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Nota di contenuto	Chapter 1. Introduction and Overview -- Part 1 -- Chapter 2. Reciprocal Learning Between Generalist and Specialist Teaching Models: Canadian and Chinese Sister School Teachers Co-planning and Co-teaching a Mathematics Lesson -- Chapter 3. From Cross-Cultural Comparison to Reciprocal Collaboration: Exploring Different Modes of Teacher Collaboration in a Canada-China Sister School Network -- Chapter 4. Trees in the Forest: A Journey of Growth as Reciprocal Educators and Learners -- Chapter 5. The Development of Chinese Teachers' Intercultural Awareness Through a Reciprocal Learning Program Between Canada and China -- Chapter 6. Stepping into an International, Cross-Cultural Water Community: Canadian and Chinese Students' Water Inquiries in a Sister School Reciprocal Learning

Partnership -- Part 2 -- Chapter 7. Reciprocal Learning Between Chinese and Western Cultures and the Innovation of School Life: Principals' Perspectives -- Chapter 8. Reciprocal Learning between Sister Schools through Online Platforms: Challenges, Strategies and Considerations -- Chapter 9. Narratives of Inter-Cultural Reciprocal Learning -- Chapter 10. From "Harmony with Difference" to "Harmony for Shared Prosperity": Rethinking the Significance of the Canada-China Reciprocal Learning in Teacher Education and School Education Partnership Project.

Sommario/riassunto

This volume provides a comprehensive cross-cultural knowledge base and understanding of school education, teacher education, and the cultural contexts of education in China and the West. It achieves this by bringing together diverse Chinese and Canadian school educators and educational researchers to reframe Sino-Western relationships within the Canada-China Sister School Network, especially during a time of geopolitical tensions and uncertainties. The authors demonstrate that intercultural reciprocal learning between Western and Chinese education is not merely a theoretical concept but a tangible reality embedded in the daily practices and actions of school educators and researchers. It is this practical, experiential, and embodied understanding of West-East reciprocal learning that holds educational hope and promise for the future, forming the essence of this book.

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