

## Editorial

A significant feature of contemporary theory, research and practice in education and teacher education is the consensus on the values of exploring the diversity of international experience for understanding the dynamic process of development of the education systems and teacher education programs at universities in different parts of the world with a particular focus on the role of the teacher, teacher education, professional values of teachers, teacher competencies, and the conditions of teaching and learning. The scientific articles in this issue of *Kwartalnik Pedagogiczny* ("Education Research Quarterly") were selected from papers presented at the the 45th Annual Conference of The Association for Teacher Education in Europe (ATEE) held in September 2021 at the Faculty of Education, the University of Warsaw, Poland with Professor Joanna Madalińska-Michalak as the Chair of the Scientific Committee of the Conference and Professor Anna Zielińska as the Chair of the Organising Committee.

The Association for Teacher Education in Europe (ATEE) is a non-profit European organisation, with the aim of enhancing the quality of Teacher Education in Europe through active dialogue and international exchange of research and practice in initial and in-service teacher education. The ATTE supports the professional development of teachers and teacher educators at all levels. Each year the ATEE organises a three-day Annual Conference with a specific theme on teacher education. The ATEE annual conference is a forum at which European researchers and teacher educators from all over the world could learn from each other. The ATEE annual conference combines inspiring keynotes, a wide variety of papers on research and practice of teacher Education, and active working sessions organised by the Research and Development Communities (RDCs).

Researchers from almost 30 countries from Europe, Asia, Africa, North America and South America presented their research and engaged in lively discussions about their work, their concerns and their visions for education, teachers and teacher education at 45th ATTE Annual Conference. The Conference theme, “(Re)imagining & Remaking Teacher Education: Identity, Professionalism, and Creativity in a Changed World” further opened the debate related to the main three conference subthemes: (i) “Professional values, professional teachers and professional teacher educators: understanding today – building tomorrow”, (ii) “Development of teacher competencies for inclusion and social justice in a changing world”, (iii) “Addressing current challenges in pre-service and in-service teacher education”. These three subthemes focus the conference debate on explorations of personal and professional values of teachers and their implications for teacher education, teachers’ professional learning, school leadership, and educational policy; on teachers as a promoters of inclusion and social justice in a changing world and teachers’ social and ethical competencies; and on changes taking place at school, its surroundings, and expectations towards teachers formulated by parents, principals, policymakers, and civil society as well as the current challenges in pre-service and in-service teacher education connected with those expectations.

The conference keynote speeches presented by Prof. Qing Qu, Prof. Anna Wilkomirska, Prof. Gert Biesta, and Prof. Ferre Laevers, the conference panel discussion “Current Issues in Teacher Education”, as well as papers presented at parallel conference sessions and poster sessions showed that particular attention should be paid not only to what happens in the classrooms but first of all to the world, which is adjusting to new ways of living and working. This requires engagement with truly difficult issues including deep-seated challenges to equality, diversity and inclusion, teaching for teacher education, artistry of teaching as a robust alternative for narrow, evidence-based understandings of the complex work of teaching, teachers’ professionalism and creativity, teachers’ shared professional values and their professional development and learning over the course of their professional lives, teachers’ resilience and quality, and at the same time the personal, professional, organisational and policy conditions of teachers’ work and lives, and the development of teacher educators and the reforms of teacher education programs are again on the rise.

The papers selected for this issue authored by experts in their field of teacher education provide us with insights, perspectives, and policy initiatives on re(imagining) and remaking Teacher Education in their respective countries.

In his article Martin Hagan focuses on the initial stage of teacher education and provides for an improved understanding of teacher growth in the first stage of career development. The presented research results show that engagement with pupils, other teachers, and visiting tutors during practicum greatly impacts professional identity development in the initial stage of teacher education. Furthermore, it changes student teachers' perceptions of the participants' constructs on teaching and perception of themselves and others as teachers.

Aranka Varga, Fanni Trendl, and Kitty Vitéz, in their study point to the factors related to the influence of the academic community and training programs on strengthening individual and group identity and developing social responsibility. Furthermore, they show how academic education can enhance student teachers coming from a specific background, in this case, the Roma community. Nowadays, developing a sense of empowerment and intersectionality, as well as resilience are crucial elements of teachers' education, not only in the group studied by the authors.

Yesha Mahadeo Doorgakant and Radha Rani Baichoo draw attention to the importance of collegiality as a fundamental professional value in an academic setting. Collegiality means for authors more than joint efforts to optimise work results but also social and emotional intelligence and well-being in work-life among academics in higher education institutions. The study results show that collegiality eliminates age and gender limitations, facilitates starting work in a new environment, supports effective professional development and a sense of belonging and identification with the organisation. In addition, it directly translates into the quality of work and an atmosphere that is particularly important in educating young people.

In the context of a changing world, for teacher education it is necessary to develop not only professional skills but also such transversal competencies as critical thinking, intercultural competence, time and project management, teamwork, plurilingual and interpersonal communication. In her article, Dana Hanesová presents the results of the experiment transforming the curriculum of a traditional language teacher training course towards developing student-centredness and cooperation between students, also in an international perspective. Equipping teachers with communication and ICT skills, critical and reflective thinking skills, and such features as open-mindedness and flexibility seem to be a condition that, in the realities of the modern school, will enable them to start working in the profession and stay in it despite adversities.

It is also necessary for in-service teachers to develop health competences that enable health-promoting behaviour in an individual context and constitute an essential aspect of prevention and health promotion among students after they start professional work. Elena Hohensee and Stephan Schiemann present the study results on health competence among student teachers and teacher trainees. They emphasise the need to promote health literacy, especially in self-regulation, mindfulness, and social support, being a critical health resource for communicating one's state of health and accepting help.

The importance of health literacy became even more critical during the COVID-19 pandemic. In order to ensure the safety of teaching students, it was necessary to modify the curricula to maintain the quality of education. John Paul Mynott, Katrina Foy, Faye Hendry and Lorna Stewart present the results of a study on conducting virtual observations to assess student teachers of the early education department. A critical evaluation of the use of virtual observations as an assessment tool allows the tool to be refined for future use, opening up new opportunities for teacher education.

A tool supporting the development of key competencies for functioning in the modern world can also be the continuing professional development programme (CPD) of adult education in the digital online EntreCompEdu entrepreneurship education. The article by Lea Oksanen, Felicity Healey-Benson and Elin McCallum presents one school's experience in implementing this program in educational activities. The condition for the effective implementation of such activities is the collective engagement of the entire school staff, which enables developing creative, innovative, and risk-taking abilities into teaching practices and influencing the entrepreneurial practice on student learning and the culture of a whole school.

Jack Whitehead and Marie Huxtable, in their study, present Living Educational Theory Research, as the valid, values-laden, and evidence-based explanation of the practitioner for their educational influence in their own learning, in the learning of others, and in the learning of social formations. The authors' argument about the impact of this approach on continuing educational professional development is based on the belief that the analysis of one's own practice enables its fuller understanding and continuous improvement. The effectiveness of such an approach is confirmed by the cited examples from England, South Africa, Pakistan, Bangladesh, and India.

Jolanta Galecka, who describes the activities of the non-profit organisation Katha, also refers to the example from India. Katha's goal is to satisfy the diverse personal needs and environments of women and children living in

challenging life circumstances. It is possible through access to literature and – more broadly – stories, which enables, among other things, access to education for children from the poorest families. A comparison of research on the functioning of stories and storytellers in the culture of Western countries with Indian experiences and those from South America confirms that it is a universal tool that can be successfully used in pedagogy and education.

We would like to thank the authors of the presented papers for accepting our invitation and submitting their research papers, and at the same time we would like express our deep gratitude to the editorial board and reviewers, who have been working tirelessly to ensure that the quality of the publication matches the highest standards in academia. We believe that this issue of *Kwartalnik Pedagogiczny* (“Education Research Quarterly”) offers a forum for an unbiased discussion in the field of teacher education, facilitating cross-border knowledge sharing and expanding the boundaries of our understanding of the developments in the field.

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