

## **Editorial**

### **Considering National and International Teacher Professional Development**

Shawn Michael Bullock \*  
University of Cambridge, U.K.

It is with great pleasure that I welcome you, the reader, to this fifth edition 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. Due to time constraints imposed on me by new roles at the University of Cambridge, I will be focused on producing one issue of this journal per year for the foreseeable future.

This volume of the journal brings together a variety of conceptualisations and analyses of teacher learning and professional development from national and international perspectives. I write this editorial in the midst of both a global pandemic, SARS-CoV-2 / COVID-19, and a global social movement, Black Lives Matter. Both global events require us to rethink, reframe, and re-envision societal institutions, including but not limited to educational institutions and schooling, in light of historical inequities and institutional racism. This journal welcomes future submissions that consider the ways in which those in education might respond to these challenges.

The five articles that appear in this issue help us to think carefully about challenges facing teacher professional development from both national and international perspectives. Kizilibash asks us to consider what is meant by the “internationalization” of teacher professional development via an analysis of data obtained through work with an organisation dedicated to providing professional development opportunities for secondary school teachers in the Middle East and North Africa. The study provides evidence for the significant learning that can occur when teachers have the opportunity to interact with teachers who learned to teach in different contexts, particularly if all are engaging in learning in a context that is new to each member of the group. Kutsyuruba, Walker, Matheson, and Bosica provide an insight into the needs of early career teachers in Canada. Education is a provincial matter, and so a national survey provides an interesting way of thinking about regional variations within a large country. The authors highlight the importance of what early career teachers refer to as “informal mentorship,” particularly that which includes professional development and resource sharing with peers and ask us to consider what might be done to help early career teachers find more experienced colleagues to learn from.

Martel introduces us to a Community of Practice of language-trained content-based teachers in an institution with an internationally focused curriculum. The participants in the study unsurprisingly demonstrated a strong affiliation with their initial professional formation. Two findings emerged that Martel refers to as “interesting foils”: Surprisingly, the teacher-learner participants saw

\* Email: [smb215@cam.ac.uk](mailto:smb215@cam.ac.uk)

themselves as learners of content, and they also wanted to learn more about the content they were supporting as language teachers. The dynamic interplay between content-based teaching and language teaching is on full display in this article. Prabjandee provides considerable insight into the shortage of English teachers in Thailand through three series of interviews series. At first glance, one notes that the findings are consistent with prior research that identifies similar themes of motivations to learn to teach. However, Prabjandee argues that the themes cannot be strictly reduced to being “intrinsic” or “extrinsic—as they often are—and instead proposes an “onion model” to account for motivations behind participants’ interest in becoming English teachers. This issue concludes with a piece by Rose that explores the relationship between professional development and autonomy. I imagine that anyone who has been forced to participate in workshops that seem to have little resemblance to one’s own learning needs can empathise with Rose’s interest in providing teachers with more freedom to direct their own professional development needs. The study provides a unique insight into how teachers’ perceptions of their agency might change over time, an insight that is particularly relevant as attempts to “develop teachers” seem to often miss out on the central tensions inherent in teacher learning.

Finally, I wish to note that a technical error made it so the final piece in our previous issue was unavailable for download for a short period of time. My apologies to the authors.

I hope you enjoy reading this issue of *Teacher Learning and Professional Development*.

Respectfully yours,

*Shawn Michael Bullock, Editor, TLPD*  
*Cambridge, Cambridgeshire, U.K.*  
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