

1. Record Nr.	UNINA9910739421403321
Titolo	Preparing Teachers for the 21st Century // edited by Xudong Zhu, Kenneth Zeichner
Pubbl/distr/stampa	Berlin, Heidelberg : , : Springer Berlin Heidelberg : , : Imprint : Springer, , 2013
ISBN	3-642-36970-7
Edizione	[1st ed. 2013.]
Descrizione fisica	1 online resource (403 p.)
Collana	New Frontiers of Educational Research, , 2195-3473
Disciplina	370.711
Soggetti	Teaching Professional education Vocational education Educational policy Education and state Educational sociology Teaching and Teacher Education Professional & Vocational Education Educational Policy and Politics Sociology of Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Part I Teacher Preparation and Teacher Quality 1. Two visions of teaching and teacher education for the 21st century -- 2. Teacher Quality in the Twenty-First Century: New Lives, Old Truths -- 3. The Continuing "Problem" of Teacher Education: Policy Driven Reforms and the Role of Teacher Educator -- 4. "Evidence-based Teaching, Evidence-based Teacher Education" -- 5. Practices, experience and policy orientation for Free Education in normal universities in China -- Part II Preparing Teachers and Teacher Educators Globally and Locally 1. Discussion of the reconstruction of rural teacher training configuration in China -- 2. Mary Lynn Hamilton and Stefinee Pinnegar, The International Terrain of Teaching and Teacher Education: How can teacher educators prepare teachers for a world we cannot envision? -- 3. Exploring the Interaction of Global and Local in Teacher Education:

Circulating Notions of What Preparing a Good Teacher Entails -- 4. Preparing 21st century teacher-researchers for worldly intellectual interactions ... East/West, South/North, East/South: Uses of Chinese theoretical tools in Australian teacher education -- 5. Teacher Education in Hong Kong: Status, Contemporary Issues and prospects -- 6. Preparing Teacher Educators in US Doctoral Programs -- 7. Research on the Impact of Chinese Teacher Educational Reform on Teacher Candidates' Quality after 1999 -- Part III Professional Development 1. Future of Teaching and Educational Change -- 2. Learning to Teach Against the Institutional Grain: A Professional Development Model for Teacher Empowerment -- 3. Teacher Education: A question of sustaining teachers -- 4. Professional learning as a moral drive from critical discourse -- Part IV Social and Cultural Perspectives of Teacher Education 1. Social Justice and Teacher Education: Where Do We Stand? -- 2. Gery Smyth, Who are the teachers and who are the learners? Teacher education for culturally responsive pedagogy -- 3. Ninetta Santoro, The making of teachers for the Twenty-first Century: Australian professional standards and the preparation of culturally responsive teachers -- Part V Teachers' Knowledge and Characteristics and the Quality of Teaching and Teacher Education 1. Chinese Elementary Teachers' Mathematics Knowledge for Teaching: Roles of Subject Related Training, Mathematics Teaching Experience, and Current Curriculum Study in Shaping Its Quality -- 2. Yucui Ju, Living with the Tensions: A Narrative Inquiry into Teachers' Personal Practical Knowledge in the Midst of Chinese Curriculum Reform -- 3. Yueting Xu, Language Teacher Emotion in Relationships: A Multiple Case Study -- 4. Hongying Zheng, Exploring the dynamic relationship between Chinese secondary school EFL teachers' beliefs and practice.

Sommario/riassunto

This book addresses two main questions, namely how to prepare high-quality teachers in the 21st century and how the East and the West can learn from each other. It addresses the different challenges and dilemmas that eastern countries, especially China, and western countries are facing with regard to teacher education. We explore the question by examining teacher education research, practice and policy in different countries, identifying both common problems and country-specific challenges. We then try to find valuable experiences, theories and practice which can solve specific problems in the process of teacher education, also addressing how local and global factors impact it. In this regard, our approach does not strictly separate pre-service teacher education from teachers' in-service professional development, adopting an integrative perspective. Further, we believe the respective social and cultural contexts must also be taken into account. Lastly, we call for teachers' knowledge and individual character traits to be accounted for in the education of high-quality teachers.
