

Holistic Teacher Education: In Search of a Curriculum for Troubled Times

Collection Editor: Rupert Collister

Description

The purpose of this collection is to bring together approaches to teacher education/preparation curriculum that can be described as holistic. This is a text in curriculum studies but also of course teacher education. We are also looking for teacher education curricula that are reconstructionist/reconceptualist in nature. That is they seek to shift the trajectory of society through teacher education. In a real sense this would be a synoptic text for this niche field with the aim of revealing it to a wider audience and broadening the field.

About the Editor

Dr Rupert Collister has worked in the post-compulsory education sector for over twenty-two years and his experience reflects the diversity of the sector in its broadest sense. He graduated with a Ph.D. from the University of New England, New South Wales, Australia, which explored the interconnections between holistic and transformative learning, Indigenous ways of knowing, and Eastern philosophy.

Submission Requirements

All chapters submitted should conform to the grammar and formatting guidelines provided by Cambridge Scholars Publishing, which can be viewed here: <https://www.cambridgescholars.com/pages/forms-guidelines>;

Unless agreed with the Editor prior to submission, referencing should be in Chicago;

Any work submitted for publication should be free of copyright restrictions and a statement should be submitted in support of this;

Contributions should be scholarly rather than anecdotal or unverifiable;

Contributions must be wholly in English, excluding footnotes, appendices and short extracts for translation;

While we will perform pre-press evaluations on the collection, we do not provide full proofreading services, so we ask that works are submitted to us in their final, 'ready-to-go' form.

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