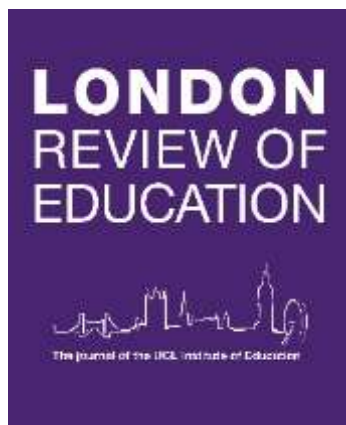


CALL FOR PAPERS



Rising to the challenge of teacher education to prepare teachers for today's world

Edited by Becky Taylor and Grace Healy

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DEADLINE for draft papers: 30 June 2022

The world we live in faces extraordinary challenges of global change, including political populism, prejudice, the climate crisis, physical conflict, migration and socioeconomic inequality (Fraser, 2019). Teachers have a key role in responding to these challenges since they have the responsibility of educating the children and young people who will live in and lead this world for years to come. Consequently, the responsibility extends to teacher educators, whose role is essential to the development of teachers as agentic professionals, capable of transformational impacts on learners (Menter and Tatto, 2019).

However, in many systems, teacher education is a site of deeply contested policy-making. In countries such as the USA and England in particular, teacher education has been shaped by neo-liberal political agendas that dispute the role of the university within the knowledge base for teaching, while supporting the advancement of the private sector within a teacher education 'market'. New stakeholders assert increasing control, advocating the use of local, national and international comparative educational performance data as proxies for the quality of educational provision that improves outcomes for disadvantaged learners (Mayer & Oancea, 2021). A radical reform agenda has established the marketisation of teacher education, introducing powerful new stakeholder roles, and multiple training routes, and specification of the knowledge that new teachers require (Cochran-Smith *et al*, 2020; Daly *et al*, 2020; Darling-Hammond, 2017). Such political interventions have been regarded as part of a wider assault on teacher professionalism, with teacher expertise, agency and autonomy restricted and undermined (Ellis, Mansell and Steadman, 2020; Rayner, 2020). Concerns have been expressed about the separation of teacher education from a rigorous, independent research base (Nicholson and Lander, 2020), which is needed to prepare teachers to be research literate within increasingly complex and uncertain conditions facing the teaching profession and society. There is strong international consensus that teacher educators need to be actively engaged with research (BERA, 2014; Tack & Vanderlinde, 2014). In summary, the role of teacher education in supporting a research literate teaching profession has been described as 'essential' (Tatto, 2021). Teacher educators therefore need to model inquiry-based learning; engage as critical consumers of research; generate research; and embed authoritative evidence in new teachers' learning, including developing the capacity to critique 'what works', in order to reclaim agency and autonomy.

Our work in the Centre for Teachers and Teaching Research at UCL Institute of Education supports teachers to become agentic professionals, enabled by critically research-literate teacher education. This Special Feature will invite authors to submit papers that address the work of teacher educators in contributing to the formation of agentic practitioners and their capacities to challenge the inequalities faced by the children and young people they teach and prepare them for the future.

We welcome proposals for articles originating from any part of the world, on topics including, but not limited to:

- The education of teachers at any stage of their careers, including initial, early career, and continuing teacher education
- Theoretical or empirical research by teacher educators, exploring how they investigate and develop their own practice
- Research-informed teacher education
- Analysis and theorisation of teacher education practices in developing teachers for today's world
- Deepening understandings of how teacher education and understandings of teacher professionalism can respond to global challenges and change
- Teacher education in contexts immediately facing challenges such as political populism, prejudice, the climate crisis, physical conflict, migration or socioeconomic inequality.

Submitting to this special feature

Early expressions of interest in the form of an abstract of 300–500 words should be sent to **BECKY TAYLOR: becky.taylor@ucl.ac.uk**

To submit an article, or for more information about the journal, please visit the [LRE website](#).

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