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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Chapter 1 Teacher Education Research and the Policy Reform Agenda -- Chapter 2 Reform and the Reconceptualisation of Teacher Education in Australia -- Chapter 3 Innovation and Transformation of Initial Teacher Education: Employer and Graduate Perspectives -- Chapter 4 Digital Credentialing: Does it offer a Meaningful Response to Initial Teacher Education Reform? -- Chapter 5 Innovating in First Year Pre-Service Teacher Education: "Buddy up" -- Chapter 6 Reconceptualising First Year Professional Experience: Enacting a Repertoire of Learning Focused Talk for Efficacy in Teaching Practice -- Chapter 7 Rethinking

the Observation Placement: A Community/Cohort Approach to Early Professional Experiences -- Chapter 8 Images of Teaching: Discourses within which Pre-service Teachers Construct their Professional Identity as a Teacher upon Entry to Teacher Education Courses -- Chapter 9 Exploring the Becoming of Pre-Service Teachers in Paired Placement Models -- Chapter 10 Internships in Initial Teacher Education in Australia: A Case Study of the Griffith Education Internship -- Chapter 11 Advancing Partnership Research: A Spatial Analysis of a Jointly-Planned Teacher Education Partnership -- Chapter 12 Activating Teaching Dispositions in Carefully Constructed Contexts: Examining the Impact of Classroom Intensives -- Chapter 13 Classroom Ready? Building Resilience in Teacher Education -- Chapter 14 Beginning Teacher Perceptions of Causality for their Professional Highs and Lows during their First Year of Teaching -- Chapter 15 Teaching and Teacher Education: The Need to go Beyond Rhetoric. .

Sommario/riassunto

This book, an inaugural publication from the Australian Teacher Education Association (ATEA), *Teacher Education: Innovation, Intervention and Impact* is both a product of, and seeks to contribute to, the changing global and political times in teacher education research. This book marks an historically significant shift in the collective work and outreach of the Australian Teacher Education Association (ATEA) as it endeavours to become an even more active contributor to a research-rich foundation for initial teacher education and to a research-informed teaching profession. The book showcases teacher education research and scholarship from a wide range of institutional collaborations across Australia. Studies highlight the multiple ways in which teacher education researchers are engaging with students, teachers, schools and communities to best prepare future teachers. It informs both teacher education policy and practice and is 'a must read' for those engaged in the education community. Above all it marks a shift for teacher educators to build a research rich teaching profession.
