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Abstract

In our work as educators, we all aspire to be effective. We also aspire to be wise. If teachers are to represent and advocate for education, we must become the stewards of a discourse that nurtures

09.9.2025

education's possibilities. This book explores how teacher dispositions are defined, developed, cultivated, and assessed. The authors in the volume consider the various and interconnected ways in which educators' values, beliefs, attitudes, and behaviors are performed and how these performances affect experiences and practices of learning. This text investigates complex questions, such as: How should teachers be? and Who should decide how teachers should be? In different ways, all the chapters in this book invite us into the work of reinvigorating educational discourse. The contributors contradict the idea that wisdom is the province of the lone genius who possesses knowledge that is obscure to the majority. Instead, they ask us all to participate in the necessarily collaborative endeavor of discourse stewardship in – as grand as it may sound – the pursuit of wisdom.(HRK / Abstract übernommen)

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