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Nota di contenuto	Rethinking the Concept of Teacher Education: A Problematization and Critique of Current Policies and Practices -- Policy Turns in Teacher Education: The Case of Ontario, Canada, During the 21st Century -- Teacher Education in a Postcolonial Hong Kong: Forms, Drivers, Influences, and Agency -- Preservice Teachers' Self-efficacy Beliefs on their Role as Teachers During the Practicum -- Mind the Gap: Teacher Induction in Scotland -- Exploring Teacher Professional Identity and Agency in Local, National and Global Policy Contexts -- Reading Towards a School for all? Comparing Course Literature Lists in Academic Swedish Special Education Teacher Training Between the 1980's and 2010's -- Leadership Preparation and Development Policies in England, Sweden, and Russia: Exploring Policy and Practice -- The Changing Role of the Headteacher in Scottish Education: Implications for Career-long Teacher Education -- Teacher Education as a Complex Professional Practice: Reflecting on the Contributions and the Way Forward.
Sommario/riassunto	This edited book provides a critical re-reading of the concept of teacher education, in addition to a re-thinking of the sole focus on Initial Teacher Education (ITE), with implications for education policy, theory, and practice. This book presents new investigations that

explore the concept of teacher education from ITE to retirement and how this is being enacted within the various distinct European and international education contexts. It demonstrates teaching and teacher education as a deeply contested field within European education and within the different national contexts of Europe. Contributions in this book expose teacher education as a continuum of teacher learning that is set off from the beginning of the teachers' own schooling and continues throughout their entire teaching career. The chapters deal with various issues, namely teacher induction and mentoring; teacher agency; teachers as researchers; the role of the head teacher; schools as learning communities; and distinct ITE practices. It is intended for postgraduate students and researchers with an interest in teaching and teacher education, educational policies and politics, and educational philosophy, as well as practitioners.
