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through Research-Oriented Reflective Practice and Didactic Expertise in Germany
Abstract; Introduction; The Framework: Globalization of Education and its Effects in Germany; Reflective Practice and Empowerment Through Education - The German Didaktik Tradition; Bridging Didaktik and Inquiry-Based Learning in a Teacher Education Program; Reflective Thinking as Empowerment for Preservice Teacher Leadership?; Preservice Teachers' Reflections on Teaching - Becoming a Teacher (Leader)

Discussion and Implications: Where Do We Go from Here? Notes; References; Developing Preservice Teachers as Leaders: A Case of Early Childhood Education in Hong Kong; Abstract; Background; Literature Review; Conceptualizing Leadership Development for Preservice Teachers; Issues of Developing Preservice Teachers as Leaders; Methodology; The Curriculum and Teaching Practicum; Participants; Data Collection and Analysis; Developing Preservice Teachers as Leaders; Understanding the Concept of Leadership; Exploring the Factors that Impact on Leadership Development

Providing a Supportive Environment for Leadership

Development Leadership as Pedagogy: Becoming Teachers as Becoming

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Pedagogies of Working with Diversity: Research as Teacher Education - Learning about Student Diversity through Narrative Inquiry

Sommario/riassunto

All countries in the world understand that education is vital to human and economic prosperity and that teacher education unavoidably is implicated. But the snag is this: political forces shaping public opinion in individual nations (particularly the U.S.) are deeply divided concerning how teacher education should proceed. This book acknowledges this Achilles heel tension, but does not become weighed down by it. Instead, it focuses on 'the practical' (Schwab, 1969), matters that have been locally deliberated and enacted. Pedagogies are named, origins (cultural/practical/theoretical/policy roots) are traced and a live example of the pedagogy unfurling in the local setting is presented from an insiderview.
