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Autore	Gilsinn David <1943->
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Nota di contenuto	Preface -- 1. International Policy Perspectives on Change in Teacher Education, Jean Murray, Clare Kosnik, Anja Swennen -- 2. Collective Agency - Promoting Leadership in Finnish Teacher Education, Päivi Hökkä, Matti Rautiainen, Tiina Silander, Anneli Eteläpelto -- 3. An Insider Look at the Implications of 'Partnership' Policy for Teacher Educators' Professional Learning. An Australian Perspective, Simone White -- 4. An Exploration of Teacher Educator Identities Within an Irish Context of Reform, Catherine Furlong Maeve O'Brien -- 5. From Tinkering Around the Edges to Reconceptualising Courses: Literacy/English Teacher Educators' Views and Use of Digital Technology, Clare Kosnik, Pooja Dharamshi, Lydia Menna -- 6. Sustaining Self and Others in the Teaching Profession: A Personal Perspective, Cheryl Craig -- 7. Learning to Walk Your Talk: The Pre-service Campus Programme as a Context for Researching and Modelling Reflective Pedagogy in an Era of Transmission and Testing,

Clive Beck -- 8. The Development of the Identity of Teacher Educators in the Changing Context of Teacher Education in the Netherlands, Anja Swennen, Monique Volman -- 9. Teaching about Teaching: Teacher Educators' and Student Teachers' Perspectives From Norway, Marit Ulvik, Kari Smith -- 10. Who is Teaching Me and What Do They Know? Student Teachers' Perceptions of their Teacher Educators and Mentors, Jean Murray, Gerry Czerniawski, Patti Barber -- 11. There is No Need to Sit on My Hands Anymore! Modelling and Scaffolding as Mentoring Tools During Co-teaching, Corinne van Velzen, Monique Volman, Mieke Brekelmans -- 12. We Are All Teacher Educators Now – Understanding School-based Teacher Educators in Times of Change in England, Gerry Czerniawski, Warren Kidd, Jean Murray -- 13. Strategies Employed by Pre-Service Teacher Educators in Ireland in Order to Develop Second Order Knowledge, Rose Dolan -- 14. Afterword, Jean Murray, Clare Kosnik, Anja Swennen.

Sommario/riassunto

This unique book is an important source of information for all of those who educate future teachers and those who participate in teacher education as students, researchers, educators and policymakers. The volume also contributes to the international development of higher quality and research-led teacher education provision by providing clear evidence of policy impact. It draws on original research studies, conducted across eight countries in North America, Europe and Australia to analyse the impact of teacher education policy initiatives on 'insiders' in the fields, including education students, teacher educators and mentors in schools. In achieving this, the various chapters in the book analyse the commonalities and differentiations in the many policy reforms in teacher education currently being implemented by national governments. The book reveals some of the hidden consequences of these recent 'reform' efforts. It is also of use for leaders and policy makers in teacher education, providing them with insider perspectives from both theory and practice and making it possible for them to develop research-informed decisions that take into account the voices of insiders. Few texts have considered international policy trends alongside the impact they have had on significant stakeholder groups 'inside' teacher education. In redressing this omission, the book contributes to a better understanding of and improved practice of work in teacher education, both pre- and in-service. .
