Social change

Bates, R. (2010). Teacher education in a global context: Towards a defensible theory of teacher education. *Journal of Education for Teaching: International Research and Pedagogy, 34*(4), 277–293.

This paper examines some of the effects of globalisation on education and teacher education. In particular it considers the contradictory demands of economic and cultural forms of globalisation, and between globalisation and localisation. Attempts to construct an 'education space' in Europe and Asia are considered and various responses of teacher education systems are outlined. A defensible theory of teacher education is presented around the transformation of curriculum, pedagogy, assessment and the practicum: one that might allow a creative response to the contradictions of globalisation.

Biesta, G. (2010). *Good Education in an Age of Measurement.* **London/New York: Routledge.**

The widespread use of the measurement of educational outcomes in order to compare the performance of education within and across countries seems to express a real concern for the quality of education. This book argues that the focus on the measurement of educational outcomes has actually displaced questions about educational purpose. Biesta explores why the question as to what constitutes good education has become so much more difficult to ask and shows why this has been detrimental for the quality of education and for the level of democratic control over education. He provides concrete suggestions for engaging with the question of purpose in education in a new, more precise and more encompassing way, with explicit attention to the ethical, political and democratic dimensions of education.

Clarke, M., & Phelan, A.M. (2017). *Teacher Education and the Political. The Power of Negative Thinking.* **London/New York: Routledge.**

Teacher Education and the Political addresses the nature and purpose of teacher education in a global context characterised by economic and political anxieties around declining productivity and social inclusion. These anxieties are manifested in recent policy developments such as the promotion of professional standards, the deregulation and marketisation of teacher education and the imposition of performance-related regimes that tie teachers' pay to outcomes in high-stakes testing. The book assesses the implications of such policies for the work of teachers as well as for teacher educators and those undertaking initial teacher training. It is argued that these policy moves can be read as a depoliticising and de-intellectualising of teacher education. In this context, they illustrate how contemporary theory can provide a language for critiquing recent developments and

imagining new trajectories for policy and practice in teacher education. Drawing on the work of theorists from Derrida and Mouffe to Agamben and Lacan, this book argues for the need to maintain a space for intellectual autonomy as a critical dimension of the ethico-political work of teachers. Together these ideas and analyses provide examples of the power of negative thinking, illustrating its capacity to unsettle comfortable truths and foreground the political nature of teacher education. Current teachers, teacher educators and school leaders will be particularly interested readers, alongside those concerned with policy in the wider educational landscape.

Cochran-Smith, M., Ell, F., Grudnoff, L., Haigh, M., Hill, M., & Ludlow, L. (2016). Initial teacher education: What does it take to put equity at the center? *Teaching and Teacher Education, 57,* **67–78. Doi:10.1016/j.tate.2016.03.006**

This article addresses the question: What would it take to put equity front and center in initial teacher education? Drawing on research and innovative programming, the authors argue there are four essential tasks: conceptualizing educational inequality and the role of teacher education in challenging inequality; defining practice for equity; creating curricula and structures that are equity-centered and tailored to local patterns of inequality; and, engaging in research for local improvement and theory building about the conditions that support candidates' equity practice. The article conceptualizes each of these tasks and illustrates how they have been addressed in one context.

Ellis, V., & McNicholl, J. (2015). *Transforming Teacher Education. Reconfiguring the Academic Work.* **London/New York: Bloomsbury**

How do teacher educators support the learning and development of the thousands of new teachers we need every year? And why does this matter? Transforming Teacher Education puts questions as in cultural and historical context and offers a practical answer in the form of an original agenda for the transformation of current conditions in teacher education with future designs for practice. Viv Ellis and Jane McNicholl argue that the academic work of teacher education needs to be reconfigured in order to stimulate the renewal of the profession of teaching and to develop new modes of educational research that will have impact on practice as well as building the discipline of Education within the universities. They offer suggestions for future designs for teacher education, drawing on research across the social sciences.

ET2020 Working group on School Policy (2015). *Shaping career-long perspectives on teaching. A guide on policies to improve initial teacher education***. Brussel, European Commission.**

Initial Teacher Education is a fundamental area in which to support the shift towards new working cultures and to lay the foundations for teachers' capacity to adapt to changing contexts and circumstances. It is ideally positioned to play a key role in achieving two key goals: improving the development of teaching practices; and, attracting more high quality candidates to the teaching profession.
Enabling these changes requires robust but flexible teacher education policies based on close discussions and interactions between stakeholders. In most European countries the provision of ITE has been entrusted to higher education institutions with

government regulation and supervision. While in most countries educational authorities are already engaged in some form of dialogue and cooperation with ITE providers and the research community, a significantly lower number engage in discussions with other bodies and organisations, including municipalities, schools and teachers (trade unions, professional associations). This hampers the possibility of creating a comprehensive approach to teacher development, which can in turn have a negative impact on the overall attractiveness of the profession.

Targeted policy actions are required in order to strengthen: the role of ITE in changing work practices and cultures; position of ITE within broader teacher education policies to create incentives for professional development; and, ITE's governance, by recognising new structures of participation and new responsibilities of stakeholders. The main purpose of this Guide is to support such efforts by gathering and building on current practices, research, and the knowledge and advice of experts.

Fletcher, T., & Bullock, S.M. (2015). Reframing pedagogy while teaching about teaching online: a collaborative self-study.
Professional Development in Education, 41 **(4), 690-706.**
http://dx.doi.org/10.1080/19415257.2014.938357

The purpose of this paper is to use collaborative self-study to analyze and describe our experiences of teaching about teaching in a digital, online environment. Data were gathered from reflective journal entries, emails and monthly Skype calls. Our findings indicate that the perceived disembodiment of teaching and learning online affected how we fostered relationships with students and responded to problems of practice. Further, we felt that a particular approach to teaching online risked teaching becoming reduced to providing feedback to students in the form of assessment, which had implications for our identities as teacher educators. By discussing our experiences of teaching online we began to develop a critical understanding of the challenges of teaching online, and questioned how our online practices shaped our developing pedagogies of teacher education.

Griffiths, V., S. Thompson, and L. Hryniewicz (2014). "Landmarks in the Professional and Academic Development of Mid-career Teacher Educators". *European Journal of Teacher Education, 37* **(1), 74–90.**

This paper focuses on the professional and academic development of mid-career teacher educators from two universities in England. The objectives of the study were to analyse and compare the career experiences of teacher educators; in particular, to identify stages of development, landmark events and contextual factors affecting professional learning and academic identities. In-depth biographical interviews were carried out with 12 teacher educators, together with living graphs of their career paths. Clear landmarks were identified in both contexts, with development in teaching seen as largely positive, while research development was much more varied. Teacher educators who were further on in their careers saw research development as transformative personally as well as academically. In analysing the findings within a sociocultural learning framework, the authors draw in particular on Swennen et al.'s model of teacher educators' sub-identities, Akerlind's categorisation of an academic identity and Eraut's contextual and learning factors.

Huber, J. Making the Difference (2011). In J. Huber & P. Mompoint-Gaillard (Eds). *Teacher education for change*, **pp 137-146. Strasbourg, Council of Europe Publishing.**

This publication seeks to explain and describe what could be expressed in short with the following phrase "why we do what we do in the way we do it". What are the theoretical underpinnings, the fundamental concepts about knowledge and understanding? What are the strands of pedagogical thinking which influence the approach to training, teaching and learning that the Pestalozzi Programme tries to merge into a coherent whole? In other words, it sets out to explore the form that the pedagogy could take which models the values the Council of Europe has been created to uphold: a culture of democracy and respect for human rights and the rule of law.

Loughran, J. & Hamilton, M. (Eds) (2016). *International Handbook of Teacher Education*. **Singapore: Springer.**

The International Handbooks of Teacher Education cover major issues in the field through chapters that offer detailed literature reviews designed to help readers to understand the history, issues and research developments across those topics most relevant to the field of teacher education from an international perspective. The second examines the knowledge and practice of teacher education, including the critical components of teachers' professional knowledge, the pedagogy of teacher education, and their interrelationships, and delves into what we know and why it matters in teacher education. See among others the chapters of Guillén, L.I., Gimenes, C.I. , & Zeichner, K.M. *Teacher Education for Educational and Social Transformation*, and Chubbuck, S.M., & Zembylas, M*., Social Justice and Teacher Education: Context, Theory, and Practice.*

Lunenberg, M., Murray, J., Smith, K., & Vanderlinde, R. (2016). Collaborative teacher educator professional development in Europe: different voices, one goal. *Professional Development in Education*, **DOI: 10.1080/19415257.2016.1206032**

In this article we present an embedded case study focused on the learning activities provided for and by us through our involvement in an international forum focused on the professional development of teacher educators. The aim of this research was to gain more insight into the complicated processes of professional learning across national borders. Data included personal narratives about learning and documentary analysis of written accounts of the forums' activities. Following a collaborative self-study approach we utilised an interactive exploration of the data, using coding techniques derived from grounded theory. We conclude that our professional learning can be seen through two inter-related perspectives. The first perspective is the interplay between our own learning and the ways in which we want to support colleagues in their professional development. The second perspective is the reciprocal effect of working in national as well as in transnational contexts. By studying our professional learning processes we developed insights into how a shared communal international forum can be established without losing individual voices and national perspectives. Moreover, through our involvement in an international forum we also continue to develop our own self-understanding as 'educators of teacher educators'.

Rienties, B., Brouwer, N., Bohle Carbonell, K., Townsend, D., Rozendal, A-P., & van der Loo, J. (2013). Online training of TPACK skills of higher education scholars: a cross-institutional impact study. *European Journal of Teacher Education, 36* **(4), 480-495.**
http://dx.doi.org.vu-nl.idm.oclc.org/10.1080/02619768.2013.801073

Higher education institutions should provide adequate training for teachers in order to increase their awareness of the complex interplay between technology, pedagogy and the cognitive knowledge in their disciplines. However, research has shown that providing effective staff development from teacher educators to support these teachers' skills is not straightforward. An online teacher training programme created and implemented by a team of 14 teacher educators in a cross-institutional programme in the Netherlands was followed by 67 teachers. Data were gathered using a TPACK (Technological, Pedagogical, Content Knowledge) instrument in a pre-posttest design. Furthermore, (perceived) learning satisfaction was measured in order to determine whether the design was appropriate. The results indicate that the teachers' TPACK skills increased substantially. Furthermore, most participants were positive about the design and implementation of the online professionalisation programme. Nonetheless, not all teachers were able to effectively learn in this context, requiring further fine-tuning and research.

Smith, K. (2011). The multi-faceted teacher educator - a Norwegian perspective. *Journal of Education for Teaching, 37*(3), 337–349.
http://www.tandfonline.com/doi/abs/10.1080/02607476.2011.588024

Within the broad theme of this special issue, the current article describes a turbulent Norwegian teacher education context in which two new teacher educators start work in a university. Like other nations, Norway is affected by international educational trends, some of which have a reductive impact on the teaching profession and on teacher education. The article discusses the many roles teacher educators have to hold and presents what the local context, a university's teacher education department, does to support new colleagues in developing individual roles and identities as teacher educators which enable them to fit into the local culture and requirements. The article examines some of the many frustrations that teacher educators often feel are rooted in local, national and international movements, before it concludes with a quest for developing programme identity that builds on the strength of having a diverse staff of teacher educators.

Vanassche, E., Rust, F., Conway, P., Smith, K., Tack, H. & Vanderlinde, R. (2015). InFo-TED: Bringing Policy, Research, and Practice Together Around Teacher Educator Development. In C. Craig, & L. Orland-Barak (Eds.) *International teacher education: Promising pedagogies (pp. 341-364)* **Bingley, UK: Emerald Publishing.**
http://www.emeraldinsight.com/doi/abs/10.1108/S1479-368720150000022015

This chapter is contributed by InFo-TED, the International Forum for Teacher Educator Development. This newly established community brings together people from across the world to exchange research, policy, and practice related to teacher educators' professional learning and development. We define teacher educators broadly as those who are professionally involved and engaged in the initial and on-going education of teachers. Our contention is that while there is general agreement about the important role played by

teacher educators, their professional education is under-studied and under-supported. Here, we elaborate the rationale for this initiative, delineate our conceptual framework, and provide examples of steps taken in Belgium, Ireland, and Norway to develop the professional identities and knowledge bases of those who educate and support teachers, and conclude with implications for a implications for a scholarly study agenda having to do with research, policy, and practice relating to teacher educators' professional development.

Apple, M.W. (2011). Global Crises, Social Justice, and Teacher Education. *Journal of Teacher Education, 62*(2), 222–234. DOI: 10.1177/0022487110385428

When the U.S. government released its 2007 census figures in January 2010, it reported that 12% of the U.S. population— more than 38 million people—were foreign born. First-generation people were now one out of every eight persons in the nation, with 80% coming from Latin America and Asia. This near-record transformation, one in which diasporic populations now constitute a large and growing percentage of communities throughout the nation and an ever-growing proportion of children in our schools, documents one of the most profound reasons that we must think globally about education. This transformation is actually something of which we should be proud. The United States and a number of other nations are engaged in a vast experiment that has rarely been attempted before. Can we build a nation and a culture from resources and people from all over the world? The impacts of these global population flows on education and on teacher education are visible all around us.
Keywords critical theory/critical pedagogy, educational policy, globalization

Boylan, M. & Woolsey, I. (2015). Teacher Education for social justice : Mapping identity spaces. *Teaching and Teacher Education, 46*(2015), 62-71.

Teacher education requires an account of the complex ways that beginning teachers negotiate their relationships to social justice. A determinate view of identity successfully describes relationships to relatively stable social justice positions. This supports the adoption of pedagogies of discomfort and inquiry. However, socio-cultural accounts of identity emphasise indeterminate aspects of identity. The concept of striated and smooth identity space is proposed and illustrated by analysing the responses of four beginning mathematics teachers to the experience of a discomforting and inquiry based pedagogy. This challenges teacher educators to extend their pedagogies to embrace additional principles of respect and compassion.
Keywords: Teacher identity Social justice Teacher education Mathematics teacher education Striated and smooth identity space

Caena, F. (2014). Comparative glocal perspectives on European teacher education. *European Journal of Teacher Education, 37*(1), 106-122.

This article reports the findings of a PhD study, which offers comparative perspectives on teacher education in a period of reforms, inquiring into stakeholders' perceptions in English, French, Italian and Spanish contexts as case studies. The interaction of needs and constraints in European initial teacher education within higher education reforms, and the mediation between contrasting influences and diverse education cultures, are viewed as global

phenomena: teacher education practices in different countries can be described as 'translations' of European policies, with innovative potential in glocal developments. This article explores some issues of the European dimension of teacher education, reporting the qualitative findings of the study, underpinned by a theoretical framework encompassing globalisation and social ecological studies. In the four case study contexts, the focus is on secondary teacher education; when a subject perspective is required, it concerns the area of modern languages, considering their transversal role in European education policies. Findings from the national case studies come from a limited empirical sample, but can be of interest in showing emerging tensions and trends.

Keywords: educational policy; pre-service teacher education; secondary school teachers; teacher education curriculum; training needs

Cochran-Smith, M. (2010). Toward a Theory of Teacher Education for Social Justice. In: A. Hargreaves et al. (eds.), ***Second International Handbook of Educational Change. Springer International Handbooks of Education 23***, **Springer Science+Business Media. DOI 10.1007/978-90-481-2660-6_27.**

During the last decade, dramatic changes have occurred in education policy and practice and in the larger economic and political contexts in the USA and elsewhere. Based on the widely shared view that education and the economy are inextricably linked, it is now assumed that teachers can – and should – teach all students as per world-class standards, serve as the linchpins in educational reforms of all kinds, and produce a well-qualified labor force to preserve the nation's position in the global economy. In the face of these daunting – and arguable – expectations, the question of how teachers are recruited and prepared has become a hot topic in the educational discourse of many nations. In the USA, despite many critiques (e.g., Earley, 2005; Michelli, 2005; Sleeter, 2009), a "new teacher education" (CochranSmith, 2005) has emerged, which is regarded as a problem that can be solved by the "right" public policies, based on evidence rather than values or ideals, and judged by outcomes rather than processes, resources, or curricula.

Cochran-Smith, M. & Villegas, A.M. (2015). Framing Teacher Preparation Research: An Overview of the Field, Part I. ***Journal of Teacher Education, 66***(1), 7-20.

This is the first of a two-part article that aims to chart the contemporary landscape of research on teacher preparation and certification. It is based on a review of more than 1,500 studies published between 2000 and 2012. Part 1 provides information about how the review was conducted and describes the theoretical/analytic framework the authors developed to guide the review. The framework combines ideas from the sociology of knowledge and research as social practice. This framework situates the research on teacher education within salient economic, intellectual, and demographic developments of the past half century and also examines the practices of researchers who are differently positioned from one another, have divergent purposes and audiences, and who work both inside and outside teacher education. Part 1 also analyzes the first of three major research programs— research on teacher preparation accountability, effectiveness, and policies, identifying strengths and weaknesses in this body of studies.

Keywords teacher education preparation, teacher education research methodology, certification/licensure

Conklin, H.G., & Hughes, H.E. (2016). Practices of Compassionate, Critical, Justice-Oriented Teacher Education. *Journal of Teacher Education, 67*(1), 47–60. DOI: 10.1177/0022487115607346

In this cross-institutional, qualitative case study, two teacher educators in urban teacher education programs identify and analyze the components of our teacher education practice in relation to a vision of compassionate, critical, justice-oriented teacher education. Using Grossman et al.'s concepts of preparation for professional practice as an analytic tool, we illuminate some of our teacher education practices that (a) facilitated the development of relationships and community within our classes, (b) honored preservice teachers' lived experiences and existing attitudes, (c) introduced preservice teachers to multiple perspectives of viewing the world, and (d) provided a vision of equitable, intellectually challenging teaching and learning. Drawing on our data, we offer a pedagogical framework that identifies key features of compassionate, critical, justice-oriented teacher education to inform research and practice. We highlight the contributions of this framework for justice-oriented teacher education and the inherent complexity of attempts to parse such fundamentally messy relational practice.
Keywords preservice teacher education, social justice, urban teacher education, social studies teacher education, secondary teacher education

Ellis, V., McNicholl, J., Blake, A. & McNally, J. (2014). Academic work and proletarianisation: A study of higher education-based teacher educators. *Teaching and Teacher Education, 40*(2014), 33-43.

This article reports on a one year, mixed methods study of 13 teacher educators at work in English and Scottish higher education institutions. Framed by culturalehistorical activity theory, itself a development of a Marxian analysis of political economy, the research shows how, under conditions of academic capitalism, these teacher educators were denied opportunities to accumulate capital (e.g. research publications, grants) and were proletarianised. The reasons for this stratification were complex but two factors were significant: first, the importance of maintaining relationships with schools in the name of 'partnership' teacher education; and, second, the historical cultures of teacher education in HE.
Keywords: Teacher educators Academic work Academic capitalism Proletarianisation

Gilroy, P. (2014). Policy interventions in teacher education: sharing the English experience. *Journal of Education for Teaching, 40*(5), 622-632.

Over the last 40 years, teacher education in England has been the focus of a stream of 'reforms' with the ultimate aim of placing provision into schools, the justification for such a radical policy being that higher education is alleged to be failing to provide good quality teachers thereby compromising the social and economic development of the country. The process whereby these reforms have been introduced is described and then used as a way of comparing and contrasting the way in which similar reforms can be identified in the international teacher education communities represented in this special issue of the Journal

of Education for Teaching (JET). The paper closes by identifying lessons that can be learned from international comparators.

Haag, S. & Smith, M. L. (2002, April 16). The possibility of reform: Micropolitics in higher education. *Education Policy Analysis Archives, 10***(21). Retrieved 29.11.2017 from http://epaa.asu.edu/epaa/v10n21.html.**

The purpose of this case study was to examine the restructuring of an institution of higher education's teacher preparation program and to assess the possibility for systemic reform. Although teacher education represents a vital link in not only the educational system but in curricular reform, the increased expectations for educational reform made this institution unavoidably more political. These conditions meant that the study of micropolitics was critical to understanding how organizations change or fail to initiate change. Any effort to reform an organization requires examination of the reform effort's underlying assumptions, social and historical context for the reform, and how reform is congruent 2 of 21 with the values, ideologies, and goals of the constituents. This case will serve those critiquing reform and also takes the extant K-12 micropolitical research into the heretofore unstudied realm of higher education therefore impacting reform at the post secondary level. Schools are vulnerable to a host of powerful external and internal forces. They exist in a vortex of government mandates, social and economic pressures, and conflicting ideologies associated with administrators, faculty, and students. Efforts to reform school are confounded by competing political agendas. At the very least, reform is an opportunity for political action by people in power. While literature regarding effective schools touts strong leadership and shared values, accomplishing school reform continues to remain problematic. Despite the widespread interest and infusion of resources for restructuring teacher education, the history of educational reform shows that initiatives have often failed. The study began with the micropolitical hypothesis that the educational system comprises diverse constituencies with differing ideologies regarding schooling. Qualitative methodology was employed to portray intra-organizational processes, to provide concrete depiction of detail, and to study social change. Micropolitics and symbolic interactionism, the theoretical frameworks for the study, influenced the design and production of research and functioned as the interpretive focus. The study followed a multi method approach to understand meanings in context and to interpret these patterns in light of broader contexts. We employed the following multiple methods to generate a credible account of constituent ideologies: 23 semi-structured interviews, document review, and observational data. Data reveal fundamental differences in the images of five constituencies in these areas: curriculum, teachers, pupils, and teacher education and support the micropolitical assertion that systemic reform is unobtainable.

Hargreaves, A. (2000). Four Ages of Professionalism and Professional Learning. *Teachers and Teaching: Theory and Practice, 6***(2), 151–182.**

This paper conceptualizes the development of teacher professionalism as passing through four historical phases in many countries: the pre-professional age, the age of the autonomous professional, the age of the collegial professional and the fourth ageÐpost-professional or postmodern. Current experiences and perceptions of teacher

professionalism and professionalization, it is argued, draw on all these ages. Conclusions are drawn regarding new directions in teacher professionalism, and the linking of professional projects to wider social movements for public education and its transformation

Howe, E.R. (2014). A narrative of teacher education in Canada: multiculturalism, technology, bridging theory and practice. *Journal of Education for Teaching, 40*(5), 588-599.

This narrative paper investigates a number of enduring and emerging themes reflecting teacher education in Canada over the past 40 years, including changes in information and communication technology, bridging gaps in theory and practice, English as a second language, French immersion and multicultural teacher development. Canadian teacher education programmes have become famous for their long-standing commitment to public education and social welfare. This paper examines the way in which over the past four decades such a commitment has led to effective leadership, multiculturalism, racial tolerance and global citizenship education, as well as comprehensive curriculum, teaching and learning, all figure prominently in Canadian teacher education.
Keywords: Canada; teacher education; multicultural education; technology; narrative inquiry

Hwang, H. (2014). The influence of the ecological contexts of teacher education on South Korean teacher educators' professional development. *Teaching and Teacher Education, 43(*2014), 1-14.

The influence of the ecological context of teacher education is investigated.
South Korean teacher educators' main concern is related to conducting research.
The influence of the global context is strong and affects lower contextual levels.
Reflective methods are recommended for teacher educators' professional development.
This study is designed to explore how the ecological context of teacher education influences affect South Korean teacher educators' professional development. Research findings reveal that South Korean teacher educators' concerns about their professional development are mainly related to conducting research influenced by global, political, social, and institutional influences together. The global influences permeate lower contextual levels in order and appear as concrete policies affecting teacher educators' work. As a result of an environment that favors academic achievement in various levels of the ecological contexts of teacher education, South Korean teacher educators desire more international academic communication.
Keywords: Teacher educator Professional development The ecological context of teacher education Mixed methods research

Imig, D., Wiseman, D. & Imig, S. (2011). Teacher education in the United States of America, 2011. *Journal of Education for Teaching, 37*(4), 399-408.

Teacher education in the USA is faced with an uncertain future. Unprecedented efforts on the part of government, philanthropic foundations, social entrepreneurs, professional societies and others are reshaping the enterprise. Warring camps have emerged to promote decidedly different visions for teacher education, with university-based teacher education challenged for its cost, focus, effectiveness, structure and format, and ideological

orientation. Teacher education has become a topic for national debate and the array of alternative models and structures and those who represent them make it difficult to predict a likely outcome. Research remains inconclusive regarding directions to be pursued and the appeals to expertise and professionalism are largely ignored by policy makers and others. Traditional coalitions of supporters have fractured and there is a decided absence of political and professional support for traditional teacher education. The authors identify half a dozen challenges that confront the schooling of children and youth and appeal for teacher educators to lead efforts to address each of these needs.

Kennedy, A. (2015). What do professional learning policies say about purposes of teacher education? *Asia-Pacific Journal of Teacher Education, 43*(3), 183-194.

Enhancing teacher learning is acknowledged globally as a key route to improving student outcomes, thereby contributing to nation states' economic competitiveness. This globally accepted policy "hypernarrative" is driving reform of teacher education policy internationally. This article seeks to analyse some key features of contemporary teacher professional learning policies in terms of the underpinning purposes of education, in an attempt to make more explicit the purposes and potential implications of particular policy choices. The analysis draws on literature related to the fundamental purposes of school education, highlighting three broad, but distinct categories of "purpose": the socialisation function; the development of human capital; and "subjectification" which focuses on individual creativity. While principally conceptual in nature, the article draws on the Scottish policy context in exemplifying the analysis, concluding that there is a tendency towards socialisation and human capital functions, at the expense of subjectification purposes.

Knowles, R.T., & Clark, C.H. (2018). How common is the common good? Moving beyond idealistic notions of deliberative democracy in education. *Teaching and Teacher Education, 71*(2018), 12-23. https://doi.org/10.1016/j.tate.2017.12.002.

Assumptions based on deliberative democratic theory have dominated scholarship of democratic citizenship within political science and educational research. However, both fields have produced scholarship that raises questions regarding the efficacy of the deliberative model of democratic education. This article presents a critical synthesis that highlights the major trends of deliberative democratic theory from the field of political science, while making connections to education specific literature. The shift, away from idealistic notions toward a model of deliberative democracy that considers identity, group interests, and power differences within society, supports similar efforts to revisit democratic theory within civic education. The article concludes with recommendations for a revised, more realistic, conceptualization of civic education.
Contents: 1. Deliberative democracy, the common good, and their critics 1.1. First-Generation deliberative democracy 1.2. Relaxing consensus and the common good: second-generation deliberative democracy 1.3. Third generation: a systemic approach to deliberative democracy and its defects

2. Rethinking education for democracy 2.1. The role of power in society, schools, and classrooms should be considered essential to democratic education 2.2. Students' political experiences and the communities they inhabit should provide the foundation for democratic education 2.3. Education reform should challenge instrumental deficit oriented notions of civic education 2.4. Future research, theory, and practical recommendations to improve democratic education should focus on both individual and group identities 2.5. Future scholarship should promote an increase in interdisciplinary scholarship and
3. Conclusion
Keywords: Deliberative democracy Civic education Social studies education Democratic citizenship

Male, T. & Palaiologou, I. (2015). Pedagogical leadership in the 21st century: Evidence from the field. *Educational Management, Administration & Leadership, 43*(2), 214-231.

Literature examining effective leadership in education describe a number of models such as Transformational, Learner-Centred, Distributed and Situational. A similar example is 'pedagogical leadership', a phrase that frequently appears in literature and one referring to forms of practice that shape and form teaching and learning to be integrated in leadership. In this paper, however, we will argue that the term pedagogy is an ambiguous one when it is attached to the concept of leadership and requires further explanation, particularly in the 21st century. Our conclusions are informed by findings from research undertaken by us with headteachers and leaders of early years settings in England during 2012. One of the key findings is that we should shift from using models of leadership and instead to view leadership as a praxis that is not merely concerned with the dichotomy of teaching, learning and outcomes, but is also concerned with an integrated conceptualisation of the relations between teaching, the learning ecology of the community and the social set of axes in which the educational organisation is set. This understanding of pedagogical leadership is thus concerned with the links between desired educational outcomes and the set of social realities that surround the educational setting.
Keywords Leadership, pedagogy, praxis, ecology of community, social axes, educational organisations

Malm, B. (2009). Towards a new professionalism: enhancing personal and professional development in teacher education. *Journal of Education for Teaching, 35*(1), 77-91.

The diversity and complexity of the post-modern era places new and important challenges on teacher education. The crucial role that personal dispositions have for professional learning needs to be better understood and acknowledged. Teacher training programmes need to focus more on objectives such as promoting conflict literacy, self-awareness, empathy, leadership and collaborative skills, i.e. taking into account not only the cognitive but also the social and emotional aspects of human development. In this article, Swedish lecturers' descriptions of what they consider to be competences and qualities necessary for future teachers constitute the starting point for a wider discussion on the decisive role of beliefs and emotions in being and becoming a teacher. Issues raised here should be able to

contribute to a better understanding of what it means to be a teacher and, consequently, result in improvements in the planning of teacher training programmes.

Nuttall, J., & Brennan, M. (2016). Teacher education as academic work: the affordances of a materialist analysis. *Asia-Pacific Journal of Teacher Education, 44*(4), 364-378. DOI: 10.1080/1359866X.2016.1144712.

In this paper we make an argument for paying close attention to the materiality of practice in understanding the work of teacher educators; specifically, the meanings of artefacts used by teacher educators in the course of their daily work. We locate this analysis within a dialectical materialist understanding of the development of human activity, providing examples of artefacts-in-use in initial teacher education and the meanings accorded to these artefacts by the teacher educators we observed and interviewed. Our aim is to make a case for what is afforded epistemologically when researchers pay attention to artefacts from a dialectical materialist viewpoint. In the final part of the paper, we argue that paying attention to how teacher educators engage with artefacts can help us understand the unity of psychological and social processes within dominant approaches to teacher education, as well as providing clues about how adaptation of artefacts can drive cultural change.

Olssen, M. (2006). Understanding the mechanisms of neoliberal control: lifelong learning, flexibility and knowledge capitalism. *International Journal of Lifelong Education, 25*(3), 213-230. DOI: 10.1080/02601370600697045

This paper argues that Foucault's conception of governmentality provides a powerful tool for understanding learning and education and links the organisation of learning to both politics and economics in developed Western societies. What is offered by Foucault's conception, I will argue, is a new version of superstructural sociology, which provides a means of understanding how educational and economic practices mutually condition and adapt to each other while avoiding the excesses that plagued Marxist analyses in the later 20th century, which represented such processes as the outcome of a necessary determination. Lifelong learning will be identified as a specifically neoliberal form of state reason in terms of its conception, emergence and development. Although it has manifested a uniformly consistent – albeit not exclusive – concern of serving dominant economic interests, the prospects for moving beyond it depend, I argue, on whether the structures of learning created can be harnessed for other ends; that is, whether embryonic within the discursive programme of lifelong learning is the possibility of linking the discourse to a progressive emancipatory

project based upon egalitarian politics and social justice.

Shapira-Lishchinsky, O. (2016). From ethical reasoning to teacher education for social justice. *Teaching and Teacher Education, 60*(2016), 245-255.

Ethical decision-making was based on morality of care and morality of justice.
The findings show that teachers have the ability to use both moral orientations.

The categories were: democratic education, culturally responsive and critical pedagogy.
We found multifaceted ethical dilemmas nested in different categories.
Teachers' professional development programmes should focus on social justice.
The goal of this study is to explore teachers' ethical decision-making process in order to redesign teacher professional development programmes. Twenty teachers shared their critical ethical incidents; then another 50 teachers responded to those incidents. Findings relating to aspects of care and justice were nested into three categories: 'democratic education,' 'culturally responsive' and 'critical pedagogy'. The disparity we noted among participants between perceived behaviours expected by educational policy and the perceived behaviours that they would choose reveal that it is recommended for teachers' professional development programmes to focus on social justice by learning how to integrate between justice and care.

Snoek, M., Baldwin, G., Cautreels, P., Enemaerke, T., Halstead, V., Hilton, G., Klemp, T., Leriche, L., Linde, G., Nilsen, E., Rehn, J., Smet, R., Smith, K., Sousa, J.M., Stomp, L., Svensson, H., & Svensson, L. (2003). Scenarios for the Future of Teacher Education in Europe, *European Journal of Teacher Education, 26*(1), 21-36.

In this paper four scenarios are presented which illustrate possible futures of teacher education in Europe. These scenarios are the result of a project of Research and Development Centre 19 of the Association for Teacher Education in Europe.1 The four scenarios differ from each other in their emphasis on four driving forces: pragmatism, idealism, individualism and social coherence. Each scenario is described in terms of characteristics of society, education and teacher education, roles of teachers and teacher educators, and is illustrated in a short scene.

Symeonidis,V., & Gajewska-Dyszkiewicz, A. (2017). Revealing the hidden profession? recent developments to support teacher educators in Europe: The cases of Hungary and Poland. Innsbruck: EDiTe.

This paper aims to examine the contemporary European policy debate on supporting teacher educators and to analyse against this backdrop current advances in their professional status in two post-socialist countries and members of the EU: Hungary and Poland. In a thorough desk research supplemented by interviews, the motives, directions and key actors behind recent developments in the feld are being identifed and compared. Although in neither of the two countries an ofcial regulation defning the teacher educator profession so far exists, the extent to which teacher educators are being considered and addressed as a distinct occupational group difers substantially between them. In Hungary, a grounded self-understanding and support of teacher educators is facilitated by the activities of the Hungarian Association of Teacher Educators, as well as research eforts to defne a competence framework for teacher educators. In Poland, however, teacher educators as a separate professional group remain vastly unrecognised, both by policy and by the milieu itself. Mapping this hidden profession – its contours and internal structure – might prove an interesting and dynamic process, with both EU recommendations and in-country explorations, bearing potential to shed light on it.

Williams, G. & Fillippakou, O. (2010). Higher Education and UK elite formation in the twentieth century. *Higher Education, 59*(2010), 1-20.

This study examines the proposition that mass higher education is, in practice, less a network of more or less homogeneous activities than a series of concentric circles in which elite institutions remain at the centre, but are surrounded by increasingly wide bands of universities and colleges, that are less and less likely to set graduates on the road to elite status the further they are from the centre. After a brief review of the classical and subsequent literature on elites and elite formation, the empirical study uses data from the very long established annual publication Who's Who to make a quantitative analysis of the higher education background of all 120,000 Who's Who entries born in the twentieth century. It finds that Oxford and Cambridge remained the dominant route to elite status throughout the century, though their share fell from about a third to about a quarter of the total. There were big rises in the contribution of other leading universities that have come to be known as the 'Russell Group'. An analysis by main occupational categories shows that the political elite broadened its educational catchment area more than other groups. The so-called 'public' (i.e. independent) secondary schools also continued to make contributions much larger than their numbers warrant. The main conclusions are that Bourdieu's notion of 'symbolic capital' offers a useful contribution to the interpretation of the continued dominance of well-known high status universities, and that while there was considerable change throughout the century, in general it followed the British tradition of being evolutionary and slow. In policy terms it concluded that the present government is justified in seeking both to widen participation generally and simultaneously to increase the number of people from modest economic and social backgrounds who attend the high prestige universities.
Keywords Elite formation Diversity in mass higher education Symbolic capital Higher education policy

Zeichner, K., Payne, K.A., & Brayko, K. (2015). Democratizing Teacher Education. *Journal of Teacher Education, 66*(2), 122–135. DOI: 10.1177/0022487114560908.

In this article, the authors argue that teacher education needs to make a fundamental shift in whose knowledge and expertise counts in the education of new teachers. Using tools afforded by cultural historical activity theory (CHAT) and deliberative democracy theory, they argue that by recasting who is considered an expert, and rethinking how teacher candidates and university faculty cross institutional boundaries to collaborate with communities and schools, teacher education programs can better interrogate their challenges and invent new solutions to prepare the teachers our students need. Drawing on examples from joint-work among universities, schools, and communities in a variety of teacher education programs, they highlight the possibilities and complexities in pursuing more democratic work in teacher education.
Keywords education reform, preservice teacher education, social justice, partnerships

Ruiz, E.C., & Cantu, N.E. (2013). Teaching the Teachers: Dismantling Racism and Teaching for Social Change. *The Urban Review, 45*(1), 74–88.

As a response to the attacks on ethnic studies in Arizona and the move to ban certain books, this essay presents theoretical and pedagogical reflections from two professors and addresses the ways teacher preparation programs can offer a resistance. Based on the authors' experience in teacher preparation programs, one in the humanities and the other in mathematics, they discuss fundamental concepts that undergird social change methodology from Gloria Anzaldu´a (la facultad and conocimiento) and from Isabel Gunning's work (World Traveling). Ultimately, our premise is that teachers of teachers can impact the curricula in significant ways that result in dismantling racism and in teaching that is focused on positive social change. We posit that the university classroom where future teachers are trained must address (1) Equity issues, (2) Cultural identity or cultural framing, and (3) Culturally relevant strategies and teaching, modeled by the university professor.
Keywords Social change Racism Teacher education Equity Identity Culturally relevant teaching

Clandinin, D. J., Downey, C. A. & Huber, J. (2009). Attending to changing landscapes: Shaping the interwoven identities of teachers and teacher educators. *Asia-Pacific Journal of Teacher Education, 37*(2), 141-154.

Teachers, in Canada and elsewhere, live and work on school landscapes being shifted by globalization, immigration, demographics, economic disparities and environmental changes. Within those landscapes teachers find themselves struggling to compose lives that allow them to live with respect and dignity in relation with children, youth and families. In places in Canada, increasing numbers of teachers are leaving after only a few years of teaching. In this paper we take up questions about the stories teachers tell of their leaving and about what we can learn about our work as teacher educators from listening to, and inquiring into, their stories. Considering the inter-relatedness of our lives as teacher educators with teachers, we also inquire into our shifting landscapes as teacher educators. We discuss possible spaces we might collaboratively shape with teachers as they, and we, attempt to sustain our stories to live by on these shifting landscapes.
Keywords: teacher education; teacher identity; teacher knowledge; school landscapes

Crook, D. (2012). Teacher education as a field of historical research: retrospect and prospect. *History of Education, 41*(1), 57-72. DOI: 10.1080/0046760X.2012.649578.

UK-based teacher educators formed the core membership of the History of Education Society when it was founded in 1967, and they were frequent early contributors to the Society's journals. Given these origins, one might imagine that the history of teacher education would have featured more prominently in the pages of the first 40 volumes of the journal than it has. This article identifies and discusses examples of research into teacher education that have featured in History of Education since 1972, making connections with the contexts of political, social and educational change. The influence of feminist scholarship is particularly noted and it is argued that work relating to teacher education, which peaked in the 1990s, has both reflected and shaped new methodological approaches to studying the history of education. Notwithstanding the journal's publication of some important work, it is

argued that the theme remains underresearched and, in the period ahead, it is to be hoped that interest can be reinvigorated.

Keywords: historiography; methodology; teachers; teacher education; teacher training

Null, J.W. (2009) Is There a Future for the Teaching Profession? *The Educational Forum, 74*(1), 26-36. DOI: 10.1080/00131720903389232.

This essay raises the question, "Is there a future for the teaching profession?" Beginning with a brief story illustrating the difficulties teachers and teacher educators face, this essay addresses three topics educators must address if the profession is to thrive: teaching and research within universities, the recruitment of educators, and the renewal of true professionalism. The essay concludes with several immediate steps educators can take to reinvigorate the teaching profession for the 21st century.

Key words: curriculum, higher education, history, teacher education.

Day, C. (2004). Change agendas: the roles of teacher educators. *Teaching Education, 15*(2), 145-158. DOI: 10.1080/1047621042000213584.

This paper discusses the role of teacher educators in contexts of social and economic change, the "standards" agenda, teachers' work and the academic–teacher divide. It suggests that the kinds of relationships that preservice and inservice teacher educators must develop with teachers need to extend beyond the current narrow range of course provision and institution-centred research to embrace an agenda that recognises the importance of sustained collaboration, teachers' roles as knowledge producers, their need to manage change and a mutuality of moral purpose.

Videos

Blanchett, W. (2014). *Moving Towards an Equity and Social Justice Agenda in the Preparation of Teacher Educators.* Sachs lecture series 2014-2015 'The Landscape for Preparing Teacher Educators'. December 2, 2014. Teachers College, Columbia University, Department of curriculum and teaching.
https://www.youtube.com/watch?v=Df5pTJCUZ7s&feature=youtu.be
or http://tclandscapecolloquium.weebly.com

Philip, T. (2015). *Advancing Teacher Education's Engagement with issues of Race, Racism, & Racial Justice: Working at the Intersections and Tensions of Social Theory and the Learning Sciences.* Sachs lecture series 2014-2015 'The Landscape for Preparing Teacher Educators'. 1. February 3, 2015. Teachers College, Columbia University, Department of curriculum and teaching.
http://tclandscapecolloquium.weebly.com   or
https://www.youtube.com/watch?v=OEawXsw0syU&feature=youtu.be