

Contents

<i>List of Figures</i>	xiii
<i>List of Tables</i>	xv
<i>Preface: Introducing the Landscapes of Teacher Learning that Matters</i>	xvii

PART I

Orienting the Way on the Landscape

- 1 What Makes Teacher Professional Development Effective?
A Literature Review** 3
KLAAS VAN VEEN, ROSANNE ZWART AND JACOBIE MEIRINK
- 2 Professional Community and Professional Development in
the Learning-Centered School** 22
JUDITH WARREN LITTLE

PART II

Perspectives for Teacher Learning in Multiple Contexts

- 3 Professional Learning: Creating Conditions for Developing
Knowledge of Teaching** 47
JOHN LOUGHRAN
- 4 A Multi-Metaphorical Model for Teacher Knowledge and
Teacher Learning** 64
JOHN WALLACE AND JUDITH MULHOLLAND

x *Contents*

- 5 **The Transformative Potential of Teacher and Student Voices:
Reframing Relationships for Learning** 80
MARY KOOY AND DANA COLARUSSO
- 6 **Professional Development through a Teacher-as-Curriculum-
Maker Lens** 100
CHERYL CRAIG

PART III

Foundations for Developing the Self in Teacher Learning

- 7 **Promoting Quality from Within: A New Perspective on
Professional Development in Schools** 115
SASKIA ATTEMA-NOORDEWIER, FRED KORTHAGEN AND ROSANNE ZWART
- 8 **Critical Moments as Heuristics to Transform Learning and
Teacher Identity** 143
PAULIEN C. MEIJER AND HELMA W. OOLBEKKINK
- 9 **Writing and Professional Learning: A “Dialogic Interaction”** 158
GRAHAM PARR AND BRENTON DOECKE
- 10 **Exploring Discursive Practices of Teacher Learning in a
Cross-Institutional Professional Community in China** 176
ISSA DANJUN YING

PART IV

Professional Learning for Teacher Practice

- 11 **Partnerships for Professional Renewal: The Development of a
Master’s Program for Teacher Professional Learning** 197
HELEN MITCHELL AND ALEX ALEXANDROU
- 12 **Open-Ended Scientific Inquiry in a Nonformal Setting:
Cognitive, Affective and Social Aspects of In-Service
Elementary Teachers’ Development** 217
STELLA HADJIACHILLEOS AND LUCY AVRAAMIDOU

13 From Concept to School Practice: Professional Learning for Sustainable Change in the Primary Science Classroom	235
PERNILLA NILSSON	

PART V

Stepping Back by Stepping In: Reviewing the Landscape

14 Stepping Back and Stepping In: Concluding Thoughts on the Landscapes of Teacher Learning that Matters	255
KLAAS VAN VEEN AND MARY KOOY	

<i>Contributors</i>	261
<i>Index</i>	269