Record Nr. UNINA9910787429303321 Autore Ellis Viv <1965-> Titolo Transforming teacher education: reconfiguring the academic work / / by Viv Ellis, Jane McNicholl London;; New York:,: Bloomsbury Academic,, 2015 Pubbl/distr/stampa **ISBN** 1-4725-1184-0 1-4725-0884-X 1-4742-1902-0 1-4725-0639-1 Descrizione fisica 1 online resource (193 p.) Classificazione EDU046000 Disciplina 378.1/20941 Soggetti College teachers - In-service training - England College teachers - In-service training - Great Britain College teachers - Training of - England College teachers - Training of - Great Britain Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Description based upon print version of record. Note generali Nota di bibliografia Includes bibliographical references and index. Nota di contenuto Machine generated contents note: -- Preface -- Acknowledgements --Introduction -- 1. Teacher Education as a Policy Problem -- 2. Teacher Education as Academic Work -- 3. Teacher Educators at Work: The Division of Labour -- 4. Teacher Educators at Work: Critical Cases -- 5. Teacher Educators, Proletarianisation and the Discipline of Education --6. Public Universities and the Profession of Teaching: Towards an Agenda for Transformation -- Bibliography -- Index. Sommario/riassunto "Teacher education has a central role in the improvement of educational systems around the world but what do the teacher educators in universities and colleges actually do? Day-to-day, how do they support the learning and development of the thousands of new teachers we need every year? And why does this matter? Drawing on recent research by the authors, situated in the growing international literature, Transforming Teacher Education puts these questions in cultural and historical context and offers a practical answer in the form of an original agenda for the transformation of current conditions in

teacher education with future designs for practice. Viv Ellis and Jane

McNicholl argue that the academic work of teacher education needs to be reconfigured in order to stimulate the renewal of the profession of teaching and to develop new modes of educational research that will have impact on practice as well as building the discipline of Education within the universities. They offer suggestions for future designs for teacher education, drawing not only on the latest research in teacher learning and development but from across the social sciences."--- Bloomsbury Publishing.