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| Nota di contenuto       | Sweetest taboo? Further Education and research -- VET teachers and teacher trainers in India -- Is it us or them? Teacher education as act of resistance to a neo-liberal age -- A foundation for practitioner based research in TVET: the new Postgraduate Diploma: TVET -- Stakeholder perspectives on vocational teacher education and teacher educators role in supporting coherence -- A teacher education framework for |

fostering Further Education teachers' culturally responsive questioning strategies -- Further Education teacher educators' initial disciplines, journeys and titles: From their perspectives in higher education institutions, further education colleges and private providers -- Reflexivity for whom? The ethics of a craft identity and the know-how of supporting reflexivity on teacher education programmes -- Towards a more radical, meaningful and dynamic teacher training and mentoring scheme for teachers and learners of the future: a personalised approach to pedagogy and curriculum design -- Future development of teacher educators in the FE sector: Challenges and opportunities.

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### Sommario/riassunto

This book includes a range of empirical-based international contributions by the global community of teacher educators and related researchers on the Further Education/post-compulsory, vocational/occupational and lifelong learning sector. It offers theoretical frameworks and empirical data to delineate issues relating to teacher educators and training in areas regarding policy, programmes, and pedagogic activities. Some of these areas include the education of teachers in vocational education, the professionalization of teacher educators in a neoliberal education system, and teacher educators' perspectives of a training programme for vocational education and training. Additionally, the areas cover the relevance of coherence in vocational teacher education for teacher educators, the use of questioning strategies for teacher educators, teacher educators and their initial disciplines, journeys and job titles, the relevance of craft and reflectivity of teacher educators, and the importance of teacher education and mentoring scheme. The rationale for this book is that there is a comparative lack of research and related publications on teacher educators and the delivery and design of teacher education facilitation in the sector internationally. Also, the FE sector is viewed as a backwater of educational research compared to the other sectors.

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