

Continuous Teacher Education in Russia

This book is an outstanding contribution to the global literature on teacher education. It is the most comprehensive and thorough account of the origins, development and direction of travel of teacher education in Russia. With its emphasis on the continuous nature of teacher learning and support it offers a model for scholars, policymakers and practitioners around the world to consider and to learn from. Aydar Kalimullin and Roza Valeeva are to be congratulated for drawing together such a range of work with their colleagues at Kazan Federal University. The book provides evidence of why and how KFU has become such a leading provider of teacher education not only in Russia, but with influence in many other countries.

—Ian Menter,
Emeritus Professor of Teacher Education,
University of Oxford, UK

This book thoroughly looks at continuing teacher education in Russia and draws on historical developments, theoretical foundations and practical complexities that shape the landscape of teacher preparation and advancement within the broader context of the educational sector. In nine carefully crafted chapters, the reader embarks on a journey through time from the beginnings of teacher education in the 18th century to the contemporary challenges and future possibilities shaping today's teaching landscape. Each chapter is a beacon of knowledge, focusing on a specific aspect of teacher education through rigorous scholarship and depth of experience.

Collectively, these chapters offer a symphony of knowledge, each contributing a unique melody to the overarching narrative of continuous teacher education in Russia. As such, the book stands as a testament to the enduring commitment of educators and policymakers to foster excellence in teaching, nurture a culture of lifelong learning and embrace the rich diversity that defines the Russian educational landscape. It provides a valuable resource for understanding the historical evolution, current state and future prospects of teacher education in Russia while also offering insights and recommendations for enhancing the quality and relevance of teacher training programs. With its scholarly depth, empirical richness and visionary outlook, this book is not merely a scholarly endeavour but a guiding light for educators, policymakers and researchers alike, paving the way for a brighter future in teacher education.

Thus, it is with great enthusiasm and conviction that I endorse this remarkable book for publication, confident in its potential to inspire, educate and empower generations of educators in Russia and beyond.

—*Dr Manpreet Kaur*
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Partap College of Education
Ludhiana
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Continuous Teacher Education in Russia: History, Current Practices and Future Directions

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INVESTOR IN PEOPLE

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Foreword

The title chosen by the authors – *Continuous Teacher Education in Russia* – well illustrates the scope of this important book. As the contributors point out, in recent years, developments in the country have been substantial. The overall guiding framework, which has been in existence since the 1970s, has been associated with the OECD's notion of 'lifelong learning'. Thus, teacher education in Russia is conceptualised to be not only about pre-service professional preparation but also about ensuring that there is continued updating of teachers' academic and professional knowledge and skills. In opening up new perspectives for the English-speaking reader, the book is also timely as it opens up new perspectives notwithstanding the reality that the world is getting ever smaller with globalisation and transnational knowledge circulation taking place like never before thanks to much travelling and the use of ICT.

Four aspects of the book are particularly valuable. First, the topics covered range widely. Thus, while the work is not part of series *Emerald Studies in Teacher Preparation in National and Global Contexts*, it is certainly an excellent companion to the associated volumes. Secondly, the authors are able to draw on their close knowledge of Russian history, culture and contemporary developments in providing an outstanding context to their exposition. On that, they look at the past not for its own sake but so that it can help them raise key issues central to current debates about teacher education. Thirdly, the authors make use of a wealth of sources, many of them hitherto little used by scholars located in Western Europe and North America. Finally, the authors, due to their extensive work with fellow academics located in China, the United States, Great Britain, Germany and many other countries, have produced a work that allows one to engage in cross-cultural and cross-national comparison and contrast on teacher education in Russia.

Overall, this is a stimulating, very scholarly and thought-provoking book and should be widely read and quoted. For my own part, it is a work that reinforces my own long-standing view of the importance of considering the historical antecedents of contemporary developments in education if we are to understand the current situation properly. It also reinforces my growing appreciation of the view that people from across nations need to listen to one another so that they can move from what are sometimes parochial positions to a space where exchanges of these positions are valued.

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