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Association for Teacher Education in Europe

BOOK OF ABSTRACTS

ATEE Spring Conference 2024

Teacher education research in Europe:
trends, challenges, practices and perspectives

Edited by Nicole Bianquin and Francesco Magni

May 29th – June 1st, 2024

S. Agostino, 2 - Città Alta, Bergamo, Italy



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A LIVING EDUCATIONAL THEORY RESEARCH APPROACH TO TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT IN EUROPE

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We position our research and practice in relation to education as a values-laden process expressed in Magna Charta Universitatum (MCU 2020), the Global Education Network Europe (GENE 2022) and the European Declaration on Global Education to 2050 (Dublin Declaration 2023). As teachers and teacher educators engage Living Educational Theory Research they take responsibility for their own professional and educational development researching questions of the kind, 'How do I improve my educational influences in learning with values of human flourishing?' This includes contributing valid explanations for their educational influence in their own learning, in the learning of others and in the learning of the social formations within which the practice is located, to a globally accessible educational knowledgebase.

Current scenarios that characterize teacher research and practice are epistemological and political. In this paper we show Living Educational Research offers a n approach to developing a values-laden, valid and evidence-based approach to the professional development of teachers and teacher educators and addresses primary issues and proposals for policy recommendations at national and international levels (Huxtable & Whitehead, 2022; Whitehead & Huxtable, 2023).

We illustrate how teacher research and practice can influence the development of a sustainable, peaceful and equitable teaching/learning processes that acknowledge the concept of pluralism, diversity and differentiation and contribute to innovative education policies. An argument is presented for the current and potential re-launch of teacher education research and practices in terms of a Living Educational Theory Research approach to teacher professional development in Europe. We start from theoretical constructs, epistemological insights, specific historical trajectories and evidence-based research (Whitehead & Huxtable, 2024). We then examine past developments, while considering the implications for teachers and teacher educators meeting future challenges in Europe. We draw on an archive of living-educational-theories at <https://www.actionresearch.net/living/living.shtml> and papers published in the Educational Journal of Living Theories (<https://ejolts.net/>).

Keywords: Living Educational Theory Research; Professional Development; Educational Values of Human Flourishing.

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