

# TEACHING AND TEACHER EDUCATION IN INTERNATIONAL CONTEXTS

ISATT 40th Anniversary Yearbook

**Edited by** Cheryl J. Craig, Juanjo Mena  
and Ruth G. Kane



ADVANCES IN RESEARCH  
ON TEACHING

**VOLUME 42**

TEACHING AND TEACHER  
EDUCATION IN INTERNATIONAL  
CONTEXTS

# ADVANCES IN RESEARCH ON TEACHING

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

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

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ADVANCES IN RESEARCH ON TEACHING VOLUME 42

**TEACHING AND TEACHER  
EDUCATION IN  
INTERNATIONAL  
CONTEXTS: ISATT 40TH  
ANNIVERSARY YEARBOOK**

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INVESTOR IN PEOPLE

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# FOREWORD

The International Study Association on Teachers and Teaching, which started the International Study Association on Teacher Thinking, celebrates/ed its 40th anniversary in 2023, the publication year of its four-volume Anniversary Yearbook. The study association became a full-blown organization not only with a biennial international conference and a regional conference in the in-between years, but with an awards program, a small grant program, and a graduate student preconference as well. Further to this, a special kind of kinship developed, which made ISATT a beloved organization in the hearts and minds of its members.

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 (Volume 2), *Teaching and Teacher Education in International Contexts*, follows closely in the footsteps of *Teacher Education in the Wake of Covid-19* (Volume 1). A sincere thank you is extended to this book's section editors, Diane Yendol-Hoppey (US), Maria Assunção Flores (Portugal), Amanda Berry (Australia), and Özge Hacıfazlıoğlu (Türkiye). Thanks also goes out 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 and Hulya Avcı (Türkiye) who prepared Volume 2's Index. Without the diligence of all these 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.

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SECTION 1

TRIBUTES

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# TRIBUTE TO JOHN LOUGHRAN

Amanda Berry

John Loughran, PhD, was an early career researcher at Monash University when he first learned about ISATT. A colleague shared a letter at a staff meeting about a newly formed organization that was seeking members, The International Study Association on Teacher Thinking. In John's words, "I read the blurb – it really fitted with my work." The rest, as they say, is history. John Loughran's association with ISATT has been long and rich; his academic career has been closely connected with the people, the institutions, the ideas, and the values of ISATT as a community concerned to enhance the quality of teaching and raise the status of teachers and teaching through research and practice.

All of John's undergraduate and academic career was spent at Monash University. After completing a Bachelor of Science in 1978 and a Graduate Diploma in Education in 1979, John worked as a high school science teacher for a decade before completing a Master of Educational Studies in 1987. It was during this time of working as a science teacher that John began forming his ideas about the value of teachers' work and the specialized knowledge that teachers develop about their practice through experience and reflection.

John completed his doctoral degree (*Developing Reflective Practice: Learning about Teaching and Learning through Modelling*) as a part-time student in 1994, was appointed as the Foundation Chair of Curriculum and Pedagogy in 2004 and ultimately, Dean of the Faculty of Education at Monash, in 2010. His ongoing concern for better understanding and improving teacher education informed his research program on a Pedagogy of Teacher Education and led to his AERA (Division K) Excellence in Research Award in 2007. That was followed by his appointment as a Fellow of the Academy of Social Sciences in Australia (2009), then a Doctor of Letters (2011). He was appointed as a Sir John Monash Distinguished Professor at Monash University in 2016. John served the Faculty of Education and Monash University for 30 years before retiring in 2019. Besides his AERA award, John has been the recipient of numerous national and international awards for his work as a teacher and researcher, as well receiving an

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Australian Council of Deans of Education (2018) Award for Outstanding Service to Education.

The main areas of John's research include Science Teachers' Pedagogical Content Knowledge; Science Teaching and Learning; Pedagogical Reasoning; Professional Learning; and, Self-study of Teaching and Teacher Education. His research is driven by a genuine interest in, and concern for, the professional development of teachers and teacher educators and his approach is based on his belief in the importance of collaboration and mentoring. John has enjoyed long-standing and fulfilling collaborations with many colleagues over the years, but two, in particular, were Professor Amanda Berry, a former PhD student of John's, and Professor Tom Russell, with whom John co-founded the journal of self-study, *Studying Teacher Education* in 2005.

For John, ISATT was always a place of opportunity and community. As a relatively small conference, John valued the opportunity to meet researchers whose work he admired, but who were often inaccessible at larger, busier conferences. Being able to meet and exchange ideas with top scholars such as Max van Manen, from whom John learned about the value of teacher produced anecdotes, and Philip Jackson, who shared the influence of his biography on his scholarship, left a lasting impression on John as a newly emerging scholar. John recalled that during an ISATT annual meeting, Chris Day publicly invited him to be part of the review board for the ISATT journal, *Teachers and Teaching Theory and Practice (TTTP)*. John felt privileged to be recognized in this forum and to be offered this exciting opportunity as a junior academic. He found the experience a powerful way to learn about how the publication process operated from the 'inside' – including how to review, how to deal with authors, as well as issues such as the importance of focusing on professional critique and productive feedback as opposed to personal criticism laced with disparaging remarks.

As well as connecting with established names, John enjoyed the opportunity to meet other early career academics at ISATT conferences, for example, Jan van Driel (Netherlands), Ruth Kane (Canada), and Christopher Clark (US), who have remained colleagues and friends throughout his career. For John, so much of the value of ISATT was in the ways it "opened up doors for people" through the structure of the sessions, which were longer than traditional conference presentations so that ideas could be examined and "played with," and the social aspects that extended beyond quick conversations between sessions, to really get to know, and learn from and with, others.

John presented two ISATT keynote addresses. The first was in Leiden, in 2003, at the invitation of Douwe Beijaard who asked John to present his work on Self-study of Teaching and Teacher Education. The significance of this invitation was not lost on John because although self-study was gaining acceptance in Australia and the USA, European colleagues were less familiar with this methodology, and this keynote gave John a platform for self-study to be recognized and discussed. John's second ISATT keynote was in Auckland, in 2015, which was based on his seminal book, *What Expert Teachers Do*.

The ISATT conference dinner was always a highlight. It was not necessarily the food, or even the venue (although there were some amazing venues!), but how

people socialized and enjoyed themselves. The Dublin conference (1999) was particularly memorable – the guests were having such a great time that when the venue finally closed, the buses had already left and at least half of the guests were still there, without any transport to return to their accommodation. They had to walk miles back to their hotels. John remembered getting into his hotel at about 5 a.m. – and almost as soon as he got into bed it was time to get up and go to the conference for the next day. But, as John recalls, “That was ISATT! It was great.”

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# TRIBUTE TO JEAN CLANDININ

Eliza Pinnegar and Cheryl J. Craig

D. Jean Clandinin is Professor Emerita and Founding Director of the Centre for Research for Teacher Education and Development, University of Alberta, Canada. Initially a teacher, counselor, and psychologist, she authored/coauthored 20 books as well as many articles and chapters. Her books include *Narrative Inquiry*, *Engaging in Narrative Inquiry*, *Engaging in Narrative Inquiry with Children and Youth*, and *Relational Ethics in Narrative Inquiry*. An invited volume, *Journeys in Narrative Inquiry: Selected Works of Jean Clandinin* was released as part of Routledge's World Library of Educationalists in 2019. She edited the *Handbook of Narrative Inquiry: Mapping a Methodology* in 2007 and coedited the *Handbook of Research in Teacher Education* in 2017. Clandinin's most recent coauthored book (2022) is *Narrative Inquiry: Philosophical Roots*. With Mary Lynn Hamilton, Jean Clandinin was co-Editor-in-Chief of *Teaching and Teacher Education* (2009–2015). She is a Past Vice-President of Division B (Curriculum) of the American Educational Research Association (AERA). She is the 1993 winner of AERA's Early Career Award, AERA's 2002 Division B Lifetime Achievement Award, the 1999 Canadian Education Association Whitworth Award for Educational Research, the 2015 AERA Division K (Teacher Education) Legacy Award and the 2015 International Study Association on Teachers and Teaching's (ISATT's) STAR award. The University of Alberta awarded her the 2001 Kaplan Research Achievement Award, the 2004 Killam Scholar, the 2008 Larry Beauchamp Award, the 2009 Killam Mentoring Award and the 2010 Faculty of Education, University of Alberta Graduate Teaching Award. In 2016, she received the Benjamin Cluff Jr. Award for Educational Research from Brigham Young University. She was awarded an honorary doctorate by the University of Pretoria in 2017.

Jean Clandinin's research initially unfolded at the intersection of teaching/teacher education and curriculum. Her doctoral research and subsequent articles focused on the epistemological nature of teacher knowledge. She presented on this work at the 1983 ISSAT Symposium, Tilburg University. Her 1988 and 1992 work on teacher-as-curriculum-planner/curriculum-maker (Clandinin & Connelly, 1992; Connelly &

Clandinin, 1988) inspired a world-renowned curriculum-teaching line of research. She worked with colleagues to develop narrative inquiry as a qualitative methodology used for autobiographical and field-based research purposes (Clandinin & Connelly, 2000; Connelly & Clandinin, 1990). A Narrative Research Special Interest Group soon appeared at AERA. Narrative inquiry is among the top three qualitative research methodologies in teaching and teacher education. Narrative inquiry is both a view of experience and a way of inquiring into experience. Narrative inquiry lets experience lead the way. Narrative inquiry is a relational research methodology in which participants and researchers engaged in relational ways so that publications are an experiential amalgam.

Clandinin's groundbreaking work on teacher knowledge and the contexts of teaching in her early years of career morphed in multiple directions to include youth who leave school early, early career teacher attrition, the experiences of youth and families of Aboriginal heritage, and the experiences of the professional learning of school administrators. She coauthored articles in medical education and is currently engaged in a Social Sciences and Humanities Research Council of Canada-sponsored study of the experiences of Syrian refugee families. Experience, relationality, and narrative inquiry remain the glue tying her research program together. In addition to giving keynote addresses around the world, she has maintained long-standing collaborations with colleagues in Brazil, Japan, Finland, Norway, and the United States. She is affiliated with Griffith University in Australia and Royal Roads University in Canada, and has worked at the Universities of Alberta, Calgary, and Toronto. An active ISATT member, Jean Clandinin regularly contributed to *Teachers and Teaching: Theory and Practice (TTTP)* and served as an associate editor from 2003 to 2010. Her *TTTP* articles focused on narrative and education (1995), teachers' stories on the professional knowledge landscape, teachers' learning spaces (2008), and sustaining teachers' stories to live by (2019). She contributed a number of editorials to *TTTP*.

The Centre for Research for Teacher Education and Development (CRTED) is an important accomplishment. The Centre is known for its weekly interdisciplinary research conversations, visiting scholars, summer institutes, and programs of research in teacher knowledge and teacher education. Guests from national and international universities spent time at the CRTED. Among those visitors were ISATT members, Christopher Clark (Michigan State University), Miriam Ben-Peretz (University of Haifa) and Stefinee Pinnegar (Brigham Young University). Other visitors included Gary Fenstermacher (University of Arizona), Virginia Richardson (University of Arizona), Nona Lyons (Brown University), Sandra Hollingsworth (Michigan State University), Ken Zeichner (University of Washington), Robert Stake (University of Illinois), Nel Noddings (Stanford University), Elliot Eisner (Stanford), Anna Richert (Mills College), and Jan Gray (Edith Cowan University). Research delegations from Japan and the University of the West Indies also visited the CRTED. Repeat visitors from Brazil, Chile, South Africa, the US, and Ireland, among other nations, visited. The Centre sponsored summer institutes (1993–2016) on themes of teacher research, collaborative research, inclusive education and peace education.

Students from around Canada and the globe (Korea, Kenya, China, Brazil, Australia) traveled to study with her. Her graduate students currently work in