

Reading Prompts for Education TTP Process

Reading 1:

Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass Inc.

Smith, M. K. (2005). 'Parker J. Palmer: community, knowing and spirituality in education', the encyclopaedia of informal education. [<http://infed.org/mobi/parker-j-palmer-community-knowing-and-spirituality-in-education/>. Retrieved: 3/15/19].

Prompt:

Parker describes two models: Objectivist Myth or Knowing and the Community of Truth? What model does your classroom/discipline look more like? Explain how and why?

Reading 2:

Freytag, C. (2015). Exploring perceptions of care in christian teacher education communities: Toward a faith-informed framework of care. *International Christian Community of Teacher Educators Journal*, 10(1) article 4. <https://digitalcommons.georgefox.edu/icctej/vol10/iss1/4>.

Prompt:

Findings from this study suggest that relational care in Christian teacher education communities is enveloped by physical and personal nourishment: characterized by time, availability, and individual attention: committed to high standards and expectations enacted through effective modeling and evidenced by responsive accommodations; and rooted in a deep commitment to Christian faith and prayer, resulting in a sense of being known and perpetuating care in PK-12 learning environments. How do you model this in and out of your classroom? How will you "teach" this to prospective teachers?