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## Nota di contenuto

Book Cover; Title; Copyright; Contents; Figures; Tables; Contributors; Acknowledgements; Chapter 1 Introduction; Part I The social situation of teacher development; Chapter 2 A Vygotskian analysis of the construction of setting in learning to teach; Chapter 3 What and how do student teachers learn from working in different social situations of development in the same school?; Chapter 4 Taking a sociocultural perspective on science teachers' knowledge; Chapter 5 How can Vygotsky and his legacy help us to understand and develop teacher education?

Chapter 6 Categorising children: Pupil health and the broadening of responsibilities for the teaching profession

Part II A cultural- historical methodological perspective; Chapter 7 Studying the process: of change The double stimulation strategy in teacher education research; Chapter 8 Investigating teacher language: A comparison of the relative strengths of Conversation Analysis and Critical Discourse Analysis as methods; Chapter 9 Learning to become a teacher: Participation across spheres for learning

Chapter 10 Breaking out of a professional abstraction: The pupil as materialized object for trainee teachers

Part III Cultural- historical designs for teacher education; Chapter 11 Deviations from the conventional: Contradictions as sources of change in teacher education; Chapter 12 'What have we learnt after we had fun?': An activity theory perspective on cultures of learning in pedagogical reforms; Chapter 13 When third space is more than the library: The complexities of theorising and learning to use family and community resources to teach elementary literacy and mathematics

Chapter 14 Learning- for-teaching across educational boundaries: An activity- theoretical analysis of collaborative internship projects in initial teacher education

Afterword: CHAT and good teacher education; Index

## Sommario/riassunto

Teachers, both in and beyond teacher education programmes, are continual learners. As society itself evolves, new settings and the challenges they provide require new learning. Teachers must continually adapt to new developments that affect their work, including alterations to qualification systems, new relationships with welfare professionals, and new technologies which are reconfiguring relationships with pupils. Cultural-Historical Perspectives on Teacher Education and Development is an international volume which clarifies the purpose of initial (pre-service) teacher educ