

STUDYING TEACHING AND TEACHER EDUCATION

ISATT 40th Anniversary Yearbook

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



ADVANCES IN RESEARCH
ON TEACHING

VOLUME 44

**STUDYING TEACHING AND
TEACHER EDUCATION**

ADVANCES IN RESEARCH ON TEACHING

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“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.

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**STUDYING TEACHING AND
TEACHER EDUCATION:
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 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 Teaching Education in the International Context

Volume 3: Approaches to Teaching

Volume 4: Studying Teaching, Teacher Education and Learning

In this fourth volume, *Studying Teaching, Teacher Education and Learning*, several topics are featured, each of which were handled by different section editors:

Tributes – Wendy Moran (Australia) and Daniela Hotolean (UK)

Self-Study of Teaching and Teacher Education Practices – Dawn Garbett and Alan Ovens (New Zealand)

Mentoring – Juanjo Mena (Spain)

Narrative Inquiry – Stefinee Pinnegar (USA)

Excessive Entitlement – Tara Ratnam (India)

Comparative Education – Maria Tatto (USA)

A special thank you is extended to the aforementioned section editors who kept the book preparation on course and on time. Thanks also goes out to Xiao Han who looked after the technicalities of manuscript preparation for the four-volume series. Hulya Avci was the research assistant who prepared three of the four indices.

As you immerse yourself in the reading of the chapters, consider how robust the activities and research agendas of ISATT members have become – even reaching new forms of reciprocity of collaborative partnership with one another. There is much to celebrate in this 40th year of existence.

SECTION 1

TRIBUTES

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TRIBUTE TO JOHN OLSON

Eleftherios Soleas

Professor John Olson and I were at Queen's University and studied similar areas, but unfortunately, we were about 20 years apart. The greatest chuckle we shared was how the folks that I recognized as the veterans of the faculty were the rookies of his time. To put this in perspective, John retired from Queen's, 2 months after the senior most member of the faculty of education of my time started. This was not a walk down memory lane, it was time-travel.

John Olson was a long-time editor of the *Journal of Curriculum Studies* and helped nurture a great plethora of the folks now recognized as powerhouses of curriculum in Canada and around the world. It was here that he learned, mentored, collaborated, and exchanged ideas with folks like Ian Westbury, Rosa-Bruno Jofre, Lee Shulman, William Pinar, and more.

John grew up just about everywhere, but most vividly for him, in Cuba during his middle school years. He completed his Master of Education at the Ontario Institute for Studies in Education, and his PhD at the University of Birmingham in Curriculum Studies focusing on the way that teachers absorb curricula that challenge their ideas, before returning to Canada to be on the faculty at Queen's University. John was the first director of the Royal Bank Endowed Mathematics, Science and Technology Group, a precursor in spirit of the subsequent graduate student symposium, ScholarShare, FacultyShare programs which were part of my time on the Queen's faculty. In many ways, John is something of an academic great-uncle, so our Google chat bridging a 4,000-km gap to chat face-to-face, discuss history, and swap gossip, was quite the treat. My gratitude to ISATT for making this "reunion" possible.

John Olson was one of the cofounders of ISATT in 1983. In his view, it was a reaction to the hegemony of unbalanced behaviorism and a welcoming place for discussion of all ideas about teachers and teaching. It was the heart of the paradigm wars at that time with qualitative and quantitative practitioners favoring their own methods, disciplines arguing instead of cooperating, and cold-shouldering the other. ISATT was formed as an island where it was safe and encouraged to challenge the doctrine and dogma of any one school of thought

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and to be a free-forum of ideas where true knowledge-exchange could occur and flourish. To his relief, I have let him know that it still is.

John told me about going with Rob Halkes from Tilburg, The Netherlands, to meet with Chris Clark who was at a conference in Groningen, Holland. They were there to discuss the possibility of creating the sort of organization ISATT is now. John told me of a seminal moment in ISATT history where at the third ISATT conference, which took place at Leuven, in which the crowd marveled at an exegesis Philip Jackson gave of a poem written about a teacher and teaching. Such a humane vision. It set the tone for ISATT being a spot where the scholarly fringe, anti-dogmatic, and edge-walking had a home to present their ideas in an open forum. It would become a part of the ISATT canon.

To John, the key questions were about how new teachers switch allegiance from the guild of their discipline to the teaching guild. These new teachers had, up until their preservice education, spent their time training for a discipline and now instead of practicing mastery of the discipline, they were to master the teaching of that discipline. It is quite a change. One of the relics of these kinds of questions is the discussions about teacher identity and formation that are still a unifying thread throughout ISATT.

ISATT awarded John the distinction of founding member. I appreciate that honor for him very much. On a lighter note, a student in one of his summer courses for practicing teachers gave him a pewter mug with the motto “keep on sailing.” A reference to a sailboat that he had built during that summer that only moved in strong winds. The fact of the matter is the winds in the face of education and teaching are strong, and we must be immovable in our desire to ponder the big questions strewn ahead as a gauntlet for teaching.

I can think of no higher tribute to John than to share his hopes for the future in the form of big questions that ISATT, and its members can boldly confront in their knowledge exchange:

- (1) What new possibilities will the cosmopolitan nature of ISATT unlock for the study of teachers and teaching?
- (2) How can the soul of teaching endure the increasing politicization of society?
- (3) What remains to be discovered of the teacher’s role in curriculum?

TRIBUTE TO ANDREA GALLANT

Melissa Newberry

It is with great love and admiration that I reflect on the life and work of our esteemed colleague, Andrea Gallant; to pay tribute to the contributions she has made to the field of teacher education in her home in Australia, and abroad. She possessed a strong work ethic balanced with a great sense of humor, which made her the kind of colleague with whom we all wish to work.

Andrea was born in Hobart, Tasmania, a proud and strong Palawa (First Nations) woman. Most of her childhood was spent in the Northwest of Tasmania, and life there was not always easy. By age 16 she had left school and by 20 was the mother of two young children. Yet Andrea was easily recognizable for her ever-present smile and cheerful demeanor. In her late twenties, she had the opportunity to be trained as a lifeline counselor, which led to her lifelong passion and eventual career in education. In 1994, at the age of 33, she had earned her BEd with honors in Educational Psychology, and began her teaching career in Tasmania, teaching English and History. Eventually, she moved to Melbourne to pursue doctoral work under Bernie Neville. In 2007, she won both the Stewart Fraser Award for Exemplary Thesis Writing as well as the La Trobe University Research Thesis Merit Citation for her thesis entitled, “Gebser goes to school: Ecozoic worldview, structures of consciousness, contextual thinking and systemic disruptions.”

In 2005, and while working on her PhD, she left school teaching to head operations at The Education Foundation, a not-for-profit organization, that supported “at-risk” youth. There she honed her negotiation skills as she worked with youth, their teachers, and administrators. Having had her own struggles in becoming an academic, she constantly sought to give others a chance for success. She was always keen to listen to all parties, striving to understand the positions and motivations of each. In 2006, she started her career as a teacher-educator while at La Trobe University completing her PhD, and in 2009 obtained a faculty position in the School of Education at Deakin University, where she remained for the rest of her career. At Deakin, she began her work in the newly created Master of Teaching program where she developed, implemented, and researched

Deakin's Authentic Teacher Assessment, carrying that work over to three different institutions in Malaysia. Generous with her time, and knowledgeable in her content, she created curriculum and taught courses that were foundational to that project's success. She was also heavily involved in the revision of the Master of Education (Leadership & Management) program at Deakin. For the last 5 or 6 years of her career, she found much success and professional satisfaction as the faculty coordinator of the Higher Degree through Research program. The satisfaction she experienced was most likely due to her great networking skills; she had a way of supporting colleagues to be their best academic selves and of advising students and supervisors with the wisdom needed to successfully navigate relationships. In all of her work, Andrea was known to approach tasks with determination, generosity, optimism, ingenuity, spunk, and concern for the individual. She had the great capacity to be both critical and compassionate, and she worked to make the most of the advantages provided her through her education by opening spaces for others. Her great skills as a patient listener, and her genuine interest in others, led to a diplomacy that made her very successful in managing the often-conflicting needs of students, faculty, and university administration.

Andrea had lots of interests that called her attention in terms of research and in all of it she sought to bring together psychological and the sociological theory from a feminist perspective. Much of her work focused on early career teacher attrition and what is needed to address this crisis in education. A related area of focus was educational reform through teacher and leadership development. Additionally, she took up issues of emotion rules in teaching, women as educational leaders, the impact of leadership practices, and the development of professional capital. Andrea also had great interest in methodology and ethics in research.

The diversity of the ISATT organization, with the truly international focus of the conference, is what attracted Andrea to its membership. Additionally, Andrea loved to travel so ISATT facilitated her need to wander the globe – and wander is an appropriate way to describe it. In her preparation to attend her first ISATT conference in Finland back in 2009, she relied on travel arrangements made by the university of her partner, Phil. Unfortunately, the flight was booked to arrive at the airport in Ivalo rather than the host city of Rovaniemi. This required that Andrea and Phil, tired already from the 30 hours of flying, rent a car and drive the 300 km to their hotel, driving on the “wrong side of the road” with only a Finnish map, which they could not read. However, it all worked out in her favor. Besides the wonderful memories made at that and many other ISATT conferences, she and Phil published an article on teacher attrition in *Teacher Development*, which won the ISATT award for Most Outstanding article of 2014. Consequently, in collaboration with ISATT colleagues from nine different countries, she contributed to the 2017 special issue of *Teachers & Teaching: Theory & Practice* dedicated to teacher attrition.

Andrea passed from this mortal life in March of 2021, after having fought cancer, courageously and silently, for several years. She leaves behind a legacy of teaching and the preparation of teachers which is based in critical thinking

balanced with compassion. Her drive for equitable access for the teacher to higher education and research is a hallmark for others to work toward. Her positive energy and optimism were equaled by her integrity and intellect, which made her the most helpful mentor, productive colleague, and dear friend. It is with great love and affection that we pay tribute to our colleague, teacher, and friend.

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