



Social Change - Further Reading

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Teacher Education and Societal trends

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

<http://dx.doi.org/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

Bates, R. (2008). 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.

<https://doi.org/10.1080/02607470802401388>

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.

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

<http://dx.doi.org/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

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

<http://dx.doi.org/10.1007/s10734-009-9229-6>

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

Purposes and Futures of Teacher Education

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

<http://dx.doi.org/10.1080/1359866X.2014.940279>

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.

Keywords: policy; professional learning; purposes of education; teacher education

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.

<https://doi.org/10.1080/0261976032000065599a>

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.

Teacher Education for Social Justice, Democracy and Equity

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

<http://dx.doi.org/10.1016/j.tate.2014.10.007>

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

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.

http://dx.doi.org/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” (Cochran-Smith, 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., 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.

<http://dx.doi.org/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.

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

<http://dx.doi.org/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

Dyches, J., & Boyd, A. (2017). Foregrounding Equity in Teacher Education: Toward a Model of Social Justice Pedagogical and Content Knowledge. *Journal of Teacher Education, 68*(5), 476–490.

<https://doi.org/10.1177/0022487117705097>

Since its inception 30 years ago, Shulman's Pedagogical Content Knowledge (PCK) has fundamentally altered the landscape of teacher preparation. Despite its prominence in the field, the paradigm fails to delineate a space for the role of social justice in classroom practices and teacher preparation. Accordingly, we complicate the relationship between PCK and equitable teaching practices by

forwarding Social Justice Pedagogical and Content Knowledge (SJPACK), a theoretical model segmented into three knowledge domains: Social Justice Knowledge, Social Justice Pedagogical Knowledge, and Social Justice Content Knowledge. Because all instructional maneuvers are politically charged and therefore never neutral, SJPACK advances Social Justice Knowledge as the foundational knowledge domain that permeates and shapes all PCK practices. Consequently, the framework posits that PCK can never be siloed from Social Justice Knowledge. Implications for SJPACK-oriented teacher preparation are discussed.

Keywords teacher education preparation, social justice, equity

Goodwin, A.L., & Darity, K. (2018). Social justice teacher educators: what kind of knowing is needed? *Journal of Education for Teaching*, <http://dx.doi.org/10.1080/02607476.2019.1550606>

What do teacher educators need to know and do in order to move from espousing to enacting social justice in their own teacher educating practice? This article addresses this question by examining scholarship that focuses on the preparation of preservice teachers for social justice. Using five knowledge domains for teaching (personal, contextual, pedagogical, sociological, social) as an analytic lens, the authors examined teacher education literature published between 2010 and 2016 in three international journals from Australia, the U.K. and the U.S. The study reveals that teacher educators in different contexts seem to highlight personal and contextual knowledge in their preparation of equity-minded preservice teachers and provides insight into how they conceptualise educational equity and social justice. The study illuminates what is likely in place in initial teacher education programmes, and what may be needed or missing if teacher educators are to prepare teachers for today's diverse classrooms.

Keywords: Teacher educators; preservice teachers; social justice teaching; knowledge domains for teaching; innovation

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

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

<https://doi.org/10.1007/978-981-10-0366-0> and <https://doi.org/10.1007/978-981-10-0369-1>

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.

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

<https://doi.org/10.1007/s11256-012-0225-2>

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 Anzaldú'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

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

<http://dx.doi.org/10.1016/j.tate.2016.08.010>

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.

Keywords: Critical ethical incidents Ethical decision-making Ethical reasoning Ethical dilemmas Social justice

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

<http://dx.doi.org/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

Teacher Education for a Sustainable Society

Evans, N.S., Stevenson, R.B., Lasen, M., Ferreira, J.-A., & Davis, J. (2017). Approaches to embedding sustainability in teacher education: A synthesis of the literature *Teaching and Teacher Education*, 63(2017), 405-417.

<http://dx.doi.org/10.1016/j.tate.2017.01.013>

This study investigated how teacher education academics embed sustainability education in learning and teaching, using a systematic literature review of peer-reviewed journal articles. A taxonomy of four distinctive approaches was developed: (1) embedding sustainability education widely across curriculum areas, courses, and institution; (2) through a dedicated core/compulsory subject; (3) through a component of a core/compulsory subject; and (4) through a dedicated elective subject.

This paper investigates the differing rationales, theoretical frames and pedagogical approaches used and identifies the perceived challenges underpinning each of these approaches. Findings are:

Academics apply a range of approaches and strategies to embed sustainability.

Academics provide four rationales for embedding sustainability in teacher education.

Academics draw on a range of established theoretical frames to embed sustainability.

Academics face a number of challenges to embedding sustainability.

The final section offers an analysis and discussion of the implications of our review findings for teacher education academics and researchers, and others in the broader academic community who are interested in change towards sustainability through education.

Keywords: Teacher education Pre-service teacher education Initial teacher education Education for sustainability Environmental education Sustainability education Systematic literature review

The Politics and Governance of Teacher Education

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

<http://dx.doi.org/10.1080/02619768.2013.845165>

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

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

<https://doi.org/10.4324/9781315732671>

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.

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

<https://www.schooleducationgateway.eu/downloads/files/Shaping%20career-long%20perspectives%20on%20teaching.pdf>

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.

Furlong, J., McNamara, O., Campbell, A., Howson, J. & Lewis, S. (2008). Partnership, Policy and politics: initial teacher education in England under New Labour. *Teachers and Teaching* 14(4) 307-318.

<http://dx.doi.org/10.1080/13540600802037728>

Over the last 15 years, initial teacher education in England has been established as a national system, closely controlled by the government. One of the consequences of this move is that teacher education is now intimately bound up with changing national politics and policy priorities which reach down into the finest of detail of provision. In this paper, we focus on the way in which politics and policy have impacted on one of the defining features of teacher education provision in England – that of 'partnership'. In particular we examine the way in which the concept and practice of partnership has been transformed in line with New Labour's 'Third Way' politics. In order to do this, we reflect on our recent evaluation of the National Partnership Project, an initiative established by the Training and Development Agency for Schools to increase the quality and quantity of schools' involvement in initial teacher education.

Keywords: teacher education; partnership; New Labour; policy

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

<http://dx.doi.org/10.1080/02607476.2014.957996>

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.

Keywords: initial teacher education; international trends in teacher education; school-based teacher education; higher education and teacher education; teacher education partnerships

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 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.

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. <https://doi.org/10.1080/02607476.2011.611006>

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.

Keywords: assessment; accountability; accreditation; pre-service preparation; professional development; Race to the Top; No Child Left Behind; traditional teacher education; alternative routes to teacher education

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

Leadership in Teacher Education

Male, T. & Palaiologou, I. (2015). Pedagogical leadership in the 21st century: Evidence from the field. *Educational Management, Administration & Leadership* 43(2), 214-231
<https://doi.org/10.1177/1741143213494889>

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

Social Change and the Work of Teacher Educators

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.

<https://doi.org/10.1080/13598660902806316>

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

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

<https://doi.org/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.

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.

<http://dx.doi.org/10.1016/j.tate.2014.01.008>

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 cultural historical 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

Ellis, V., & McNicholl, J. (2015). *Transforming Teacher Education. Reconfiguring the Academic Work*. London/New York: Bloomsbury. ISBN: 9781472511843

<https://www.bloomsbury.com/uk/transforming-teacher-education-9781472511843/>

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.

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.

<http://dx.doi.org/10.1016/j.tate.2014.05.003>

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

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

<http://dx.doi.org/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.

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.

<http://dx.doi.org/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.
Keywords: Teacher educators; dialectical materialism; artefacts; academic work

Smith, K. (2011). The multi-faceted teacher educator - a Norwegian perspective. *Journal of Education for Teaching*, 37(3), 337–349.

<http://dx.doi.org/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.

Swennen, A. & Volman, M. (2016). Teacher educators' struggles for monopoly and autonomy over teacher education in the Netherlands, 1990-2010. In: T.A. Trippestad, A. Swennen, & T. Werler (Eds.). *The Struggle for Teacher Education: International Perspectives on Governance and Reforms*. Bloomsbury Academic.

<https://www.bloomsbury.com/uk/the-struggle-for-teacher-education-9781474285544/>

Policy support for the Teacher Educator Profession

European Commission (2013). *Supporting Teacher Educators for better learning outcomes*.

Brussels: European Commission – Education and Training. 41 pp.

https://ec.europa.eu/assets/eac/education/policy/school/doc/support-teacher-educators_en.pdf

Executive Summary:

1 Who are teacher educators? - Why are they important? - A profession increasingly in the public eye
 - A multi-faceted profession - Identity

2 A major challenge: coherent policy - The competences, professional learning and development of teacher educators - Communication, cooperation and collaboration - A fragmented institutional landscape - Moving forward

3 Professional competences and quality - Defining teacher educators' profiles - Professional knowledge and competences - Qualifications for teacher educators

4 Professional learning and development - Lifelong learning: a must for teacher educators - Selection and initial training – Induction - Continuous professional development - Delivering professional development for teacher educators - Policy conditions for teacher educators' learning

- 5 Improving our understanding of teacher education and teacher educators - Knowledge development - Policy exchange
- 6 Professional communities and associations
- 7 Responsibilities and roles of stakeholders - Key stakeholders - Roles and responsibilities - Social Dialogue
- 8 Conclusions
- Conclusions of the Peer Learning Conference 'Education2: Policy Support for Teacher Educators, Brussels, March 2012

Symeonidis, V., & Gajewska-Dyszkiewicz, A. (2017). Revealing the hidden profession? recent developments to support teacher educators in Europe: The cases of Hungary and Poland. In: Lotar Rasiński, Tamás Tóth, Josefine Wagner (eds). *European Perspectives in Transformative Education*. Wrocław: University of Lower Silesia Press

https://opub.dsw.edu.pl/bitstream/11479/295/1/European_Perspectives_in_Transformative_Education.pdf

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 field are being identified and compared. Although in neither of the two countries an official regulation defining the teacher educator profession so far exists, the extent to which teacher educators are being considered and addressed as a distinct occupational group differs 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 efforts to define 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.

Keywords: teacher educator, European policy, professional profile, teacher educators' competences, teacher educators' networks.

Community Development 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 scholarly study agenda having to do with research, policy, and practice relating to teacher educators' professional development.