Janik, T., Dalehefte, I. M., & Zehetmeier, S. (Eds.). Supporting Teachers: Improving Instruction.

Waxmann.

The book Supporting Teachers: Improving instruction edited by Tomas Janik, Inger Maria Dalehefte, and Stefan Zehetmeier is comprised of ten chapters, eight of which introduce several research-based approaches to (pre-service and in-service) teacher education adopted in different programmes of teacher professional development. The programmes have been implemented in four European countries, namely Austria, the Czech Republic, Norway, and Switzerland.

The book editors authored the first chapter (the introductory chapter). The chapter commences with a brief historical consideration of research-based teacher education programmes. Then, it conceptualises a research-based teacher education programme – one that interconnects theory, research, and practice. In a research-based teacher education programme, teachers investigate their own practices, and the findings are used in the programme (teachers are producers and consumers of research). The chapter accentuates that teacher education programmes should target all four dimensions of teacher's professional practice proposed in Krainer's (1998) model: action, reflection, autonomy, and networking. The reader will appreciate that the introductory chapter is incredibly engaging and clearly delineates the scope of the book. Additionally, it succinctly outlines what the reader will learn about in each section of the book.

The second chapter provides three examples of research-based teacher education programmes based on the action research approach: Pedagogy and Subject Didactics for Teachers (PFL), Professionalism in the Teaching Profession (ProFiL), and Education for Sustainable Development (BINE). In this chapter, Stefan Zehetmeier, Monika Grasser, Andrea Holzinger, Franz Rauch, Angela Schuster, and Andreas Wachter, besides acknowledging video analysis as a powerful method, seek to demonstrate how theory and practice could be integrated, how research and learning are organized, and the power of reflection and networking in teacher education.

In the third chapter, Annelies Kreis concentrates on content-focused peer coaching (CPC): an approach that, according to Kreis, enables teachers to improve their teaching practices without external mentors (e.g., teacher educators or researchers). CPC involves two teachers who teach the same

subject, and both play the role of a coach and a "coachee." The approach has two central elements: a lesson-planning dialogue and a post-lesson dialogue involving the coachee and the coach. The chapter will familiarise the reader with the rationale for using the CPC approach to promote pre-and in-service teacher education, with the principles of the CPC approach, and with how to implement the CPC approach. This book section provides the reader with a clear example of cooperation between teachers who teach the same subjects, and also conveys the idea that individually or collectively, teachers can strive to improve the instruction without the assistance of teacher educators or researchers.

In the following chapter, Tomáš Janík, Jan Slavík, Petr Najvar, Marcela Janíková, and Martin Rusek introduce the content-focused approach (CFA) as an indispensable instrument for improving instruction. The CFA centres around the 3A procedure: annotating, analysing, and alterations. That is, the professional community cooperatively observes and analyses a certain teaching and learning situation, and then they put forward alternatives that could improve it. While applying the 3A procedure, the professional community can generate case studies, which help to achieve analytic generalisation.

In the fifth chapter, the reader will learn about the School-In approach to professional development. The approach draws on the studies on the role that local contexts, inclusion, and expectation structure play in students' learning and school development. The proponents of the project intend to enhance the educational potential for inclusion and all students' learning by altering collective capacity, expectation structures, and school culture.

The sixth chapter revolves around the development of core practices. The chapter starts with a discussion of the strengths and shortcomings of competence-based teacher education programmes – a characteristic of European teacher education programmes. Then, the authors (Urban Fraefel and Kerstin Bäuerlein) regard the "competence-performance problem" as a result of competence-based teacher education; consequently, they argue that teacher education programmes should foster the acquisition of core practices rather than competences. The authors introduce Studies on Professional Practice (a programme aimed at helping prospective teachers develop professional practices). Further, they provide a detailed description of the programme and its implementation process and finish the chapter with the presentation of preliminary findings of a study on the impact of the

programme on the participants. The chapter represents a clear and valuable example of a teacher education programme that emphasizes the acquisition of core practices.

The seventh chapter, written by Isabelle Hugener and Kathrin Krammer, also starts with an identification of the issue faced by the current teacher education programmes – the competence-performance problem – and presents the use of classroom videos as an approach that could be used to tackle the problem. Classroom videos, the authors argue, have the power to capture authentic instruction in the classroom and provide a basis for an in-depth analysis of the crucial aspects of the instruction. In this chapter, the reader can expect to learn about VideA (Video Analysis in Teacher Education), a project developed by the authors with the intent of fostering teachers' professional vision. Besides providing detailed descriptions of the VideA project, the authors discuss the suitable videos for analysis, the framework guiding the video analysis process and end the chapter with a report of findings of the studies on the impact of the VideA project on the student teachers; the findings of the study illustrate that video analysis constitutes a powerful tool for fostering student teachers' professional vision.

Naďa Vondrová, in chapter 8, argues for the combination of Lesson Study (LS) and Video-based course (VBC) to assist teachers of mathematics in acquiring the skills and professional knowledge necessary to teach conceptual understanding. In the LS/VBC programme, lesson study and video analysis are implemented separately at the beginning and merged at the end of the programme. To substantiate the claim about the potentiality of video analysis in teacher education, the author reviewed several studies that report the benefits of using videos in teacher education. In addition, she provides a rationale behind the combination of LS and VBC and detailed descriptions of the main parts of the programme. The chapter represents a good example of how teacher professional development programmes could use different approaches to maximize their effectiveness.

In the ninth chapter, Eva Minaříková, Miroslav Janík, and Michaela Píšová suggest the use of a video-based professional development programme (videoclubs) to help teachers of English as a foreign language (EFL) improve their professional vision. The programme focused on how to assist students in acquiring communicative competence, and it was grounded in three distinct learning theories: constructivism, socio-constructivism, and situated

learning. The video-based course followed a three-stage model: design-teach-reflect. Before the full implementation of the programme, the participants were equipped with the knowledge necessary to analyse classroom videos (Van Ek's framework for communicative competence). The reader will appreciate that the chapter points to the need to consider cultural aspects of the context where the programmes are implemented. Furthermore, the reader will be aware of the difficulties that can be encountered in some contexts while implementing a teacher professional development programme.

The last chapter (conclusion), written by Monika Černá, discusses different features shared by the research-based models proposed in the book, and such features are complexity, the leading role played by teacher training institutions (the universities were responsible for the design and implementation of the programmes), emphasis on learning communities, focus on long-term intervention, and use of video as a powerful tool in teacher education. In concluding remarks, the author contends that the fruition of a professional development programme is reliant upon the expertise of the teacher educators' and the participants' (teachers) openness to accept new ideas, willingness to participate in the programme and to change their practices. The reader will be aware of innumerable factors upon which teacher professional development programmes hinge upon.

The book is packed with valuable pedagogical knowledge, and it can captivate and enlighten readers keen on enhancing the quality of instruction in the classroom. As illustrated throughout the review, the teacher education programmes introduced in the book are based on the modern conceptualization of effective teacher professional development programmes: ones that are characterized by teacher's engagement in research, collaborative work between researchers and teachers and between teachers, use of the research findings to shape the education programmes and learning from observation and analysis. The book will provide the reader with insights into various research-based teacher education programmes: their theoretical foundation, design, and implementation. Overall, the book has been carefully written and structured and comprehensively presents research-based approaches to teacher education, and each section of the book enables it to fulfil the expectations that its title raises.

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