

Preface

Studying the Effectiveness of Teacher Education for Early Career Teachers in Diverse Settings provides an evidentiary basis for policy decisions regarding initial teacher education and beginning teaching, and also informs the design and delivery of teacher preparation programs.

Based upon rigorous analysis of international literature and the policy context for teacher education globally, and examination of data generated through a longitudinal study conducted in Australia, this book investigates the effectiveness of teacher education in preparing teachers for the variety of school settings in which they begin their teaching careers.

Over 4 years, the *Studying the Effectiveness of Teacher Education (SETE)* project tracked around 5,000 recently graduated teachers and 1,000 school principals in Australia to capture workforce data and gauge graduate teachers' and principals' perceptions of their initial teacher education programs. This book offers a synthesis of the research findings and uses the SETE work as a catalyst for innovative theorisation of the effectiveness of teacher education with regard to: graduate teachers' preparedness to meet the requirements of the diverse settings in which they are employed; the characteristics of teacher education programs that are most effective in preparing teachers to work in a variety of school settings; and the impact of the teacher education program attended on graduate employment destination, pathways and retention within the teaching profession.

The authorship comprises the researchers who were immersed in the SETE project, and who as a collective, were able to pool extensive experience in both schools and higher education institutions, and to offer unique perspectives on the status and future of teacher education. These perspectives are detailed to facilitate future-focused approaches to education reform; approaches that are informed by teacher education histories and reflect the complex associations between the education policy landscape, perceptions of teacher preparedness, teacher effectiveness and school contexts.

A strong partnership with two teacher regulation authorities and two state departments of education is at the heart of the SETE project resulting in a comprehensive and collaborative approach addressing important questions about preparing quality teachers, particularly for Australian schools.

The book provides teacher educators, regulators, education researchers and policymakers with a view into the complexity of teacher education and teacher workforce transitions. Grounded in national and international literature and communicated through expert commentary, the authors draw on graduate teacher voice and large-scale quantitative data sets to provide a full picture of Australian teacher education and to suggest how re-conceptualising teacher education as the collective responsibility of universities, schools, systems and communities within a newly created real or imagined third space has the potential to revolutionise schooling and learning teaching.

Sydney, Australia
Burwood, Australia
Waurin Ponds, Australia
Fitzroy, Australia
Burwood, Australia
Southport, Australia
Burwood, Australia
Clayton, Australia

Diane Mayer
Mary Dixon
Jodie Kline
Alex Kostogriz
Julianne Moss
Leonie Rowan
Bernadette Walker-Gibbs
Simone White

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Mayer, D.; Dixon, M.; Kline, J.; Kostogriz, A.; Moss, J.;

Rowan, L.; Walker-Gibbs, B.; White, S.

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