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methods; Chapter 9 Learning to become a teacher: Participation across spheres for learning  
Chapter 10 Breaking out of a professional abstraction: The pupil as materialized object for trainee teachers  
Part III Cultural- historical designs for teacher education; Chapter 11 Deviations from the conventional: Contradictions as sources of change in teacher education; Chapter 12 'What have we learnt after we had fun?': An activity theory perspective on cultures of learning in pedagogical reforms; Chapter 13 When third space is more than the library: The complexities of theorising and learning to use family and community resources to teach elementary literacy and mathematics  
Chapter 14 Learning- for-teaching across educational boundaries: An activity- theoretical analysis of collaborative internship projects in initial teacher education  
Afterword: CHAT and good teacher education;  
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## Sommario/riassunto

Teachers, both in and beyond teacher education programmes, are continual learners. As society itself evolves, new settings and the challenges they provide require new learning. Teachers must continually adapt to new developments that affect their work, including alterations to qualification systems, new relationships with welfare professionals, and new technologies which are reconfiguring relationships with pupils. Cultural-Historical Perspectives on Teacher Education and Development is an international volume which clarifies the purpose of initial (pre-service) teacher educ

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