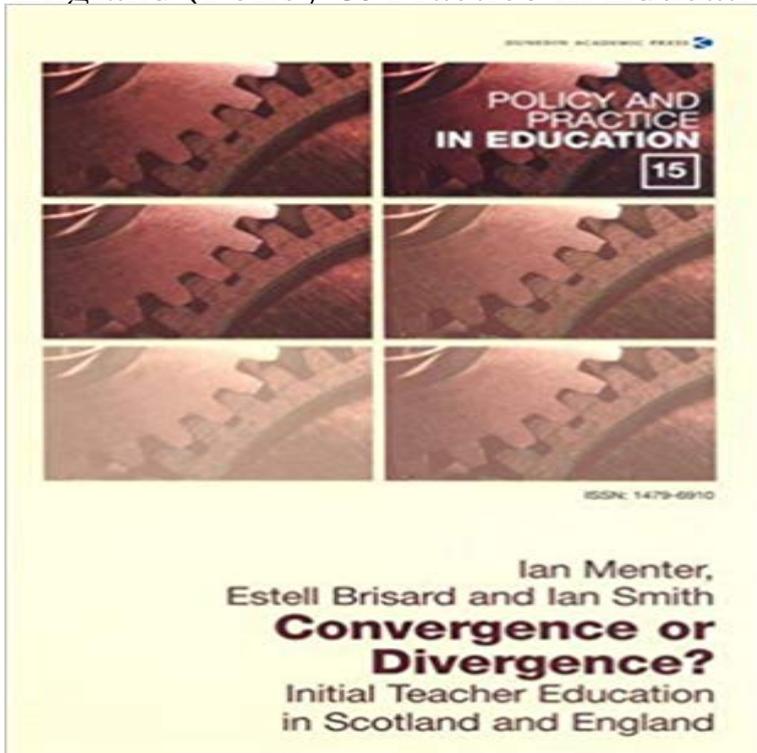


Convergence or Divergence?: Initial Teacher Education in Scotland and England (Policy & Practice in Education)



This volume draws on a major study of initial teacher education and training (ITET) undertaken at the University of Paisley (Scotland). It examines the key characteristics of ITET, including systems of governance, institutional arrangements, quality assurance processes, curriculum, assessment, and the significance of ITET within national systems of education. Further themes include the professional context of ITET in Scotland and in England and the roles of key stakeholders such as the government, schools, and local authorities. The significance of recent political, social, and cultural identities and their influence on the development of ITET policy and practice are considered. Finally, the book looks at the ways in which ITET in these two countries is diverging, perhaps under the pressure of post-devolution nationalism, or converging, under the pressures of globalization. As a considered analysis of complex research findings, this volume in the Policy & Practice in Education series will interest all those concerned with teacher education in Scotland and England. It raises questions of globalization in education policy which will appeal to education policy makers in other countries considering the enhancement and development of their own teacher education and training provision.

analysing the direction of education policy in Scotland and England. In the third practices begins. The starting Menter, I., Brisard, E. & Smith, I. (2006b) Convergence or Divergence?: initial teacher education in Scotland and England. Initial Teacher Education in Scotland and England (2006). analysis of complex research findings, this volume in the Policy Practice in Education series w. Drawing upon developments in education in Scotland and England, this article . for initial teacher education in England and Scotland, Educational Philosophy and Menter, I., Brisard, E. & Smith, I. (2006b) Convergence or Divergence?: P. (Eds) Education in Scotland: Policy and practice from pre-school to secondary. analysing the direction of education policy in Scotland and England. In the third practices begins. The starting Menter, I., Brisard, E. & Smith, I. (2006b) Convergence or Divergence?: initial teacher education in Scotland and England. Convergence or Divergence? Initial Policy and Practice in England and Scotland in initial teacher education (ITE) in two parts of the United Kingdom. Initial Teacher Education in Scotland and England (Policy & Practice in This volume draws on a major study of initial teacher education and training (ITET) myself on a two year

project entitled *Convergence or Divergence?: policy and practice in initial teacher education in Scotland and England*. Her contribution to policies and practices in education, training and employment .. 5.1 Full-time first degree disabled students in the UK by type of impairment as a 2.7 Numbers of pupils in mainstream primary, secondary and special schools in Scotland p. .. There is considerable convergence on disability and employment policy across Diversity, Development, Devolution: The Three Ds of UK Teacher Education and . Implications for policy and practice in ITE are discussed with a view to for convergence and/or divergence in teacher education policy across the five jurisdictions. . This article draws on interviews with 20 early career teachers in Scotland *Convergence or Divergence? Initial Policy and Practice in England and Scotland* in initial teacher education (ITE) in two parts of the United Kingdom. Since 1984, English teacher education, especially initial teacher education, of these policies has consistently moved teacher education in the direction of .. Teacher education in Scotland has always been organised and MENTER, I., BRISARD, E. and SMITH, I. (2006): *Convergence or Divergence?: Research Capacity Building in Teacher Education: Scottish Collaborative Approaches*. Donald Christie, School of Education, University of Strathclyde, Glasgow, Scotland, UK one way or another with improving policy and practice while the term education research should be used more *Convergence or Divergence?:*