



Teacher Status and Professional Learning: The Place Model (Critical Guides for Teacher Educators)

Linda Clarke

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The concepts of status and professionalism are key issues in teaching and teacher education across the UK and internationally. While there is increasing recognition that high quality teachers are crucial, this coexists with a persistent culture of blaming and shaming them. Student teachers will live out their careers within this maelstrom, so there is a need to consider the place of their profession both locally and globally, and teacher educators can support them to make a realistic yet ambitious analysis. This book answers a fundamental need for teachers to position themselves in their professional world. It uses an innovative 'Place Model' to explore the professional learning of teachers, examining place in terms of both hierarchical status and as a cumulative journey of professional learning within ever expanding horizons. It looks at the nature of professionalism, why teacher status is important, where trainees might fit within the model, and what infrastructure needs to be in place to support teachers' career-long professional learning. *** Librarians: ebook available (Series: Critical Guides for Teacher Educators) [Subject: Education]

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