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explained it.

Before, during &

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Rules will help you identify proper conduct in a variety of given situations, review those instances where discretionary action is possible, and define the nature of the relationship between you and your clients, colleagues and the courts.

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resource that delivers the “what I need to know” to engage kids in a significant amount of informational text reading experiences. No filler, no lofty ideals about college and career readiness, but instead, the information on how to find lesson-

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practice in pre-service teacher education. Authors such as Lederman and Lederman describe the student teaching practicum (or work-integrated learning [WIL]), which is an essential component of pre-service teacher education, as the

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'elephant in the room'. These authors note that 'the capstone experience in any teacher education programme is the student teaching practicum... [a]fter all, this is where the rubber hits the road'. However, many teacher educators will agree

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that this WIL
component is
sometimes very
insufficient in
assisting the
student teacher to
develop their own
footing and voice as
a teacher. This is
the ' gap ' that this
research book
addresses. Most of
the chapters in the
book report

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empirical data, with the exception of two chapters that can be categorized as systematic reviews. WIL is addressed from various angles in the chapters. Chapter 6 focuses on research related to what makes Finnish teacher education so

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effective, and in

Chapter 4

researchers of the
University of

Johannesburg

disseminate their
findings on

establishing a
teaching school

(based on Finnish
insights) in

Johannesburg.

Chapter 3 highlights
the challenges

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guided in open-and
distance learning
teacher education
contexts. Several of
the chapters
disseminate
research findings
on alternative
interventions to
classic WIL,
namely, where
“ safe spaces ” or
laboratories are
created for student

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teachers to learn
and grow
professionally.

These could either
be simulations, such
as software
programmes and
avatars in the
intervention
described in
Chapter 2; student
excursions, as the
findings in chapters
5, 7 and 10 portray;

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or alternative
approaches to WIL
(e.g. Chapters 11
and 12). The book
is devoted to
scholarship in the
field of pre-service
teacher education.
The target audience
is scholars working
in the fields of pre-
service teacher
education, work-
integrated learning,

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and self-directed learning. The book makes a unique contribution in terms of firstly its extensive use of Cultural-Historical Activity Theory as a research lens, and secondly in drawing on various theoretical frameworks. Both quantitative and

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qualitative research
informed the
findings of the
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