

1. Record Nr.	UNINA9910799989903321
Autore	Bennett Neville
Titolo	Learning to teach [[electronic resource] /] / Neville Bennett and Clive Carre
Pubbl/distr/stampa	London ; ; New York, : Routledge, 1993
ISBN	0-7248-1197-4 1-134-88966-6 1-134-88967-4 1-280-33587-4 0-203-30871-9 0-203-13690-X
Descrizione fisica	1 online resource (257 p.)
Altri autori (Persone)	CarreClive
Disciplina	370.7 370.710941
Soggetti	Teachers - Training of - Great Britain Teachers - Training of - United States
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	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 DunneThe 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 Dunne; Appendix; References; Index

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
