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Nota di contenuto	Chapter 1. Introduction.- Researching Innovative Perspectives in Professional Experience.- Part I: Partnership arrangements and creating new learning spaces.- Chapter 2. Exploring the Australian teacher education 'partnership' policy landscape: Four case studies.- Chapter 3. Theorising the third space of professional experience partnerships -- Chapter 4. Exploring Co generativity in Initial Teacher Education School-University Partnerships using the Methodology of Metalogue. - Chapter 5. Boundary Objects and Brokers in Professional Experience: an Activity Theory Analysis.- Part II: Guiding, Supporting and Mentoring.- Chapter 6. Distinguishing Spaces of Mentoring: Mentoring as Praxis.- Chapter 7. Reconsidering the Communicative Space: Learning to Be.- Chapter 8. Raising the Quality of Praxis in Online Mentoring -- Part III: Enabling Dialogues.- Chapter 9. Using a Developmental Assessment Rubric to Revitalise Stakeholder Conversations in Professional Experience.- Chapter 10. Fostering

Professional Learning through Evidence-Informed Mentoring Dialogues in School Settings.- Part IV: Reframing Professional Practice.- Chapter 11. Professional Experience and Project-Based Learning as Service Learning.- Chapter 12. Immersion Programs in Australia: Exploring Four Models for Developing 'Classroom Ready' Teachers.- Chapter 13. Paired Placements in Intensified School and University Environments: Advantages and Barriers -- Chapter 14. Educating Future Teachers: Insights, Conclusions and Challenges.

Sommario/riassunto

This book describes, problematises and theorises professional practice research in a range of Australian settings to provide evidence of robust, wide-ranging and contemporary approaches to professional experience in initial teacher education. It presents the latest research and evidence from those currently involved in innovative programmes designed to provide alternatives to meet local challenges during professional experience in teacher education. As the professional experience process is framed quite differently across Australian teacher education programmes, these cross-institutional accounts of collaboration, innovation and success make a major contribution to the field, both nationally and internationally. The book was developed from a research workshop funded by an Australian Association for Research in Education grant and organised by the Teacher Education Research and Innovation Special Interest Group.
