitioners. For some, the drive has been to raise standards and increase accountability through inspection and assessment measures, believing that the incentive of

accountability and market competition will lead to improvement. Alternatively, reform and restructuring have led many people in schools to create their own agenda and ask, 'How do we know that what we are doing makes a positive difference to our pupils?' and, 'What can we do to provide pupils with the best possible education?' This paper explores the two paradigms that underpin notions of school effectiveness and school improvement. We start with their definitions and aims. Key factors of effectiveness and improvement are examined and fundamental issues discussed. We conclude with a description of attempts to link the two areas of work.

SAGE Handbook of Mentoring and Coaching in Education Sarah Fletcher, Carol A Mullen. 2012-02-14 The knowledge base about mentoring and coaching in education has grown considerably worldwide in the last decade. The very many definitions of mentoring and coaching demand an evidence base to assist with understanding the convergence and distinctions between these concepts, and with situating them in relation to learning. This Handbook is a leading source of ideas and information. It covers national and international research on schools, higher education, and disciplines within and beyond education. The editors draw together contributions and present evidence bases and alternative worldviews in which concepts are both untangled and substantiated. Unique in its coverage, this handbook maps current knowledge and understanding, values and skills underpinning educational mentoring and coaching for learning. Contributors who are leading scholars and practitioners address issues of theory and practice in school, higher education, and other educational contexts, and they set out practical applications of coaching and mentoring for practitioners and researchers. Contributors also address social justice issues, such as those involving traditional and technical forms of mentoring and coaching, democratic and accountability agendas, and institutional and historical patterns of learning. The SAGE Handbook of Mentoring and

Coaching in Education is an essential reference for practitioners, researchers, educators, and policymakers. Dr Sarah J Fletcher is an international Educational Research Mentoring and Coaching Consultant and she convenes the Mentoring and Coaching SIG for the British Educational Research Association. Carol A Mullen is Professor and Chair, Educational Leadership and Cultural Foundations Department, at The University of North Carolina at Greensboro, North Carolina, USA. Challenging the 'European Area of Lifelong Learning' George K. Zarifis, Maria N. Gravani. 2013-10-29 This book critically reflects on the context in which lifelong learning policies and practices are organized in Europe with contributions of researchers and policy makers in the field. Through a critical lens the book reinterprets the core content of the messages that are conveyed by the European Commission in the “Memorandum for Lifelong Learning”, the most important policy document in the area, which after a decade from its publication still remains the vehicle for all current developments in lifelong learning in Europe. With references to research findings, proposed actions, and applications to immediate practice that have an added value for Europeans –but which either do not appear to correspond directly to what is stipulated by the European Commission, or are completely ignored as part of the lifelong learning process– the book offers an analytic and systematic outlook of the main challenges in creating the ‘European Area of Lifelong Learning’. In times as decisive as the ones we are going through today (both in social and economic terms), a critical perspective of the practices and policies adopted by the EU Member States is essential. The book follows the same structure as the Memorandum in order to debate and critically approach in separate sections the core issues that Europe faces today in relation to the idea of making a ‘European area of Lifelong Learning’.

The SAGE Handbook of Intercultural Competence Darla K. Deardorff. 2009-08-31 Containing

chapters by some of the world's leading experts and scholars on the subject, this book provides a broad context for intercultural competence. Including the latest research on intercultural models and theories, it presents guidance on assessing intercultural competence through the exploration of key assessment principles.

Gesunde Lehrkräfte in gesunden Schulen Silvio Herzog, Antia Sandmeier, Benita Affolter. 2021-05-26
Gesunde Lehrkräfte sind grundlegend für die Schulqualität. Sie gestalten besseren Unterricht und haben positiven Einfluss auf die Leistungen der Schülerinnen und Schüler. Das Lehrbuch zeigt basierend auf theoretischen Modellen und forschungsbasierten Erkenntnissen auf, wie die Gesundheit von Lehrerinnen und Lehrern gefördert werden kann. Es bietet Grundlagentexte für die Aus- und Fortbildung von Lehrkräften und Schulleitungen sowie für Steuergruppen an Schulen. Gesundheit wird dabei in den Kontext der Professionsentwicklung und nachhaltiger Schulentwicklung gestellt. Über Reflexionsfragen und Leitsätze werden wissenschaftliche Erkenntnisse für den konkreten Alltag der Gesundheitsförderung nutzbar gemacht.

Sports Coaching Cultures Kathleen M. Armour, Robyn Jones, Paul Potrac. 2004-07-31 'The art of coaching is recognising the situation, recognising the people and responding to the people you are working with... that's the big thing, to handle people'. Steve Harrison, Coach, Middlesbrough Football Club. Responding to the fast growing subject in academic sports departments, this groundbreaking new coaching studies text offers a view that focuses the coach as a person and the coaching practice as a complex social encounter. Unlike existing titles in the field which look at coaching as a science, this book examines the personalities, histories, relationships and individual styles of eight coaches at the top of their profession. One-to-one interviews with some of the best-known and respected elite sports coaches include Steve Harrison, Hope Powell and Graham Taylor

from football; Ian McGeechan and Bob Dwyer from rugby; Di Bass from swimming; Lois Muir from netball; and Peter Stanley from athletics; and form the basis for subsequent exploration of four key themes in sports coaching: * coaching pedagogy * the coach's role * the coach's interaction with athletes * the coach's power. This text will be of significant interest to students of coaching science and sports science, and will appeal to the considerable body of amateur sports coaches with an interest in the styles of those at the top.

The SAGE Handbook of Mentoring David A. Clutterbuck, Frances K. Kochan, Laura Lunsford, Nora Dominguez, Julie Haddock-Millar. 2017-02-09 The definitive reference resource for mentoring courses and affiliated courses in business and management, health, education, psychology, counselling and psychotherapy.

Lernbegleitung im schulischen Unterricht und in Praxisphasen der Lehrpersonenausbildung Stefanie Schnebel. 2019-09

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