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| Nota di contenuto | 1 Introduction -- Part I -- 2 Unpacking teacher quality: Key issues for early career teachers -- 3 'Classroom ready teachers': Gaps, silences and contradictions in the Australian Report into Teacher Education -- 4 Shifting the frame: Representations of Early Career Teachers in the Australian Print Media -- 5 Early career teachers and their need for support: Thinking again -- Part II -- 6 How school leaders attract, recruit, develop and retain the quality early career teachers they want -- 7 Connecting Theory and Practice: Collaborative Figured Worlds -- 8 Recruiting, Retaining and Supporting Early Career Teachers for Rural Schools -- 9 Reforming Replacement Teaching: A Game Changer for the Development of Early Career Teaching? -- 10 Quality Retention and Resilience in the Middle and Later Years of Teaching -- 11 Teacher Retention: Some Concluding Thoughts. |
| Sommario/riassunto | This book challenges dominant thinking about early career teachers and their work. It offers an in-depth and critical analysis of policies |

concerning the work of early career teachers and how they are supported during this critical period, when they are highly vulnerable to leaving the profession. Moreover, the book provides examples from actual practice that illustrate how to help early career teachers make a successful transition into the profession. These practices promote early career teachers' development and help the profession as a whole to capitalize on the new knowledge and skills that these teachers bring to their classrooms and their students. The book is divided into two main parts. Part 1 deals with the difficult to define process of retaining early career teachers, and its respective chapters consider this broad issue from an international perspective. They explore how policies and practices have an impact on what happens in schools, and what it means to be a teacher and to teach. In turn, Part 2 focuses on the need to reconsider the policies and practices that create the 'problem' of early career teachers, and offers alternative ways forward. Each chapter addresses a specific aspect of the early career teacher retention issue, contributing to a greater understanding of how we can rethink the work of early career teachers so that they can more successfully transition into the profession.
