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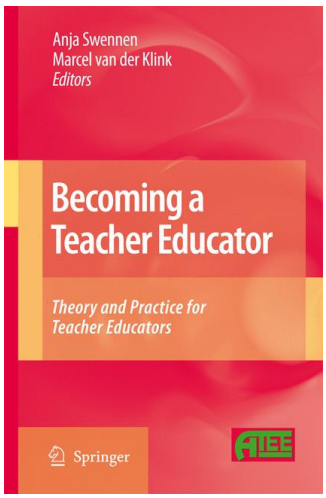

Anja Swennen, Vrije Universiteit Amsterdam, The Netherlands; Marcel van der Klink, Open University, Heerlen, The Netherlands (Eds.)

Becoming a Teacher Educator

Theory and Practice for Teacher Educators

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).

Contents: Introduction and overview; M. van der Klink, A. Swennen. Part 1: Changing contexts of teacher education. 1. Teacher education in Europe: main characteristics and developments; M. Snoek, I. Žogla. 2. Understanding teacher educators' work and identities; J. Murray et al. 3. Professional Codes of Conduct - Towards an Ethical Framework for Novice Teacher Educators; M. Golan,G. Fransson. 4. Partnerships between schools and teacher education institutes; C. van Velzen et al. 5. The teacher educator as facilitator of in-service learning; G. Fransson et al. Part 2: Induction of Teacher Educators. 6. Becoming a teacher educator: voices of beginning teacher educators, A. Swennen et al. 7. Second phase induction for teacher educators: challenges and possibilities; Å. Morberg, Eve Eisenschmidt. Part 3: Aspects of the work of teacher educators. 8. Teacher Education for Diversity; P. A. Bartolo, G. Smyth. 9. Linking learning styles and teaching styles; T. Tubic, K. Hamiloglu. 10. Helping beginning teacher educators to understand and engage in reflective practice; J. Harrison, E. Yaffe. 11. Preparing student teachers for teaching practicum; C. Bezzina, J. Michalak. 12. Assessment in teacher education; J. Gulikers et al. Part 4: Teacher educators as researchers. 13. Views on research in teacher education; K. Livingston et al. 14. Self-Study of Teacher Educators; M. L. Hamilton et al. Epilogue: Enhancing the profession of teacher educators; A. Swennen, M. van der Klink. Index.

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