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| Autore                  | Iredale Alison  |
| Titolo                  | Teacher Education in Lifelong Learning : Developing Professionalism as a Democratic Endeavour // by Alison Iredale  |
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| ISBN                    | 3-319-65819-0   |
| Edizione                | [1st ed. 2018.]   |
| Descrizione fisica      | 1 online resource (XXXI, 235 p. 3 illus. in color.)   |
| Disciplina              | 371.3   |
| Soggetti                | Learning<br>Instruction<br>Lifelong learning<br>Adult education<br>Teaching<br>Professional education<br>Vocational education<br>Learning & Instruction<br>Lifelong Learning/Adult Education<br>Teaching and Teacher Education<br>Professional & Vocational Education   |
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Nota di bibliografia    | Includes bibliographical references and index.  |
| Nota di contenuto       | Chapter 1. Teacher Education in the Lifelong Learning Sector: Professionalism and the Democratic Endeavour -- Chapter 2. Initial Teacher Education in the Lifelong Learning Sector: Developing Professional Knowledge and Practice -- Chapter 3. Learning and Becoming: Encounters with Developing Teachers -- Chapter 4. Learning and Becoming: Experiences of the Teacher Educator as Practitioner -- Chapter 5. The Journey into Praxis: Confidence, Excellence and Routinised Practice -- Chapter 6. Professional Knowledge and Practice: Some Conclusions. |
| Sommario/riassunto      | This book promotes the idea that professionalism among teachers should be marked by democratic relations, rather than by  |

managerialism and performance management. It provides a thorough investigation of issues around the participation of trainee teachers in the Lifelong Learning Sector, by reflecting on their experiences and questioning how well initial teacher education prepares teachers as professional practitioners in the sector. The reflexive nature of the book promotes a deep discussion of the nature of professionalism, drawing upon the works of John Dewey, Michel Foucault and Pierre Bourdieu, and places initial teacher education in the Lifelong Learning Sector firmly within the policy and ideological context of regulation, audit and control. It also illuminates pertinent discussions around teacher agency through a consideration of confidence, excellence, and routinised practices. Finally, the book takes us 'through the looking glass' to reveal the tensions within the teacher education curriculum as it prepares trainee teachers for a ready-made world, whilst at the same time attempting to encourage principles of social justice, inclusive practice and education as a democratic endeavour. It will be compelling reading for students and researchers working in Education and Sociology, particularly those with an interest in lifelong learning and teacher training.

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