

Contents

<i>Notes on contributors</i>	v
<i>Foreword: Peter Gronn (University of Cambridge)</i>	ix
<i>Editor’s Introduction: Michael Evans (University of Cambridge)</i>	xv
Chapter 1	
Analysing the fallout in teacher education: government intervention, academic drift and the higher education ‘marketplace’	1
Jean Murray (University of East London)	
Chapter 2	
‘Interesting times’, or teacher education and professionalism in a ‘brave new world’	23
Norbert Pachler (Institute of Education, London University)	
Chapter 3	
Building social capital in teacher education through university–school partnerships	41
Elaine Wilson (University of Cambridge)	
Chapter 4	
Developing primary trainee teachers’ professional identity on an initial teacher education course: linking course structure, professional relationships and pedagogic understanding	60
Jane Warwick (University of Cambridge)	
Paul Warwick (University of Cambridge)	
Holly Linklater (University of Cambridge)	
Penny Coltman (University of Cambridge)	
Chapter 5	
Coordinating professional development across contexts and role groups	80
Kara Jackson (McGill University)	
Paul Cobb (Vanderbilt University)	

iv	Contents	
Chapter 6	Perfection in teaching ... settling for excellence Helen Demetriou (University of Cambridge) Elaine Wilson (University of Cambridge) Mark Winterbottom (University of Cambridge)	100
Chapter 7	Teacher education as embedded in diversity: discursive connections between theory, research and practice Lily Orland-Barak (University of Haifa)	116
Chapter 8	‘The other person in the room’: a hermeneutic–phenomenological inquiry into mentors’ experience of using academic and professional literature with trainee history teachers Christine Counsell (University of Cambridge)	134
<i>Index</i>		183