

European Journal Of Teacher Education

Clare Brooks

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Becoming a Teacher Educator Anja Swennen, Marcel van der Klink, 2008-11-06 Becoming a Teacher Educator is an impressive book for teacher educators who want to be informed about the latest views and practices of their profession. It is the first book that addresses a range of topics related to the work of teacher educators, the induction of teacher educators and their further professional development. Becoming a Teacher Educator has a practical focus and it provides theoretical insights, experiences of experts and practical recommendations. The book is rooted in the Association of Teacher Education in Europe (ATEE) and many of the chapters are written by authors who are active members of the ATEE. Researchers and practitioners from different parts of Europe, and beyond, joined their efforts to write a book that is truly international and combines research, practice and reflection. Becoming a Teacher Educator is essential reading for novice teacher educators as well as for experienced teacher educators who want to keep up with the latest insights in their profession. This book provides a guide for those who supervise novice and experienced teacher educators and for various professionals who are responsible for the professional development of teacher educators. There is a growing need for evidence-based resources made available to (future) teacher educators. Since a learning society requires new sets of competencies of the main actors, we are most in want of knowledgeable teacher educators that support the professional development of their (student) teachers. This book fits the actual demands. (Dr. Joost Lowyck, Professor Emeritus, former director of the Teacher Education Institute, Leuven University). This is an original book in a very important area. The editors define the concept of 'teacher educator' widely and I think, therefore, that the book is relevant for schools, higher education, and education authorities of all kinds. The authorship and theme have wide relevance across Europe, Australasia and North America. (Prof. Bob Moon, Professor in Education Teaching Studies, Department of Education, Open University, UK). The book highlights that, while the current global focus is very much on the need to educate sufficient and highly qualified teachers, little political focus is given to those who teach the teachers. What makes this book distinctive for all engaged in teacher education, whether experienced or novice, is that it allows the spotlight on those who teach the teachers and the opportunity for teacher educators to discuss,

debate and seriously examine themselves as a profession. (Simone White, Deakin University, Australia)

Teacher Education G.S. Prakasha,Anthony Kenneth,2023-06-30 This volume analyses how teaching internships that support teacher education programmes are conducted across the globe. Teaching internships are important learning experiences in teacher training programmes – a core experiential component that enables teachers-in-training to acquire skills in practical setups. The book takes readers through various aspects of teaching internships. Extending its application to both national and international teacher education programmes, to include teacher training in elementary, primary, secondary and higher secondary schools, the volume discusses various existing teaching internship models, important guidelines and best practices, assessment practices, typical challenges as well as future opportunities for effective teaching internships. It also shares expertise, insights and know-how from scholars around the world on planning and executing excellent internships for these programmes. Drawn from expert research, this book will be of interest to students, teachers and researchers of education, teacher education, sociology of education, and politics of education. It will also be useful for teacher trainees, academicians, teacher educators, policymakers, school teachers, curriculum developers, teacher training institutes and universities offering teacher education programmes.

Teacher Educators as Teachers and as Researchers Kari Smith,Maria Assunção Flores,2020-09-10 This book presents recent international research on how teacher educators, institutions and policy makers perceive, act on and experience the dual responsibility that teacher educators are required to develop. Teacher educators are both teachers and researchers, a hybrid position which might be challenging to fulfil. Teacher education has attracted much research over the years. It has also been subject to national and international debates about its goals and core features as well as issues of quality and effectiveness. More recently, attention has been given to the work, identity and professional development of teacher educators. The various chapters in the book address the topic of teacher educators as teachers and researchers in diverse countries and contexts, namely Australia, Belgium, England, Ireland, Israel, Portugal, Norway and the USA. Collectively, the authors examine the work of teacher educators considering their core mission, their professional development opportunities and the demands and needs of their working contexts. The chapters in this book were originally published in a special issue of the European Journal of Teacher Education.

Leading Change in Teacher Education Thuwayba Al Barwani,Maria Assunção Flores,David Imig,2018-12-12 The international attempt to expand schooling despite dealing with an insufficient number of trained teachers has placed significant pressure on teacher education. Continued effort to change all aspects of teacher education, including ways of learning, methods of practice, institution interaction and assessment of teaching ability, in order to fulfil the desire to offer inclusive and equitable teaching for all, is a serious consideration. In response to this increased attention on cross-national campaigns, *Leading Change in Teacher Education* features discussions covering what has been done, how and why the

change has happened, the journey itself and the challenges encountered along the way, alongside contributions from international academics who share their reflections and suggestions for a way forward, despite a global shortage of teachers. Strategies surrounding the design and delivery of education now centre on improving how teachers are prepared, supported and evaluated. *Leading Change in Teacher Education* captures the stories of international change leaders by: Providing details of both the successes and challenges faced Presenting innovative practices in teacher education from around the world Describing the strategies put in place to ensure that teacher education is developing The topics discussed are relevant for educators, policymakers and international organizations involved in the design and implementation of programmes in teacher education. *Leading Change in Teacher Education* is also an invaluable resource for those looking to increase the changes occurring within teacher education.

European Perspectives on Professional Development in Teacher Education Ken Jones, Jim O'Brien, 2016-01-08 This collection focuses on the ways in which policy relating to professional development and professional learning in teacher education is changing across Europe. The chapters examine how policies change with time and with changes in personnel at various levels in the political or professional spectrum. It also highlights the continued diversity of the education systems of Europe, despite moves towards economic and social integration. A common theme running through the chapters is an understanding of the importance of professional development and professional learning of educators in the success and effective operation of the education systems of the countries concerned. This book was originally published as a special issue of *Professional Development in Education*.

Initial Teacher Education at Scale Clare Brooks, 2021-04-06 Debates about what constitutes quality in initial teacher education have resulted in a series of quality conundrums that have to be unravelled by teacher educators. Using the lens of scale and adopting a new approach to understanding quality, this book draws upon empirical research into five large-scale, high-quality university-based teacher education providers in Australia, Canada, England, New Zealand and the US. The resulting model of initial teacher education practice shows how ideological concepts and accountability structures around teacher education are in constant tension with operational realities. The book explores how successful large-scale providers have reconciled those tensions and conundrums to ensure their provision is consistently high quality. The accounts also present a robust defence for university-based teacher education. The practice-based accounts of how tensions around quality and scale are being reconciled reveal the competing discourses around teacher professionalism, research and the role of the university in teacher education. The analysis presented promises to change the way we view high-quality teacher education across all providers and international contexts, not just those of large scale. This book will be of great interest to teacher educators, policymakers and educational leaders.

The Professional Development of Teacher Educators Tony Bates, Anja Swennen, Ken Jones, 2014-12-18 This book

makes a significant contribution to a hitherto much neglected area. The book brings together a wide range of papers on a scale rarely seen with a geographic spread that enhances our understanding of the complex journey undertaken by those who aspire to become teachers of teachers. The authors, from more than ten countries, use a variety of approaches including narrative/life history, self-study and empirical research to demonstrate the complexity of the transformative search by individuals to establish their professional identity as teacher educators. The book offers fundamental and thoughtful critiques of current policy, practice and examples of established structures specifically supporting the professional development of teacher educators that may well have a wider applicability. Many of the authors are active and leading persons in the international fields of teacher education and of professional development. The book considers: novice teacher educators, issues of transition; identity development including research identity; the facilitation and mentoring of teacher educators; self-study research including collaborative writing, use of stories; professional development within the context of curriculum and structural reform. Becoming a teacher is recognised as a transformative search by individuals for their teaching identities. Becoming a teacher educator often involves a more complex and longer journey but, according to the many travel stories told here, one that can be a deeply satisfying experience. This book was published as a special issue of Professional Development in Education.

Understanding the Dynamics of Teacher Agency, Resilience, and Identity in the Neoliberal Age Gang Zhu, 2022-12-19
Understanding the Dynamics of Teacher Agency, Resilience, and Identity in the Neoliberal Age focuses on the complexity of teachers' agency, resilience, and identity across various contexts. Neoliberal educational policy technologies have been constantly (re)shaping educational professionalism, subjectivity, teaching, and evaluation. Within this climate, teacher agency, resilience, and identity are vital factors for maintaining teachers' well-functioning and well-being. Moreover, teacher agency, resilience, and identity do not exist independently but reinforce each other constitutively, which enable teachers to see beyond challenge and fluctuating confidence and withstand pressure. The educational contexts in this book encompass rural, immigrant, preservice education, special education, internationalized school contexts, etc. Theoretically, this book disentangles the conceptual understandings and methodological considerations of teacher agency, resilience, and identity. Practically, the contributors from various countries and regions explore how various contexts influence teacher agency, resilience, and identity in the neoliberal age.

The Palgrave Handbook of Teacher Education Research Ian Menter, 2023-03-24 This handbook presents a timeless, comprehensive, and up-to-date resource covering major issues in the field of teacher education research. In a global landscape where migration, inequality, climate change, political upheavals and strife continue to be broadly manifest, governments and scholars alike are increasingly considering what role education systems can play in achieving stability and managed, sustainable economic development. With growing awareness that the quality of education is very closely related to

the quality of teachers and teaching, teacher education has moved into a key position in international debate and discussion. This volume brings together transnational perspectives to provide insight and evidence of current policy and practice in the field, covering issues such as teacher supply, preservice education, continuing professional learning, leadership development, professionalism and identity, comparative and policy studies, as well as gender, equity, and social justice.

Asian Perspectives on Teacher Education Shin'ichi Suzuki, Edward R. Howe, 2013-09-13 Research into teacher education is dominated by Anglophone literature, with the inevitable result that teacher education in non-English speaking regions of the world largely remains unexamined. This book fills the gap in the existing literature and comprises twelve invited contributions from an international panel of educationists. To provide the reader with a clear structure, the book offers a detailed introduction and afterword which brings together the various themes examined in each chapter. The contributions offer perspectives on teacher education in the Asian region, perspectives which, until now, have been missing from contemporary debate on teacher education. Presenting research from Australia, Japan, the USA, the People's Republic of China, the Republic of Korea and Vietnam, this book examines the varied situations teacher educators experience in their own countries; in so doing the researchers identify resonances and dissonances in comparison with the dominant Anglophone research literature on the same subjects. This book is an important contribution to the comparative study of teacher education in the first decade of the twenty-first century, giving a voice to an important sector of the international community of teacher educators. This book was published as a special issue of *Journal of Education for Teaching: International research and pedagogy*.

Academic Work and Identities in Teacher Education Jean Murray, Clare Kosnik, 2016-04-08 With its focus on the work and identity of teacher educators, this book addresses an essential but under-researched area in teacher education. It makes a major contribution to analysing the field and develops existing research on the working lives and identities of teacher educators. The book explores ideas about the future of teacher education and the implications for policy changes in education systems across the world. It brings together studies from across the globe on how teacher educators, within higher education institutions, function as both academics and professionals in different institutions and nations. It also considers professional learning for teacher educators as an occupational group and makes practical suggestions for change and improvement in this often neglected area of higher education. The book deliberately draws on research from a range of traditions, including life history, policy analysis, ethnography and self-study. The contributions come from major researchers in teacher education in Australia, Continental Europe, the USA and Canada, the UK and Asia. This book was originally published as a special issue of the *Journal of Education for Teaching*.

Teachers and Teacher Education in the Post-Soviet Context of Kazakhstan, 2025-03-27 Teachers and Teacher Education in the Post-Soviet Context of Kazakhstan uncovers how the national teacher education system has evolved from its Soviet

roots aiming to meet the demands of the 21st century. Featuring contributions from leading experts, this book explores key topics like the internationalization of teacher education, professional teacher development, teacher identities, recruitment, retention, gender equity in teacher education and teacher well-being. With insights from empirical research, lived experiences, and real-world case studies, this book offers fresh perspectives for policymakers, educators, and researchers looking to engage with Kazakhstan's educational reforms. Contributors are: Ainur Almukhambetova, Nazgul Anarbek, Arman Asssanbayev, Daniel Hernández-Torrano, Laura Ibrayeva, Aiida Kulsary, Kairat Kurakbayev, Zhadyra Makhmetova, Tsediso Michael Makoele, Aigerim Mynbayeva, Gulnara Namysova, Dana Nygmetzhanova, Assel Sharimova, Elaine Sharplin, Mir Afzal Tajik, Lyazat Turmukhambetova, and Elaine Wilson.

Education and Teacher Education in the Modern World P. Calogiannakis, K.G. Karras, C.C. Wolhuter, 2015-11-25 This book discusses current problems and policies, approaches, trends, and recruitment conditions within the education of teachers in the modern world. It investigates new research within this area, and explores various aspects prevalent in teachers and in their own and general education today. The contributions to this volume approach the topic of modern teachers from various geographical and contextual perspectives, discussing the challenges facing teachers from educational, cultural, socio-political, demographic, and economic points of view.

Teacher Education Intersecting Comparative and International Education Florin D. Salajan, tavis d. jules, Charl Wolhuter, 2023-04-06 This book draws critical connections between teacher education or preparation and the field of comparative and international education (CIE) showing ways in which the two fields can inform and advance one another. The chapters consider how teacher education shapes and is shaped by CIE, particularly in an era of socio-cultural upheavals, politico-economic transformations and climate or health crises affecting the human and natural world. The question at the core of the book is: in what ways can comparative and international education support a rethinking of teacher education in the wake of the social movements for equity, justice and civil liberties with ramifications for educators around the world? It includes contributions from leading academics based in Argentina, Canada, China, Columbia, Finland, Grenada, Hong Kong, Myanmar, Spain, South Africa, Turkey and the USA. The chapters cover topics ranging from equity, social justice, and the sustainable development goals to country case-studies including teacher education in Myanmar and a comparative study of teacher preparation in South Korea and the USA.

Being a Teacher Educator Anja Swennen, Elizabeth White, 2020-10-01 This collection offers a timely and wide-ranging contribution to the research-informed improvement of the work of teacher educators. Drawing on original research studies conducted across a range of European countries, Canada, and Israel, contributors offer insight into not only questions of curriculum and programme development, research, and professional development, but also their day-to-day experience as teacher educators, student teachers, and mentors in schools. Themes explored include teaching and working with students,

teacher educators as researchers, the partnership work of teacher educators, the professional development needs of teacher educators, professional development approaches for improving teacher education, and teacher educator empowerment. Arising from the international community of the Association for Teacher Education in Europe (ATEE), and drawing together theory and practice, this book offers a unique survey of the contributions of teacher educators and charts a path for future directions of the field.

Research, Policymaking, and Innovation Yan Wang, Gábor Halász, Ainat Guberman, Ahmed Baghdady, Oded Mcdossi, 2023-04-05 This book presents an update on teacher and education development research, policymaking and innovation within the Belt and Road Countries. It illustrates cases from 18 Belt and Road countries: Albania, Cambodia, China, Hungary, India, Israel, Kazakhstan, Kyrgyzstan, Lithuania, Malaysia, Mongolia, Qatar, Russia, Singapore, Sri Lanka, Syria, Tajikistan and Turkey. It identifies regularities and patterns of teacher development in the context of education development, and explores the characteristics of education policy and practice of the Belt and Road countries. It will be of interest to all researchers, educators and policymakers involved in teacher development and/or education development.

Innovation and Accountability in Teacher Education Claire Wyatt-Smith, Lenore Adie, 2018-10-24 This is the foundational book for the new series, Teacher Education, Learning Innovation and Accountability. The book canvasses research, practice and policy perspectives in teacher education across diverse geographic, social and political contexts. It explores the lifespan of teacher development from initial preparation through to graduate classroom practice as it occurs in an intensifying culture of standards and regulation. The characterization of initial teacher education (ITE) in a crucible of change permeates throughout the book. The chapters open up new ways of thinking about innovation and accountability in ITE and the professionalization of teaching, exploring fundamental questions, such as “Who are the actors in teacher preparation and how do they interact? How can we learn about the quality of teacher education? Where can we hear the voices of teacher educators and preservice teachers, as well as school-based teacher educators? What are the new and emerging roles of others in teacher education who have not been involved previously, including employing authorities?” (p. 22). While the book provides responses to these and other provocative questions, it also offers new insights into innovative teacher education from a wide range of policy and practice contexts.

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