

APPROACHES TO TEACHING AND
TEACHER EDUCATION

ADVANCES IN RESEARCH ON TEACHING

Series Editors: Cheryl J. Craig and Stefinee Pinnegar

Recent Volumes:

- Volume 27: Innovations in English Language Arts Teacher Education
- Volume 28: Crossroads of the Classroom: Narrative Intersections of Teacher Knowledge and Subject Matter
- Volume 29: Culturally Sustaining and Revitalizing Pedagogies
- Volume 30: Self-study of Language and Literacy Teacher Education Practices
- Volume 31: Decentering the Researcher in Intimate Scholarship: Critical Posthuman Methodological Perspectives in Education
- Volume 32: Essays on Teaching Education and the Inner Drama of Teaching: Where Biography and History Meet
- Volume 33: Landscapes, Edges, and Identity-Making
- Volume 34: Exploring Self Toward Expanding Teaching, Teacher Education and Practitioner Research
- Volume 35: Preparing Teachers to Teach the STEM Disciplines in America's Urban Schools
- Volume 36: Luminous Literacies: Localized Teaching and Teacher Education
- Volume 37: Developing Knowledge Communities Through Partnerships for Literacy
- Volume 38: Understanding Excessive Teacher and Faculty Entitlement: Digging at the Roots
- Volume 39: Global Meaning Making: Disrupting and Interrogating International Language and Literacy Research and Teaching
- Volume 40: Making Meaning With Readers and Texts: Beginning Teachers' Meaning-Making From Classroom Events
- Volume 41: Teacher Education in the Wake of Covid-19: ISATT 40th Anniversary Yearbook
- Volume 42: Teaching and Teacher Education in International Contexts: ISATT 40th Anniversary Yearbook



“Tilburg Dawn,” photo by Christopher M. Clark, taken in 1984 at the second conference of the International Study Association on Teacher Thinking.*

*For additional details, see *A History of ISATT 2013-2023: Internationalization*, by Frances Rust & Christopher M. Clark in Volume I of this series.

This page intentionally left blank

ADVANCES IN RESEARCH ON TEACHING VOLUME 43

**APPROACHES TO
TEACHING AND TEACHER
EDUCATION: ISATT 40TH
ANNIVERSARY YEARBOOK**

EDITED BY

CHERYL J. CRAIG
Texas A&M University, USA

JUANJO MENA
University of Salamanca, Spain

And

RUTH G. KANE
University of Ottawa, Canada



United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2023

Editorial matter and selection © 2023 Cheryl J. Craig, Juanjo Mena and Ruth G. Kane.
Individual chapters 1–7, 9, 10, 12, 13 and 15–20 © 2023 the respective Author/s.
Published under exclusive licence by Emerald Publishing Limited.

Copyright © 2023 Emerald Publishing Limited, with the exception of Ethics, Moral, and Politics in Teachers' Virtuous Pedagogical Practice © Finnish Educational Research Association (FERA), 'Should I Stay or Should I Go?': Unpacking Teacher Attrition/Retention as an Educational Issue © Taylor & Francis.

Chapter 14, The Classroom in Turmoil: Teachers' Perspective on Unplanned Controversial Issues in the Classroom © 2023 Charlot Cassar, Ida Oosterheert and Paulien C. Meijer.
Published by Emerald Publishing Limited.



This work is published under the Creative Commons Attribution (CC BY 4.0) licence.

Anyone may reproduce, distribute, translate, and create derivative works of these works (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this licence may be seen at <http://creativecommons.org/licenses/by/4.0/legalcode>.



Open Access

The e-book edition of this title is Open Access and is freely available to read online.

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-80455-467-8 (Print)

ISBN: 978-1-80455-466-1 (Online)

ISBN: 978-1-80455-468-5 (Epub)

ISSN: 1479-3687 (Series)



INVESTOR IN PEOPLE

CONTENTS

<i>List of Figures and Tables</i>	<i>xi</i>
<i>About the Authors</i>	<i>xiii</i>
<i>Foreword</i>	<i>xvii</i>

SECTION 1: TRIBUTES

Tribute to Joost Lowyck <i>Jan Broeckmans</i>	<i>3</i>
Tribute to Tom Russell <i>Andrea K. Martin</i>	<i>7</i>
Tribute to Freema Elbaz-Luwisch <i>Cheryl J. Craig</i>	<i>11</i>
Tribute to Stefinee Pinnegar <i>Melissa Newberry, Mary Rice and Ramona Cutri</i>	<i>15</i>
Tribute to Cosimo Laneve <i>Loredana Perla and Laura Sara Agrati</i>	<i>19</i>

SECTION 2: TEACHING SECTION

Introduction <i>Laura Sara Agrati</i>	<i>25</i>
Teacher Identity: Strong and Soft Conceptions <i>Khalil Gholami and Sonia Faraji</i>	<i>31</i>
Ethics, Moral, and Politics in Teachers' Virtuous Pedagogical Practice <i>Jukka Husu and Auli Toom</i>	<i>47</i>

Teacher Professional Development: Revisiting Critical Issues	59
<i>Beatrice Ávalos</i>	
The Role of Teacher Professional Standards for Initial Teacher Education and Continuous Professional Development: The Case of Estonia	73
<i>Äli Leijen, Margus Pedaste and Natalia Edisherashvili</i>	
“Should I Stay or Should I Go?”: Unpacking Teacher Attrition/Retention as an Educational Issue	87
<i>Geert Kelchtermans</i>	
Curriculum Design and Teaching	97
<i>Loredana Perla, Laura Sara Agrati and Viviana Vinci</i>	
Emotion and School Update: Tensions and Provocations	111
<i>Melissa Newberry and Phil Riley</i>	
The Classroom in Turmoil: Teachers’ Perspective on Unplanned Controversial Issues in the Classroom	125
<i>Charlot Cassar, Ida Oosterheert and Paulien C. Meijer</i>	
SECTION 3: EDUCATION AND TEACHER EDUCATION WITH MARGINALIZED POPULATIONS	
Introduction	137
<i>Ruth G. Kane</i>	
Preparing Teachers to Teach Students From Marginalized Communities	143
<i>Manpreet Kaur and Balwant Singh</i>	
Stirring the Embers of Inuit Teacher Education: Learning From the Past to Build a Better Future	159
<i>Kathy Snow</i>	
The Art and Design of Belonging: Lessons in Bicultural Teacher Education in Aotearoa, New Zealand	173
<i>Tracy Dayman</i>	
Ethical Relationality as Resistance: Experiences of an Iskwew	189
<i>Keri Cheechoo</i>	

The Disclosure of Roma Pupils' Learning Experiences via Future Literacy Approaches: The Case of a Supportive Education Program in the Region of Thessaly in Greece	199
<i>Alexandra Stavrianoudaki, Christos Govaris, Kostas Magos, Eleni Gana, Stavroula Kaldi and Charoula Stahopoulou</i>	
<i>Afterword</i>	217
<i>Index</i>	219

This page intentionally left blank

LIST OF FIGURES AND TABLES

Chapter 7

Figure 1. Patterns of Teacher Identity Conceptions in Different Research Lines. 40

Figure 2. Hierarchy of General Pedagogy in Teaching. 42

Chapter 8

Figure 1. The Elements of Teachers' Virtuous Pedagogical Practice. 55

Chapter 10

Figure 1. Framework for Achieving the Aims of Professional Standards by Integrating Requirements and Benefits of Professional Learners With the Qualities of Professional Learners (Pedaste et al., 2019). 77

Figure 2. Opportunities for Teacher Development and Teacher Careers. 82

Chapter 12

Figure 1. Instructional and Curriculum Design. 101

Figure 2. "Commonplaces" of Curriculum (Schwab, 1973, in Craig, 2020, p. 7). 102

Figure 3. The Concept of Cooperative and Symbiotic Teaching Research (Bu & Han, 2019 in Craig, 2020, p. 64). 105

Chapter 14

Figure 1. Three Categories of Unplanned Controversial Issues in the Classroom Identified by Teachers. 129

Chapter 19

Figure 1. Nisgaa Methodological Framework. 193

Chapter 20

Picture 1. The Woman Who Loves Coffee. 207

Picture 2. The Woman Who Eats Fruit. 207

Picture 3. The Woman Who Fights the Bear. 208

Picture 4. The Woman Who Has the Key. 209

Picture 5. Family of Birds Game. 210

Picture 6. Discovering Knowledge During Experimenting. 212

Chapter 7

Table 1.	The Framework of Identity Conception.	34
Table 2.	Teacher Identity Definition in the First Line of the Research on Teacher Identity.	35
Table 3.	Teacher Identity Definition in the Second Line of Research on Teacher Identity.	37
Table 4.	Teacher Identity Definition in the Third Line of Research on Teacher Identity.	38
Table 5.	Teacher Identity Definition in the Fourth Line of Research on Teacher Identity.	39
Table 6.	The Evolution of Research on Teacher Identity (1988–2020).	41

Chapter 12

Table 1.	Findings of “Best-Loved Self” Narrative Investigation.	104
----------	--	-----

Chapter 14

Table 1.	Participants.	128
----------	---------------	-----

Chapter 18

Table 1.	Educational Documents Analyzed.	179
----------	---------------------------------	-----

ABOUT THE AUTHORS

Laura Sara Agrati, PhD, is an Associate Professor in Didactics at the University of Bergamo. She teaches Didactics, Evaluation Problems, and Techniques and Technologies for education. She is responsible for the practicum and laboratories in the Primary Education Sciences degree program. Her main research interests are teachers' training in technology and evaluative skills.

Beatrice Ávalos, PhD, is a Professor at the University of Chile's Institute of Education where she specializes in teacher research. She was awarded the Chilean National Prize for Educational Sciences in 2013. She has worked with researchers and published studies on the teaching profession, teacher education, and education policies from Papua New Guinea to Latin America and Chile.

Charlot Cassar is a school director in Malta, and a PhD researcher at the Radboud Teachers Academy, at Radboud University, Nijmegen, the Netherlands. His research focuses on unplanned controversial issues in the classroom and what motivates teachers to address them.

Dr Keri Cheechoo (she/her) is an Iskweew from Long Lake #58 First Nation. She is a mom, a Kookum, and scholar who resists and subverts systemic, structural, and institutional racisms. A Cree scholar, she uses poetic pedagogy in a way that connects her spiritual aptitude for writing with educational research.

Tracy Dayman, PhD, is a pouako matua |senior lecturer and kaiārahi hotaka |program leader at Te Rito Maioha Early Childhood New Zealand. Her current research focuses on Indigenous Māori leadership, exploring key messages to inform leadership in education. Her research interests include issues of social justice and equity pertaining to personhood.

Natalia Edisherashvili, PhD, is a Researcher at the Institute of Education of the University of Tartu. Her current research interests include self-regulated and technology-enhanced learning. She has also been actively involved in consultancy work for international funding agencies such as UNICEF, USAID, MCC, ADB, WB, and National Curriculum implementation in Georgia.

Sonia Faraji is an independent researcher in teaching and teacher education. She graduated from the University of Kurdistan with an MA in Curriculum Studies. Her dissertation was on student teachers' professional identity. Currently she is studying how teachers' narratives contribute to student teachers' professional identity development.

Eleni Gana, PhD, is tenured Assistant Professor in the Department of Special Education, University of Thessaly, Greece. Her teaching and research interests include: Literacies and language education, sociocultural and sociosemiotic perspectives on language education, and learning and teaching in multilingual and multicultural environments. She has contributed to several research projects, international and local, related to school inclusion of students from minority background and the design and development of educational material for literacy.

Khalil Gholami, PhD, is an Associate Professor (University of Kurdistan) and a Docent in Education Sciences (University of Helsinki) since 2009. He also worked as a teacher for 8 years before completing his doctoral studies. His main research interests include teacher identity, teacher practical knowledge, and epistemological studies of teaching.

Christos Govaris, PhD, is a Professor in Intercultural Education at University of Thessaly, Greece. He has worked with ROMA education for more than 10 years. His research focuses on the theoretical analysis of the pedagogical challenges of the modern multicultural condition and in particular the design, implementation, and evaluation of intercultural teaching and learning environments in primary education. He has an extensive record of publications.

Jukka Husu, PhD, is Professor of Teacher Education and Dean of the Faculty of Education at the University of Turku. His research focuses on teachers' pedagogical knowledge, reflection, and moral issues in teaching. He serves on the editorial board of *Teaching and Teacher Education* and as an Associate Editor for *Teachers and Teaching: Theory and Practice* and *Frontiers in Teacher Education*.

Stavroula Kaldi, PhD, is a Professor at the Pedagogical Department of Primary Education, the University of Thessaly, Greece. She has extensive experience in teaching and research in higher education and has published in various referred international journals, conferences, and volumes. Her research interests include PBL (Problem Based Learning), cooperative learning, differentiated instruction, and teacher professional development.

Manpreet Kaur, PhD, is working as Principal at Partap College of Education Ludhiana, Punjab, India. She has 18 years of teaching experience teaching graduate and postgraduate classes and research supervision. She has contributed extensively to the teacher education literature with publications in edited books and international and national journals.

Geert Kelchtermans, PhD, studied Philosophy and Educational Sciences at KU Leuven (University of Leuven). His dissertation focused on the professional development of midcareer teachers using a narrative-biographical perspective. His PhD research was strongly influenced by the work of the ISATT community. He is now a Professor at KU Leuven, where he chairs the Centre for Innovation and the Development of Teacher and School (CIDTS).

Äli Leijen, PhD, is a Professor of Teacher Education at the Institute of Education of the University of Tartu. Her current research themes include teacher education, teacher knowledge, teacher reflection, teacher agency, and professional identity. She has worked as an expert in several teacher education development projects in Estonia and is an active member of several research organizations.

Kostas Magos, PhD, is an Associate Professor at the Department of Early Childhood Education in the University of Thessaly, Greece. His scientific interests focus on the theory and practice of intercultural education. He has taken part in many European and national research projects in the field of intercultural education and has published related papers in international journals.

Paulien Meijer, PhD, is a Professor at the Radboud Teachers Academy at Radboud University, Nijmegen, The Netherlands. With her team, she studies teachers' learning and development, with a particular focus on identity development and creative learning.

Melissa Newberry, PhD, is an Associate Professor in the Department of Teacher Education at Brigham Young University, Utah, USA. She holds a doctorate in Educational Psychology and teaches courses on Adolescent Development and Teacher Development. She studies emotions and relationships in educational settings, teacher identity, and teacher professional development.

Ida Oosterheert, PhD, is an Associate Professor of Teacher Learning and Development at the Teachers Academy at Radboud University in Nijmegen, The Netherlands. Her expertise is the area of learning to teach. Her current research focuses on the cultivation of creativity in secondary education.

Margus Pedaste, PhD, is a Professor of Educational Technology at the Institute of Education of the University of Tartu. At the national level, he leads the Council for Professions in Education. His main strands of research are educational technology, science education, inquiry-based learning, technology-enhanced learning and instruction, digital competences, and learning analytics.

Loredana Perla, PhD, is a Professor of Didactics and Special Pedagogy and Director of the Department of Education Sciences, Psychology, and Communication at the University of Bari 'Aldo Moro.' Her interests are teacher education and faculty development. She coordinates the ANVUR working group, 'Recognition and enhancement of teaching skills of university teachers' and the Bari projects 'Didasco (School Education)' and 'Teaching Learning Center'.

Phil Riley, PhD, is the Honorary Chair of Education Leadership at Deakin University in Melbourne, Australia, and is an Honorary Professor at The Education University of Hong Kong. *Wellbeing*, a global hub for research into the occupational health, safety, and wellbeing of educators.

Balwant Singh has 48 years of experience in teaching, research, and administration at the established Punjabi University College of Education and Partap

College of Education. He has presented research papers and keynote addresses at many international conferences in addition to working as a reviewer for many international journals.

Kathy Snow, PhD, is Professor and Faculty of Education Graduate Studies Coordinator at the University of Prince Edward Island (UPEI) in Canada. Her current research focuses on the organization of education, from the bias inherent in systems and governance, to the spaces created in classrooms which favor some learnings over others.

Charoula Stathopoulou, PhD, is a Professor of Mathematics education at the University of Thessaly, Greece. Her main teaching and research foci include Ethnomathematics and Sociocultural Factors of Mathematics teaching/learning in and out of school and pedagogy of mathematics in multicultural classes.

Alexandra Stavrianoudaki, PhD, is an adjunct lecturer at the University of Thessaly, Greece, and primary education teacher. She has participated in international conferences and has coauthored articles in educational journals. Her main research interests lie in the field of Inquiry-Based Learning (IBL) in history education, cooperative learning, and Inclusion.

Auli Toom, PhD, is a Professor of Higher Education, a Director of the Helsinki University Centre for University Teaching and Learning (HYPE) and Vice-Dean for Research at the Faculty of Educational Sciences, University of Helsinki. Dr. Toom is a member of the Finnish Academy of Science and Letters. Among her interests are teacher knowledge, teacher agency, and teacher education.

Viviana Vinci, PhD, is an Associate Professor at the Mediterranea University of Reggio Calabria, Italy, in Didactics and Special Pedagogy. She has achieved the National Scientific Qualification to become a Professor. She is the degree course referent for 'Science of Education' and Delegate of her Department's Director for Transversal Skills and Orientation Programs.

FOREWORD

The International Study Association on Teachers and Teaching (ISATT), which began as the International Study Association on Teacher Thinking, celebrates/ed its 40th anniversary in 2023. The study association is now a full-blown organization not only with a biennial international conference but with regional conferences as well. Additionally, there is an awards program and a small grant program. Further to this, a special kind of kinship has developed among members, making ISATT a unique affiliation.

Several features distinguish the Yearbook's four volumes. These features include tributes in each book, sections outlining distinct lines of ISATT research, and reprint articles by selected authors. The four volumes also share the same frontispiece, a photo taken by Christopher Clark at the second ISATT Meeting in Tilburg, The Netherlands. Further to this, internationalism is a powerful strength streaming naturally across all four books, not as an intermittent cover story.

The titles of the four volumes are:

Volume 1: *Teacher Education in the Wake of Covid-19*

Volume 2: *Teaching and Teacher Education in International Contexts*

Volume 3: *Approaches to Teaching and Teacher Education*

Volume 4: *Studying Teaching and Teacher Education*

This volume, *Approaches to Teaching and Teacher Education* (Volume 3), follows *Teacher Education in the Wake of Covid-19* (Volume 1) and *Teacher Education in the International Context* (Volume 2) in the series. Together, these volumes show how a powerful idea seed was planted in 1983 in Tilburg, The Netherlands, that will come to full fruition in 2023 in Bari, Italy (with other conference locations in-between).

A sincere thank you is extended to this book's section editors, Laura Sara Agrati (Italy) and Ruth G. Kane (Canada). Thanks also goes to Daniela Hotolean (UK) and Wendy Moran (Australia) who assembled and edited the Tributes honoring past and present ISATT members. In addition, we recognize Xiao Han (US) who coordinated the technical details of all the manuscripts. Without the diligence of many people, this volume would have been near impossible to complete, given how short our publication window was. Lastly, we are grateful to our members who authored chapters amid significant time constraints to ensure that ISATT would have a 40th Anniversary Yearbook ready to celebrate at our 20th Biennial Conference in Bari, Italy, in 2023.