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HOW TO USE THIS BOOK

From a writer's point of view, there is always a logic to how a book is organized, with chapters to be read sequentially. Yet as busy readers ourselves, we know all too well that typically readers scan a book, looking for things of interest and seldom read from front to back. This awareness has influenced our decisions about what to put where in these pages. We think you'll get the most out of the book if you read it from front to back, but we've created each section to stand alone in case you choose otherwise. This means that a few of the ideas that are the foundation of our approach to training are repeated so that each chapter can be understood independently.

Our hope is that the reader will want to understand the theoretical framework that guides our approach to training. We've organized these chapters sequentially to represent the process we use in planning a training. This should enable you not only to develop an understanding of that process, but also adapt it to your own needs.

Section 1 provides an overview of the context for adult learning, suggesting the different ways of learning and knowing and theoretical considerations of developmental education. These chapters chart our journey in understanding and applying these concepts, with a preview of the new emphasis we now have in our teacher education practice—training for constructing knowledge, dispositions, new roles, and embracing diversity.

Section 2 lays out the landscape of a training practice built on constructivism and introduces you to a collection of tools we've gathered to inform and enhance our teacher education. We constantly return to these to sharpen our thinking and planning. On any given topic, we ask ourselves which tool might be useful. For instance, if we are planning a training on child guidance, is there a strategy using childhood memories that might be effective? Are there representations or metaphors that might expand thinking on this topic? What role plays could enhance skills? These pages are full of sample strategies with reduced forms and charts that are available complete in the appendices, with permission for you to reproduce as needed.

Sections 3 and 4 return to considerations of dispositions and roles for effective teaching and training for culturally sensitive and anti-bias practices, offering further food for thought after the reader has tasted multiple examples of how we plan training strategies with these considerations in mind.

Section 5 gets down to the nitty-gritty business of planning workshops and working in staff development as a program supervisor. Here you'll find practical examples of applying a developmental, inclusive approach to teacher training.

Section 6 offers perhaps the best holistic snapshot of our approach to training with a consistent group of teachers. It outlines how to use the project approach for teacher training on child-centered curriculum practices in the form of an ongoing college class or focused in-service training program on site.

Finally, in **Section 7** we discuss the invisible life of a trainer—all the behind-the-scenes things you need to be effective, including how to develop professional networks, where to find useful resources, and tips on how to stay organized while on the go.

At the end of the book are several supplemental sections. The glossary includes definitions of frequently used terms; and the notes and references section includes notes for each chapter. We've also included an annotated list of recommended resources and appendices with forms and other training material you may want to copy.

Unlike many books that offer specific teaching strategies, we have intentionally not formatted ours as a recipe with goals, objectives, materials, and steps listed. Rather, our strategies are described in a narrative, nudging the reader to imagine the possibilities, trying to foster divergent, rather than convergent, thinking. We have highlighted paragraphs that are specific training strategies to help you easily spot them, and in many cases we have cross-referenced related strategies throughout the book.

Whether you are a methodical or whimsical reader, the organization of this book should work for you. There are places for the eye to rest, space to add your own notes, and a binding that allows the book to become a workbook as you set about training teachers while juggling a busy work life. Let us hear how you use *Training Teachers* and the things you discover about yourself and the teachers you work with. You can write to us in care of the publisher. Remember, everything worth taking seriously is worth having fun with.