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Teacher Education and Pedagogy Theory, policy and practice

The **Cambridge Teacher** series

Edited by **Michael Evans**



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Notes on contributors

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Helen Demetriou obtained her Ph.D. in developmental psychology from the Institute of Psychiatry, University of London, in 1998. Currently, she is Research Associate at the Faculty of Education of the University of Cambridge and teaches on undergraduate, masters and doctoral courses. Helen's research has included: *Sustaining pupils'*

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Michael Evans is Reader in Education at the Faculty of Education, University of Cambridge. As Deputy Head of Faculty, he has had oversight of developments in the initial teacher education programmes. His research includes co-directing a national study of the impact of UK government policy on languages provision and practice at KS3 in schools in England (2009). He has published a number of papers and books in the field of foreign-language education. He is currently compiling a four-volume collection of published research papers on Second Language Education in the Routledge Major Themes in Education series.

Kara Jackson is an Assistant Professor in Mathematics Education at McGill University, Montreal, Quebec. Her research focuses on specifying forms of practice that support all learners to participate in rigorous mathematics, particularly youth who have been historically under-served in classrooms, and how to reorganize schooling contexts to support teachers to develop such forms of practice.

Holly Linklater obtained her Ph.D. in Education from the University of Aberdeen. She divides her time between teaching Year 4 in a primary school and lecturing for the University of Cambridge Faculty of Education, particularly on the Early Years and Primary PGCE and M.Ed. in Researching Practice. Holly is always an autoethnographer. Her research focuses on developing ways to articulate more fully the complexity of pedagogy, or the 'craft' of teaching. She is also deeply committed to writing and teaching about the importance of inclusive education – how schools can and must work in ways that recognize the full humanity of all children, and enhance their experiences as learners.

Jean Murray is Professor of Education and the Research and Knowledge Exchange Leader in the Cass School of Education and Communities at the University of East London. She has worked in university-based teacher education for more than twenty years. Her research includes sociological and historical analyses of teacher education policies and practices. Jean has a particular interest in research-capacity building in teacher education and has led a number of national projects in this area, including establishing the Teacher Education Research Network (TERN) for the ESRC.

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Norbert Pachler is Professor of Education and Director of International Teacher Education at the Institute of Education, University of London. Over the last ten years or so he has worked for the Deanery at the Institute, *inter alia* as Acting Dean for Initial and Continuing Professional Development. Between 2005 and 2010 Norbert was Co-director of the Centre for Excellence in Work-Based Learning for Education Professionals (www.wlecentre.ac.uk). Through this WLE work he fostered technology-enhanced approaches in work-based learning by facilitating innovation and developing new concepts and theoretical thinking. In 2007 he founded the international, interdisciplinary London Mobile Learning Group (www.londonmobilelearning.net), which he convenes. The group comprises researchers in the fields of cultural and media studies, sociology (social) semiotics, pedagogy, educational technology, work-based learning and learning design. His research interests include the application of new technologies in teaching and learning, teacher education and development, and all aspects of foreign language teaching and learning.

Jane Warwick is the Early Years and Primary PGCE Course Manager at the Faculty of Education, University of Cambridge. In this role she coordinates all aspects of the taught Faculty course and school-based elements of the course and currently teaches Professional Studies and Physical Education. She is particularly interested in developing partnerships with local schools. Her research interests include teachers' professional development, specifically in the area of mentoring, and she co-ordinates the Experienced Mentors course. Recent research has included how to support male trainees on an Early Years and Primary PGCE course as a minority group and teachers' development on the ChAT project, a Faculty-based research project exploring the development of children's metacognition through dialogue.

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Elaine Wilson is a Senior Lecturer in Education at the Faculty of Education, University of Cambridge. As Secondary PGCE Course Manager and Science M.Ed. Route Coordinator, she has extensive experience of working with new and recently qualified teachers. Her recent research was funded by the Gatsby Charitable Foundation and focused on the learning and lives of new teachers. She has published a number of papers in the field and has just edited the second edition of *School based research: a guide for education students*, published by SAGE.

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