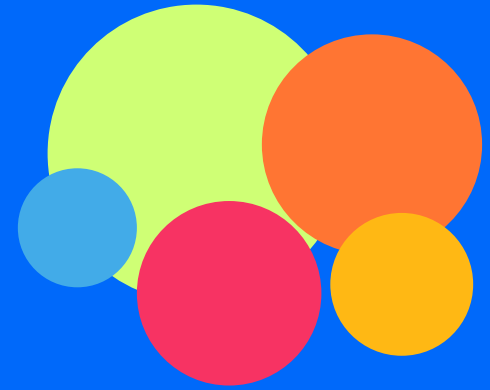




An edited collection

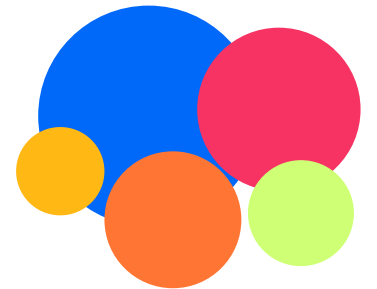
Critical insights into the education of teachers

Dr Elizabeth Hidson | School of Education

Work in progress · a glimpse into the collection

Who better to write about the education of teachers than the **teacher educators** who **teach them**?

Credible insight into teacher education comes from those doing the work.



Research themes building on expertise

Professional learning and teacher education

- School improvement audit
- Governance toolkits
- Practitioner research
- Teacher education

Inclusive education and SEND

- Preventing preventable exclusion
- Enabling pupil voice in SEND

Curriculum, pedagogy and assessment

- Assessment in ITE
- Anatomy curriculum
- Neurodivergence in HE
- EYFS curriculum literacy

Communities of practice-led expertise

Assessment

Decoloniality

Early years

Governance

Inclusive
education

LGBTQ+

Participatory
action
research

Pedagogic
research

Podcasting

Practitioner
research and
development

Scholarship
of teaching
and learning

Technology-
enhanced
learning

Original ideas about a collection

Turning research into impact, with partners as co-researchers.

1

**Theory of
practice**

2

**Assessment as
research**

3

Case studies

4

**Reciprocal
learning**

Rationale and aims

Short, practice-informed contributions from teacher educators working across diverse contexts, responding to urgent questions facing the field:

- 1 How can assessment practices support rather than constrain learning in teacher education?
- 2 How do we teach critical thinking in socio-politically constrained contexts?
- 3 How can teacher educators navigate the tensions between standardisation and personalisation, efficiency and depth, technological innovation and human connection?
- 4 How do we prepare teachers for diverse and non-traditional educational settings?

Possible chapter styles

1

Narrative centred on a critical incident

2

Reflective account of a specific practice

3

An empirical research chapter

4

Practitioner inquiry or action research

5

A case study

6

Dialogic or conversational chapter

7

Pedagogy or curriculum design

8

Collaborative chapter, with mentors or students

9

A story from practice, or policy critique

10

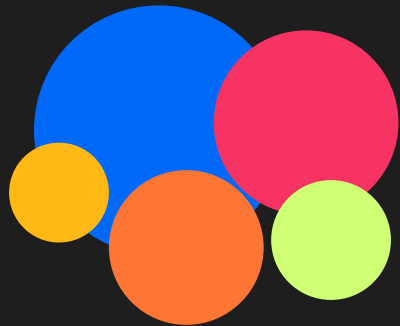
Theoretically informed reflection

Research retreat

21 to 22 July

Featherstone Castle,
Haltwhistle

*Purpose: develop a book
proposal and draft chapters.*



**University of
Sunderland**

Photo credit: Dr Kate Duffy

Featherstone Castle

draft agenda

Before July

Submit a 300-word initial abstract or idea. This can be a draft for further exploration.

Day one

Draft the proposal, based on the chapter ideas and thematic areas.

Day two

Write, draft and develop your chapter or other work; set up a research team; get inspired.

Flexible

Join for one or both days, with the option to stay over.

Support

Professors volunteering to mentor, act as critical friends, and contribute a chapter.

Early chapter thinking

Prompts to get you started:



Was there a critical incident that has stuck with you?



A recurring issue in your work?



A difficult conversation?



A moment where your assumptions or views changed?



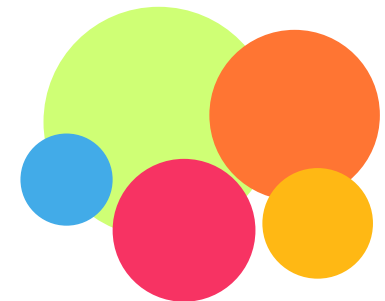
A moment of discomfort, surprise, failure or transformation?



A pedagogic innovation?



A unique assessment practice?



About the collection



● **Collective, not singular**

The combined expertise of staff across the School of Education, drawing on practitioner experience.

● **Grounded in reality**

Rooted in the realities of educating teachers, not abstracted theory.

● **Diverse and international**

Shaped by diverse and international contexts across our practice.

● **Collaborative and emerging**

A work in progress, taking shape through our shared practice.

Five themes taking shape

We will go deep on two and touch the rest.

01

Assessment reconceived

as a research and learning process

02

Technology and AI

considered, not uncritical

03

Critical and relational pedagogy

who benefits, whose knowledge counts

04

Personalised and experiential

starting from the learner

05

Curriculum innovation

where ideas become practice

01 Assessment reconceived as research and learning

- **The move**

Assessment becomes a site of enquiry, not only a judgement at the end.
- **Assessment as research**

Students generate knowledge through being assessed, not just demonstrate it.
- **Dialogic by design**

Feedback as conversation, shaping learning while it happens.
- **Why it matters**

It models for future teachers what assessment can be in their own classrooms.

02 The role of technology and AI

Considered engagement, not uncritical adoption or blanket scepticism.



The stance

A critical, professional engagement with what these tools can and cannot do.



For teacher educators

Preparing teachers to reason about AI, not just use it.



Open questions

Assessment integrity, equity of access, and what we mean by authorship.

And across the collection

03

Critical and relational pedagogy

Teaching is relational at its core. A critical stance asks who benefits, whose knowledge counts, and how power operates in the classroom.

04

Personalised and experiential approaches

Learning that starts from the individual and from lived experience, moving away from one size fits all.

05

Curriculum innovation

Where the other themes become something teacher educators actually design and teach.

A work in progress

An invitation, not a finished statement.

Which of these themes speaks to **your** practice?

