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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Section 1 International Perspectives on Assessing the Impact of Teacher Education Policy and Practice -- Chapter 1 What counts? Who's counting? Teacher Education Improvement and Accountability in a Data-driven Era -- Chapter 2 Developing Professional Learner Identities: A Critical Piece in the Classroom Readiness Puzzle -- Chapter 3 Policy-makers' and Practitioners' Perspectives on Impact, Evidence, and Support for Teacher Educators Implementing Environmental Education for Sustainability in India -- Section 2 The Impact of Change and Innovation in Teacher Education Practice -- Chapter 4 Site-based Teacher Education as a Context for Attending to the Complexity and Person-centred Nature of Teaching and Learning: A Narrative Inquiry involving Teacher Educators from Australia and the

United States -- Chapter 5 Becoming Professional Agent: Researching Pedagogical Reasoning in Initial Teacher Education -- Chapter 6 Can Career Changers be Game Changers? Policy, Research and Practice Concerning Career Change Pre-service Teachers -- Chapter 7 Managing the Personal Impact of Practicum: Examining the Experiences of Graduate Diploma in Education Students -- Section 3 Investigation and Critique of Debates about Evidence and Impact in Teacher Education -- Chapter 8 How do the Standards Stand up? Applying Quality Teacher Frameworks to the Australian Professional Standards -- Chapter 9 Caught between Competing Worlds: Teacher Education in Australia.

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Sommario/riassunto

This volume addresses both 'evidence of impact' and 'impact of evidence' to reveal the complex dialogue between the enterprise of teacher education and evidence of its effects in the early 21st century, taking a critical position on the very notions of 'evidence' and 'impact' that underpin contemporary policy frameworks. Teacher education programs in Australia and internationally are challenged by contemporary policy frameworks to demonstrate evidence of the impact they have on the capacity of graduating teachers to act with confidence and competence in school and early childhood education classrooms. At the same time, the field of teacher education is increasingly working to build a robust platform of research evidence that speaks to these policy frameworks and to broader issues concerning the role of teaching and teacher education in society.

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