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Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Prelimachers' Einary Material -- Introduction: Aims, Context and Methodology -- National Policy Mapping -- The Vacation Course 1920--1940 -- Special Advanced Courses for Teachers 1945--1960 -- The Teachers' Centre 1960--1990 -- Texperiences of Professional Development -- Evaluating Impact: Personal and Professional Perspectives -- Professional Development and Perceptions of Teacher Professional Identity -- Conclusion -- Select Bibliography.
Sommario/riassunto	This ground-breaking book uncovers a hidden history of the professional development of serving teachers. Drawing on hitherto unpublished archive material, Wendy Robinson reveals an optimistic and liberal age of high class conferences in the 1920's and 1930's, in London hotels and Oxford colleges, free from government control, where teachers from across the country and abroad, gathered for professional, intellectual and cultural 'refreshment'. The status attached to these occasions was signified by the celebrities who graced them, including royalty, public intellectuals, educational practitioners and politicians. Professor Robinson then shows how post-war training became more instrumental, taken over by the Ministry of Education with its centrally-prescribed advanced courses, and, from 1970, by Local Education Authorities' invention of apparently democratic

Teachers' Centres. This analysis is complemented by face-to-face interviews with teachers and other practitioners once active in professional development. Fascinating, detailed interviews brilliantly capture teachers' lived experience of professional development and its influence on their teaching, career development and professional identity. Fresh and original, lucidly written by one of the leading historians of education in Britain, *A Learning Profession?* is essential and engaging reading for those interested in the development of a teaching profession.
