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Nota di contenuto	Book Cover; Title; Contents; List of figures and tables; Foreword; Acknowledgements; Knowledge bases for learning to teach Neville Bennett; Performance in subject-matter knowledge in science Clive Carre; Performance in subject-matter knowledge in mathematics Clive Carre and Paul Ernest; Student-teachers' knowledge and beliefs about language David Wray; General beliefs about teaching and learning Elisabeth Dunne; Learning to teach; the impact of curriculum courses Elisabeth Dunne; Theory into practice Elisabeth Dunne The purpose and impact of school-based work: the supervisor's role Richard Dunne and Elisabeth Dunne The purpose and impact of school-based work: the classteacher's role Elisabeth Dunne and Richard Dunne; Knowledge bases and teaching performance Neville Bennett and Rosemary Turner-Bisset; Case studies in learning to teach Neville Bennett and Rosemary Turner-Bisset; The first year of teaching Clive Carre; Learning to teach Neville Bennett, Clive Carre and Elisabeth

Sommario/riassunto

The Leverhulme Primary Project reported here provides for the first time evidence on what is actually happening in teacher education today and on how novice teachers learn their craft. The book looks in detail at the experience of all the student teachers on one post graduate primary teacher training course and of those responsible for them in their university and in schools. It tracks them as they work to acquire the appropriate subject and pedagogical knowledge and as their own beliefs about teaching develop during the course. A final section follows some of the students through their first y
