

Chartered College
of Teaching

Cultivating teachers' intellectual work: ITE within a thriving teaching profession

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The world we live in faces extraordinary challenges of global change, including political populism, prejudice, the climate crisis, physical conflict, migration and socioeconomic inequality. 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.

Edited by academics at the Centre for Teachers and Teaching Research at IOE, UCL's Faculty of Education and Society, this special feature show-cases high-quality 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.

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Guest Editors

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Is ITE already a generative site for innovation?

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‘repertoire’ and ‘reservoir’ (Bernstein, 1999, 159)

Bernstein, B. (1999). Vertical and horizontal discourse: An essay. *British Journal of Sociology of Education*, 20(2), 157-173.

Teacher educators as reservoir builders

“In my first year as a full-time teacher educator I began a part-time PhD... and then in the second year I completely overhauled the ITE course... and those fed into each other.”

“what they needed was to think about how more recent developments in geography could feed into the classroom.”

“School textbooks often had a very uncritical approach to globalisation... but Massey’s work deconstructs the power relations in that, and I wanted that to come across.”

“But I didn't have any whole course roles. So I really had a lot of time... I think, when you take into account the summer holidays and sabbaticals, I was able to spend an awful lot of time reading, basically.”

Changing forms of intellectual space

“I mean the conferences helped with that they gave you ideas. They gave you colleagues to collaborate with who are also interested in geography teacher education internationally. So, they were quite important... And just working with people like XXX in the Netherlands, XX from Finland, XXX from South Korea....”

“there was actually proper money available for you to take teachers out of school. I think we had them out for about five days in the period to research their own practice and to share that research.”

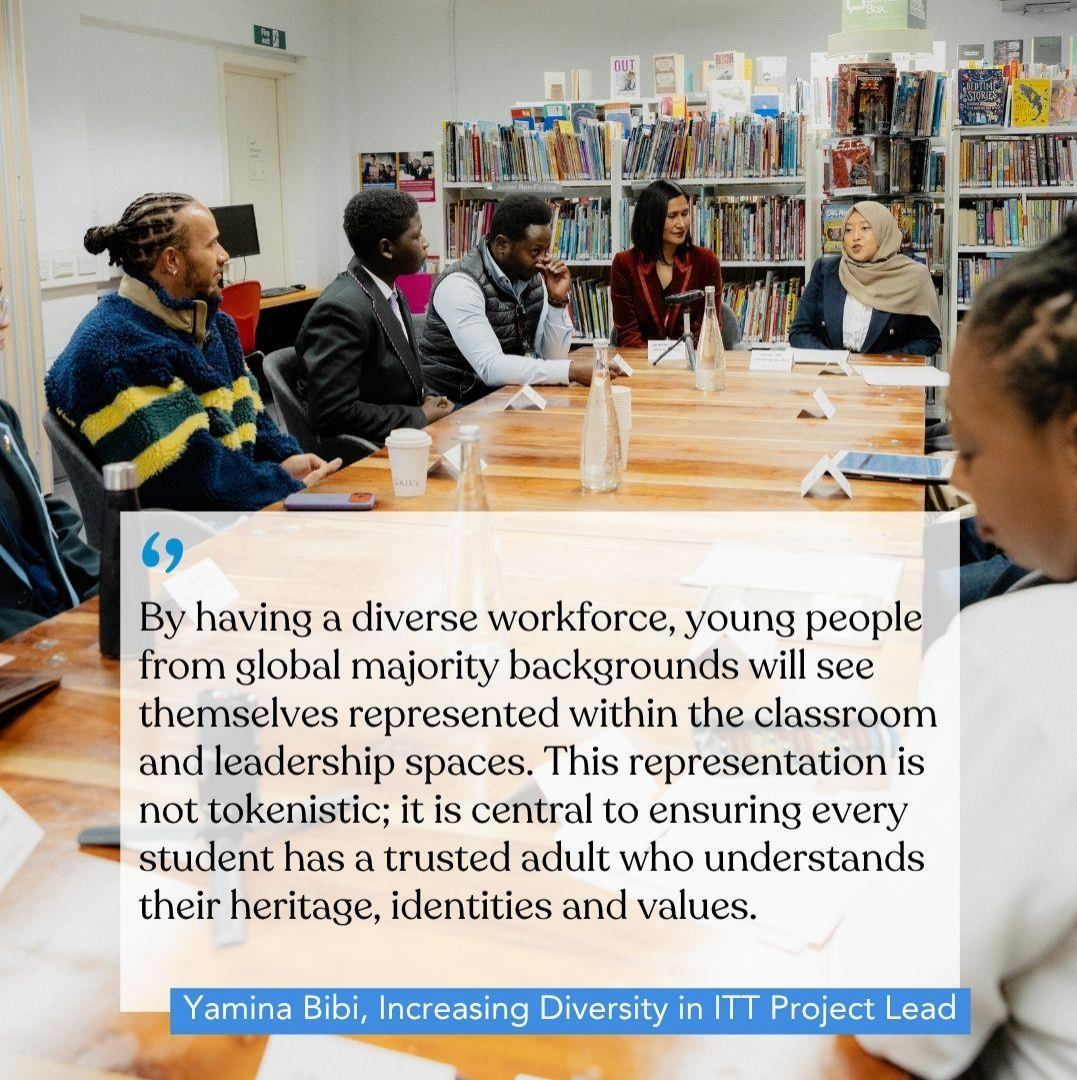
‘Think of a carrier wave. One can distinguish between the carrier and what is carried. What is carrier depends upon the fundamental property of the wave’

‘Think of hi-fi...When the tuner is activated, what is heard is a function of the system carrying the signal.’

‘We know what it carries, but what is the structure that allows, enables it to be carried?....It is as if when we study pedagogic communication we study only the surface features, only its message, not the structure that makes the message possible.’ (Bernstein, 1990, 169)

The carrier wave – ITE shapes what teachers come to recognise as legitimate knowledge, what kinds of questions are worth asking, and what forms of teacher and student thinking become visible, and which remain unseen

The tuner – ITE shapes how teachers learn to read their context, how they interpret policy, respond to curriculum pressures, make judgements in real time, and adjust their practice moment by moment in the classroom.



'THE **INCREASING DIVERSITY IN ITT** PROJECT IS SHIFTING SECTOR CONVERSATIONS FROM 'WHY DIVERSITY MATTERS' TO 'HOW WE **CREATE SYSTEMS** WHERE **DIVERSE EDUCATORS THRIVE, LEAD AND BELONG**'

MISSION 44

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By having a diverse workforce, young people from global majority backgrounds will see themselves represented within the classroom and leadership spaces. This representation is not tokenistic; it is central to ensuring every student has a trusted adult who understands their heritage, identities and values.

Yamina Bibi, Increasing Diversity in ITT Project Lead



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What conditions make intellectual work possible for teachers and teacher educators?

And what happens to the teaching profession when those conditions are unevenly distributed or eroded?

Questions