

Global Perspectives on Teacher Education

EDITED BY COLIN BROCK

Global Perspectives On Teacher Education Oxford Studies In Comparative Education

**Harry Judge, Michel Lemosse, Lynn
Paine, Michael Sedlak**



Global Perspectives On Teacher Education Oxford Studies In Comparative Education:

Global Perspectives on Teacher Education Colin Brock, 1997-01-01 All over the world teachers are at the sharp end of education Whatever the level of development of any given country expectations of them are always high usually too high They tend to be routinely blamed for the ills of society and are rarely given credit Is there now a situation of crisis in teacher education worldwide This book highlights the predicament of teachers in widely differing locations and situations

Examining Teach For All Matthew A.M. Thomas, Emilee Rauschenberger, Katherine Crawford-Garrett, 2020-07-28 Winner 2022 Outstanding Book Award from the Society of Professors of Education Winner 2021 Book Award from the Globalization and Education SIG Comparative and International Education Society Examining Teach For All brings together research focused on Teach For All and its affiliate programmes to explore the organisation's impact on education around the world Teach For All is an expanding global network of programmes in more than 50 countries that aim to radically transform education systems by recruiting talented graduates to teach for two years in under resourced schools and developing them into lifelong advocates of reform The volume offers nuanced insights into the interests and contexts shaping Teach For All and the challenges and possibilities inherent in broader efforts to enact education reform on a global scale This volume is the first of its kind to present empirical research on the emergence and expansion of Teach For All programmes which replicate and adapt the Teach For America model around the world The volume traces the network's expansion from its initial launch in 2007 to its growing international presence as chapters present new research from national contexts as diverse as Bangladesh Lebanon and Spain Using evidence from a range of perspectives and research methodologies the chapters collectively highlight the ways in which Teach For All and its affiliate programmes are working to alter educational landscapes worldwide This book will be of great interest for scholars educators post graduate students and policymakers in the fields of comparative education teacher education education leadership and education policy It paves the way for future critical inquiry into this expanding global network as well as further investigations of educational change around the world

Oxford Studies in Comparative Education, 1994 **Teacher Education Policy and Research** Diane Mayer, 2021-08-05 In this book leading teacher education researchers from Australia Belgium Canada England Finland Hong Kong SAR the Netherlands New Zealand North Ireland Portugal Scotland the USA and Wales examine teacher education policy and research in each of their contexts The book highlights the connections and disconnections between teacher education policy and research It examines contemporary challenges and issues in teacher education including how high quality teacher education is framed how teaching quality is framed and the role of teacher education research It also considers future policy and research possibilities and opportunities for teacher education research equity and preparing teachers for work within contexts of super diversity and early career teaching **Global Perspectives on Education Research** Lori Diane Hill, Felice J. Levine, 2018-03-14 Global Perspectives on Education Research echoes the breadth and

scope of education research worldwide It features the work of established and emerging scholars from a range of universities and research institutions in Africa Europe and North America The book s ten chapters are organized around four themes Education Policy Teaching and Learning School Context and Student Outcomes and Assessment and Measurement Each chapter offers cross cultural transnational or comparative insights on some of the most pressing challenges and promising opportunities for improving education around the world Across thematic areas these perspectives shape new ways of understanding context as an influence on and a framework for conceptual insights into education policy and practice at the international national and local levels With chapters on topics including the cultural complexities of literacy the effect of socioeconomic inequality on student learning and the tension between education for global competitiveness and education for global citizenship as national policy strategies Global Perspectives on Education Research addresses issues and questions that will interest education researchers educators policy makers and societal leaders worldwide This volume is a publication of the World Education Research Association WERA WERA is an association of major national regional and international specialty research associations dedicated to advancing education research as a scientific and scholarly field WERA undertakes initiatives that are global in nature and thus transcend what any one association can accomplish in its own country region or area of specialization

International Perspectives on School Settings, Education Policy and Digital Strategies Annika Wilmers,Sieglinde Jornitz,2021-02-15 An exchange on education ideas has shaped the transatlantic discourse in education for a long time Over the past two decades education science has increasingly become networked internationally Since 2015 the Office for International Cooperation in Education at DIPF Leibniz Institute for Research and Information in Education has organized international sessions on education research at the Annual Meetings of the American Educational Research Association thus providing a floor for transatlantic exchange on current research topics The volume gives an overview of the transatlantic activities in education research with regard to these sessions representing a collection of topics ranging from school development over the use of large scale assessment and digital data in education to questions related to migration and public education or the economization of education At the same time the volume offers a reflection on the assets and obstacles of international exchange

The SAGE Handbook of Comparative Studies in Education Larry E. Suter,Emma Smith,Brian D. Denman,2019-05-27 Educational practices have rapidly changed in the last few decades especially in how exchanges of information and learning are delivered and processed Yet while the field of international comparative studies has grown there has not been an extensive study on the relationship between educational practices students and how practitioners are prepared and trained This handbook explores international educational practices and behaviours through new research and a review of existing research with chapters spread across six parts Part I Introduction to Research Practices in Comparative Studies of Education Part II Research Methods Part III Policy Transfer Research through International Comparisons Part IV Use of Student time in Formal and Informal Settings Part V School Practices from

Early Childhood through Secondary School Part VI Conclusion Lessons from Large Scale Studies *International Perspectives on Intercultural Education* Kenneth Cushner, 2013-04-03 *International Perspectives on Intercultural Education* offers a comprehensive analysis of intercultural education activity as it is practiced in the countries of Australia New Zealand Malaysia the Netherlands Romania Spain England South Africa Ghana Nigeria the United States Canada and Mexico Chapters by key scholars and practitioners from these nations inform the reader of current educational practice related to diversity Each author responding to a common series of guiding questions presents a brief description of the national educational system in her or his country descriptive data on demographics in these countries including data on various subgroups and subcultures and their experiences with the mainstream educational system a discussion of the perceived obstacles to addressing intercultural issues in schools and solutions to overcoming these obstacles and a comprehensive analysis of intercultural information on how teacher preparation institutions address intercultural education at the present time An overall concern of each chapter author is how intercultural approaches can be employed to solve the difficulties faced by both individuals and schools while maintaining the cultural integrity of the child **Policy and Politics in Teacher Education** John Furlong, Marilyn Cochran-Smith, Marie Brennan, 2013-09-13 During the last 20 years governments around the world have paid increasing attention to the recruitment preparation and retention of teachers Teacher supply and teacher quality have become significant policy issues taken up by policy makers at the highest levels This is because teachers are now seen by many governments as the lynch pin of educational economic and social reform This volume grew out of a recognition by the Editors of the growing significance of teacher education policy and a curiosity about international trends and differences The book brings together nine papers from leading academics around the world from the UK England and Scotland the USA Australia Singapore and Belgium plus a joint paper comparing Namibia and the USA Taken together the papers reveal the complexities and contradictions of international trends On the one hand they demonstrate that there is indeed a common direction of travel along the lines encouraged by international bodies such as the OECD At the same time however the papers also reveal important differences among countries in terms of how they are addressing common aspirations as well as some apparent contradictions within the policies of individual nations This book was based on the special issue of *Teachers and Teaching* **Global Perspectives on the Internationalization of Higher Education** Branch, John D., Durnali, Mehmet, 2023-02-24 Transnational higher education was triggered largely by the marketization of higher education which itself manifests in such characteristics as academic rankings institutional branding and an emphasis on managerialism Recent advances in technology and the global COVID 19 pandemic have also driven a virtual internationalization of higher education with universities expanding their digital footprints overseas accelerating their distance education offerings and exploring such innovations as virtual exchange programs *Global Perspectives on the Internationalization of Higher Education* documents contemporary perspectives on the internationalization of higher

education and considers its history throughout the years in order to understand potential future directions Covering key topics such as student recruitment institutional branding and student mobility this premier reference source is ideal for administrators principals researchers academicians practitioners scholars instructors and students **The University and the Teachers** Harry Judge, Michel Lemosse, Lynn Paine, Michael Sedlak, 1994-01-01 Here is a book for our times a study in three countries of the relationship between teacher education and the universities An Englishman looks at France a Frenchman at the USA and two Americans at England with the whole introduced and rounded off by Harry Judge who was also the interlocutor of France It is a notable addition to the Oxford Studies in Comparative Education John Tomlinson Director of the Institute of Education University of Warwick The Times Educational Supplement this is an outstanding book on several levels it is a worthwhile read for audiences well beyond those directly involved in teacher education It will be of particular interest to researchers and students of comparative education At a time when politicians seem bent on importing educational practices from other countries it reminds us that there are no easy lessons to be learnt through international comparisons and that we cannot suppose that what is identified as good practice in one country can easily be imported elsewhere without taking into account the cultural context within which it is successful Marilyn Osborn University of Bristol Comparative Education The book is beautifully and engagingly written enlivened by the authors efforts to make sense of that which is foreign to their personal educational experiences The narratives are rich in detail and insights about the forms of teacher education and the cultural logic of their suitability The chapters provoke thought experiments of a kind that are suggestive of outcomes for university based teacher education if reforms currently proposed in one nation prove to be similar to long standing practices in the others Frank B Murray University of Delaware Comparative Education Review The work recorded in this book was undertaken over four years with support from the Spencer Foundation of Chicago and under the direction of Harry Judge of the University of Oxford Michel Lemosse teaches at the University of Nice and Lynn Paine Michael Sedlak at Michigan State University *The SAGE Handbook of Research on Teacher Education* D. Jean Clandinin, Jukka Husu, 2017-06-14 The SAGE Handbook of Research on Teacher Education offers an ambitious and international overview of the current landscape of teacher education research as well as the imagined futures The two volumes are divided into sub sections Section One Mapping the Landscape of Teacher Education Section Two Learning Teacher Identity in Teacher Education Section Three Learning Teacher Agency in Teacher Education Section Four Learning Moral Ethical Responsibilities of Teaching in Teacher Education Section Five Learning to Negotiate Social Political and Cultural Responsibilities of Teaching in Teacher Education Section Six Learning through Pedagogies in Teacher Education Section Seven Learning the Contents of Teaching in Teacher Education Section Eight Learning Professional Competencies in Teacher Education and throughout the Career Section Nine Learning with and from Assessments in Teacher Education Section Ten The Education and Learning of Teacher Educators Section Eleven The Evolving Social and Political Contexts of

Teacher Education Section Twelve A Reflective Turn This handbook is a landmark collection for all those interested in current research in teacher education and the possibilities for how research can influence future teacher education practices and policies

Resources in Education ,1999

World Yearbook of Education 2025 Xavier Dumay,Tore Bernt Sorensen,Lynn Paine,2024-11-12 The World Yearbook of Education 2025 analyzes teacher policies and the governance of the teaching profession in the contemporary context of major societal changes and globalizing processes The first volume dedicated to an overview of globalized teacher policies and their implications for the status of the teaching profession across the world this book reflects the ambition to advance the debate on the challenges and opportunities associated with the teaching profession It recognizes that teacher policy is situated at the crossroads of three logics that have changed and become more complex due to globalization processes since the 1970s the logic of teacher policy regulation has shifted from state centric government toward pluriscalar global governance the logic of employment relations has shifted to a flexibility paradigm the logic of teacher education has shifted from the transmission of knowledge in teacher education to teachers lifelong learning In line with the objective to analyze the governance of the teaching profession in the contemporary context of major societal changes and globalizing processes this book is organized into three parts focusing on teacher policies as global governance and public policy teacher labor markets employment relations and careers and the institutional transformations in the world of work and employment and the reconfiguration of teachers work and the learning of teachers Its contributors use different methodological approaches to draw on a range of case studies and analyses of national regional and global patterns A timely and important contribution to discussions of the future of the teaching profession across the world the World Yearbook of Education 2025 is ideal reading for policymakers the professional teaching community researchers graduate students and anyone interested in education policy related areas such as public policy comparative education and sociology of education

Annual Review of Comparative and International Education 2022 Alexander W. Wiseman,2023-12-14 Reflecting on ten prolific years of publication both volumes of the 2022 Annual Review together present discussions on education trends and directions conceptual and methodological developments research to practice area studies and regional developments and diversification of the field of education

Nation-Building, Identity and Citizenship Education Joseph Zajda,Holger Daun,Lawrence J. Saha,2008-12-16 A major aim of Nation Building Identity and Citizenship Education Cross cultural Perspectives is to present a global overview of selected scholarly research on global and comparative trends in dominant discourses of identity politics and nation building in comparative education research It provides an easily accessible practical yet scholarly source of information about the international concern in the field of nation building identity and citizenship education Above all the book offers the latest findings on discourses surrounding national identity nation building and citizenship education in the global culture It offers a timely overview of current issues affecting the formation of social identity and citizenship education in the global culture More than ever before there is a need to

understand and analyse both the intended and the unintended effects of globalisation and the forces of globalisation on nations organisations communities educational institutions and individuals around the world This is particularly relevant to the evolving and constantly changing notions of nation states national identity and citizenship education globally Current global and comparative research demonstrates a rapidly changing world where citizens are experiencing a growing sense of alienation uncertainty and loss of moral purpose In this stimulating and important book the authors focus on discourses surrounding three major dimensions affecting the national identity nation building and citizenship education debate in education and society ideology democracy and human rights These are among the most critical and significant dimensions defining and contextualising the processes surrounding the nation building and identity

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

International Perspectives on Teacher Education Donald K. Sharpes,2020-09-10 The preparation of suitably qualified teachers is vital for political social and economic growth in developing countries Some major problems have been caused by the enormous growth in primary enrolment and by the need to train more teachers without reducing standards exacerbated by the fact that in many cases the structure of teacher education is still in its formative stages However these problems can lead to innovative options and solutions Originally published in 1988 this book reports on research and practice in teacher education around the world It examines for example what happens to teacher education at times of great social change or political unrest as in South Africa or Cyprus how programmes in for example Nigeria or China approach minority education and how teachers are prepared for the teaching of indigenous populations such as the Saskatchewan Indians in Canada These examples of international teacher education practice are presented within a specific national regional and cultural context and provide important perspectives on the traditional views of how teachers are and should be prepared and professionally maintained The book will be of interest to all involved in teacher education adult education and curriculum design as well as to students of development studies

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 Facing Challenges and Complexities in Retention of Novice Teachers Denise McDonald,2018-11-01 The chapters in the book present in depth examination of novice teachers experiences in Houston area schools during their first through third year of teaching Their professional challenges and the unique conditions in which they must navigate their developing and sometimes fragile teacher identity are comprehensively explored

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