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Titolo	Studying the Effectiveness of Teacher Education : Early Career Teachers in Diverse Settings // by Diane Mayer, Mary Dixon, Jodie Kline, Alex Kostogriz, Julianne Moss, Leonie Rowan, Bernadette Walker-Gibbs, Simone White
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Soggetti	Teaching Professional education Vocational education Assessment Teaching and Teacher Education Professional & Vocational Education Assessment, Testing and Evaluation
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Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Chapter 1 Introduction -- Chapter 2 Studying the Effectiveness of Teacher Education -- Chapter 3 Research Approach -- Chapter 4 How well equipped are graduates to meet the requirements of the diverse settings in which they are employed? -- Chapter 5 What characteristics of Teacher Education Programs are most effective in preparing teachers to work in a variety of schools? -- Chapter 6 Employment Pathways, Mobility and Retention of Graduate Teachers -- Chapter 7 Learning Teaching and Doing Teaching in New Hybrid Spaces.
Sommario/riassunto	This book provides an evidentiary basis for policy decisions regarding initial teacher education and beginning teaching and informs the design and delivery of teacher preparation programs. Based on a rigorous analysis of international literature and the policy context for teacher education globally, and assessing data generated through a longitudinal study conducted in Australia, it investigates the effectiveness of teacher education in preparing teachers for the variety

of school settings in which they begin their teaching careers. Over four years, the Studying the Effectiveness of Teacher Education (SETE) project tracked roughly 5,000 recently graduated teachers and 1,000 school principals in Australia to capture workforce data and gauge graduate teachers' and principals' perceptions of their initial teacher education programs. This book offers a synthesis of the research findings and uses the SETE as a catalyst for innovative theorization of the effectiveness of teacher education.
