Editorial:
Methodological and ontological diversity in teacher learning and professional development

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It is with great pleasure that I welcome you, the reader, to the second issue of *Teacher Learning and Professional Development*. As I mentioned in my inaugural editorial, the purpose of this journal is to provide a forum for increasing the scope with which we in the academy tend to talk about teacher learning, professional development, and teacher education. I am particularly pleased to report that this issue of the journal presents five articles that also increase the methodological and theoretical scopes with which we might have spirited discussions about teacher learning and professional development.

Julian Kitchen offers the reader a unique insight into his journey from education professor and teacher educator to administrator, months after finishing an administrative appointment. Kitchen's self-study is notable for many reasons. I was struck by the ways in which he honestly and forthrightly held himself up to the scrutiny of his own wish to adopt a "relational" approach to administration in higher education, based on a framework for "relational teacher education" (Kitchen, 2005) developed over a decade ago. Kitchen embodies the ontological commitment (Hamilton & Pinnegar, 2009) required of thoughtful self-study work by maintaining a focus on how he came to understand his self-in-practice differently as a result of this work.

The past few years have seen a surge in articles, books, and popular pieces about the benefits of adopting "contemplative" or "mindful" approaches to education. Sabrina MisirHiralall's self-study makes an important and thoughtful contribution to this field of research by doing what few other pieces do: Providing examples of not only her contemplative pedagogy, but also the reasoning behind the approaches she enacts with her students. In particular, MisirHiralall provides a Loving Kindness Meditation that she co-constructed with her class as a result of conversations she had with her Peer Scholar. The reader is again treated to scholarship that describes how a researcher might come to understand their selves-in-practice differently through self-study methodology.

It is not difficult to think of a movie or television series that focuses on the dramatic and/or comedic possibilities of exploring the life of a teacher. *Dead Poets Society* and *To Sir, with Love* come might come to mind. Diana Petrarca takes us on a fascinating journey with a different type of film exploring the lives of teachers: a documentary she refers to as *The (un)making of the teacher*. Inspired by a comment she found herself making when called upon to describe her work as a teacher educator ("I am trying to unmake teachers"), Petrarca has set on an ambitious goal of producing a documentary film about becoming a teacher through the eyes of teacher candidates in a pre-service teacher education program. With additional comments from teacher educators and several leading educational researchers, the film will surely be a "must see" when it comes

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out. For now, we can all enjoy and learn from Petrarca's candid article about the ethical challenges of documentary-as-methodology.

D. Kevin O'Neill adopts an historical approach to situate the reader in the problems associated with slogans such as "Teach every kid to code." Slogans do not make for sound educational policy and O'Neill expertly builds an argument that sheds considerable light on the complexities associated with seemingly innocuous phrases. After all, it is tempting for many policy makers, parents, teachers, and technology researchers to view a mandatory curriculum of coding as Latin for the 21st-century: Just learn, it will be good for you. O'Neill deftly unpacks both economic and pedagogical arguments in favour of a mandated coding curriculum, concluding in part that a serious discussion of these issues needs to take place before this initiative becomes a footnote in the history of the dismal failures of educational reform.

Finally, Manu Sharma provides a nuanced analysis and interpretation of an equity initiative in a teacher education program in partnership with a local school board. From a foundation that blended culturally responsive teaching and culturally relevant pedagogy, the initiative provided a space for teacher candidates, associate (host) teachers, and course instructors to explore ways in which the identities and needs of students who are marginalized in schools might be addressed. The voices of participants in the initiative are front and centre in the article and Sharma provides a convincing analysis that highlights the complexities of working with both teacher candidates and associate teachers under a diverse schools framework. Her paper ends with an important challenge for all concerned with teacher education: It is one thing to present analyze the voices of participants, it is quite another to process and take action based on the findings.

I hope you enjoy reading this issue of *Teacher Learning and Professional Development*. My sincere thanks go out to the authors for submitting such fine work to this new journal and to my thoughtful team of reviewers for their thoughtful responses and suggestions.

Respectfully yours,

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References

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