

1. Record Nr.	UNINA9910785897903321
Titolo	Teacher education and the challenge of development : a global analysis // edited by Bob Moon
Pubbl/distr/stampa	New York, N.Y. : , : Routledge, , 2013
ISBN	1-136-20579-9 1-283-60632-1 9786613918772 1-136-20580-2 0-203-09425-5
Descrizione fisica	1 online resource (532 p.)
Collana	Education, poverty, and international development
Classificazione	EDU000000EDU034000
Altri autori (Persone)	MoonBob <1945->
Disciplina	370.71/1091724
Soggetti	Economic development - Effect of education on - Developing countries Teachers - Training of - Developing countries Teaching - Developing countries
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 and index.
Nota di contenuto	Cover; Title; Copyright; Dedication; Contents; Notes on contributors; Preface; Acknowledgements; SECTION 1 International dilemmas in teacher education and development; Introduction; 1 Teachers and the development agenda: an introduction; 2 The context for teacher education in developing countries; 3 A Sisyphean complex? Economic and cost constraints in filling teacher quantity and quality gaps; SECTION 2 Addressing the teacher challenge in large population countries; Introduction; 4 China: strengthening the quality of teacher education in rural communities; 5 India: committing to change 6 Nigeria: balancing federal and local initiatives7 Brazil: building national regulatory frameworks; SECTION 3 Teacher quality and good quality teaching; Introduction; 8 Professional development and female teacher morale in rural communities; 9 Investigating teacher capabilities in Tanzanian primary schools; 10 The lived experiences of women teachers in Karachi; 11 How teachers' pedagogic practice influences learner achievements: a study from the Punjab, Pakistan; 12 Pedagogical renewal and teacher development in Sub-Saharan Africa:

challenges and promising paths

SECTION 4 New strategies for teacher education and teacher development Introduction; 13 New modes of teacher pre-service training and professional development; 14 The 'new' new technology: exploiting the potential of mobile communications and open educational resources; 15 Reorientating the agenda around teacher education and development; References; Index

Sommario/riassunto

"Everyone remembers a good teacher. In developing countries across the world, however, qualified teachers are a rarity, with thousands of untrained adults taking over the role and millions of children having no access to schooling at all. *Teacher Education and the Challenge of Development* draws on the work of the Research Group on International Development in Teacher Education at the Open University, and is co-written with experts working across a wide range of developing country situations. It provides a unique overview of the crisis surrounding the provision of high-quality teachers in the developing world, and how these teachers are crucial to the alleviation of poverty. The book explores existing policy structures and identifies the global pressures on teaching, which are particularly acute in developing economies. In summarising the key policy and research issues and analysing innovative approaches to teacher supply, retention and education, this text: - establishes an overview and conceptual analysis of the challenge to extend and improve the teaching force in developing contexts; - analyses the quantitative and qualitative evidence around teacher contexts and conditions; - provides a series of national studies that analyse the context of teachers and the policies being pursued to improve the number and quality of teachers; - looks at a range of significant issues that could contribute to the reformulation of teacher policies; - provides an overarching analysis of the nature and challenges of teaching and the possible interventions or solutions. This book will be a key text for educationalists and researchers in education, teachers, policy makers and students of development courses at both undergraduate and postgraduate levels"--

"In developing countries across the world, qualified teachers are a rarity, with thousands of untrained adults taking over the role and millions of children having no access to schooling at all. The supply of high-quality teachers is falling behind: poor status, low salaries and inadequate working conditions characterise perceptions of teachers in numerous countries, deterring many from entering the profession, and there are strong critiques of the one dimensional, didactic approach to pedagogic practice. Despite this, millions of teachers are dedicated to educating a newly enfranchised generation of learners. *Teacher Education and the Challenge of Development* is co-written by experts working across a wide range of developing country situations. It provides a unique overview of the crisis surrounding the provision of high-quality teachers in the developing world, and how these teachers are crucial to the alleviation of poverty. The book explores existing policy structures and identifies the global pressures on teaching, which are particularly acute in developing economies. In summarising the key policy and research issues and analysing innovative approaches to teacher supply, retention and education, this book: establishes an overview and conceptual analysis of the challenge to extend and improve the teaching force in developing contexts; sets out and analyses the quantitative and qualitative evidence around teacher contexts and conditions; provides a series of national studies that analyse the context of teachers and the policies being pursued to improve the number and quality of teachers; looks at a range of significant issues that could contribute to the reformulation and reform

of teacher policies; provides an overarching analysis of the nature and challenges of teaching and the possible interventions or solutions, in a form accessible to policy and research communities. This book will be of interest to educationalists and researchers in education, teachers, policy makers and students of development courses at both undergraduate and postgraduate levels"--
