

Kri International Teacher Training Manual Level

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Congregational Council International Congress of Education

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scenario one imagine a teacher walking into a classroom the students stood up to greet the teacher on his or her entrance through the door and remained standing until they were beckoned to sit down the students then sat down with their eyes fixed on the teacher waiting for instructions on what to do next the teacher was in absolute control knew exactly what was going on and what to expect from the students on their part the students knew exactly what to expect from the teacher standing up to greet the teacher on his or her entrance into the classroom was normal in fact it was cultural they had therefore not done anything extraordinary the teacher proceeded to have a very good class period nothing different was expected this was a normal day scenario two imagine the same teacher with the same expectations as in scenario one walking into a different classroom the students did not stand up to greet him or her they did not know about such a tradition nor was it a part of their culture in fact some were standing and chatting with friends as he or she entered the classroom

the international handbooks of teacher education cover major issues in the field through chapters that offer detailed literature reviews designed to help readers to understand the history issues and research developments across those topics most relevant to the field of teacher education from an international perspective this volume is divided into two sections the organisation and structure of teacher education and knowledge and practice of teacher education the first section explores the complexities of teacher education including the critical components of preparing teachers for teaching and various aspects of teaching and teacher education that create tensions and strains the second examines the knowledge and practice of teacher education including the critical components of teachers professional knowledge the pedagogy of teacher education and their interrelationships and delves into what we know and why it matters in teacher education

this book proposes to excite readers to engage in conversations on how schools and colleges of education can internationalize teacher education programs so that graduates have global teaching experiences that teacher education curricula include global perspectives and that there are opportunities to have faculty think and teach from a global perspective the contributions in this book are by authors who have the knowledge and expertise in international teacher education to answer many questions regarding the development of a 21st century competent global teaching force they describe their experiences programs and support for the goal of continuing to internationalize schools and colleges of education the book is designed to be interactive readers are encouraged to engage themselves in the conversation as the editor invites them to e mail any of the authors to discuss questions posed questions addressed in this issue include defining internationalization global teacher competency hearing voices from the field as graduates and faculty share how internationalization has had an impact on teaching program development and professional and personal development this book was originally published as a special issue of teaching education

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