

## **Editor's Introduction: Democracy, Social Justice and the Lives of Teachers, Featuring Robert V. Bullough, Jr.**

*To understand teachers and their lives is to understand both troubles and issues,  
biography and history.* (Bullough, p. 19 of this issue)

It is with great honor that I find myself writing the introduction to the fall 2008 issue of *Teacher Education Quarterly* featuring Robert V. Bullough, Jr.'s pioneering work, in this case, his American Educational Research Association presentation as this year's honoree of the prestigious Michael Huberman *Outstanding Scholarship on the Lives of Teachers* Award.

Bob Bullough is not only one of the most influential educators/writers/thinkers/scholars of our time, but he is also one of the most wonderful human beings I have ever had the pleasure to meet. Bob recognized long ago that the lessons and insights gleaned from teachers' stories had much to offer the world of educational research. Today stories of teachers' lives in historical, cultural, and social contexts are being acknowledged as an essential tool for intellectualizing the human aspects of the teaching and learning process. Bullough's work has transformed the way teacher narratives are both perceived and valued among scholars. He has been instrumental in providing impetus to the development of new forms of empirical inquiry focused on the ways in which the examination of teachers' lives often can significantly broaden our understanding of teaching and learning as an inherently complex and fundamental expression of what it means to be human. We are proud to present Bullough's Huberman Award Presentation, "The Writing of Teachers' Lives: Where Personal Troubles and Social Issues Meet."

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In addition to the featured article in this issue of the journal, I highly recommend readers seek out Bullough's most recent book, *Counter Narratives: Studies of Teacher Education and Becoming and Being a Teacher*, State University of New York Press, 2008. Bob's body of work has contributed to the professional legitimization of narrative research that focuses on the lives of teachers. We are indebted to him for the work and love he has inspired in all of us.

Geert Kelchtermans, along with Bob Bullough and Ivor Goodson (the first Michael Huberman award winner), all serve on the *Teacher Education Quarterly* Advisory Board. In the second article in this issue, "Study, Stance, and Stamina in the Research on Teachers' Lives: A Rejoinder to Robert V. Bullough, Jr.," Geert provides a rich and warm reflection of Bob's work and highlights the ways in which it has transformed scholarship in the field of teacher education. I encourage readers to carefully explore the topographical nature of each of these introductory articles and discover new navigation tools to help widen and enhance existing theoretical and practical points of view.

Following the featured articles from Bullough and Kelchtermans is a collection of articles accepted through the open-submission process which represents teacher education scholarship at its finest. Topics from teacher beliefs, democracy, social justice, racism, and the inclusion of those with special needs are addressed.

Ye He and Barbara Levin, in "Match or Mismatch? How Congruent Are the Beliefs of Teacher Candidates, Cooperating Teachers, and University-Based Teacher Educators?," expand upon the body of work focused on the influence of teachers' beliefs and the ways in which teacher education programs afford structures to support the professional development of these beliefs. The authors provide the findings from their study of 472 teacher candidates' *Personal Practical Theories*, ". . . recognizing similarities, differences, or matches and mismatches, among the expressed beliefs of our teacher candidates, cooperating teachers, and university-based teacher educators offers insights regarding all the constituents in our teacher education program" (p. 50 of this issue).

"Resilience as a Contributor to Novice Teacher Success, Commitment, and Retention" by Melanie Tait provides the findings from her study addressing the ". . . relationships among resilience, personal efficacy, and emotional competence and their possible impact on first-year teachers' sense of success, confidence, and commitment to the profession" (p. 61 of this issue). As teacher attrition remains a serious professional dilemma it is incumbent upon those involved in the preparation of teachers to recognize and nurture teacher candidate resilience as a means for strengthening teacher efficacy.

Matthew Miller follows with "Problem-Based Conversations: Using Preservice Teachers' Problems as a Mechanism for Their Professional Development." In this ethnographic study, Miller examines the ways in which preservice teachers converse with one another about practical and theoretical problems associated with learning to teach. Findings suggest that teacher preparation programs can facilitate the

transition from “student-thinkers” to “pedagogical thinkers” in aiming to enhance classroom learning.

In “Teaching as a Feminist Act,” Mary Christianakis critically examines educational research through a feminist theory lens and provides the reader with a useful framework to better understand power relationships in the teaching profession. Christianakis argues that too often “academics and policy makers have ignored teachers in the construction of knowledge” (p. 105 of this issue). As the teaching profession is largely female in practice, and male dominated at the decision making level, the author lays claim that teacher research as feminist act has great potential to change the ways in which social science inquiry is perceived and valued.

Paul Carr follows with “Educating for Democracy: With or without Social Justice.” In this article the author suggests that democratic values are rarely made explicit in teacher education programs, policy making contexts, or in school classrooms. Too often, as the author suggests, election voting is viewed as the central component of teaching democracy in schools, and typically does not connect democracy with issues of social justice and a far greater emphasis on civic responsibility. Carr calls for encouraging critical reflection and analysis as part of the school curriculum in order to better prepare students for democratic engagement.

Carol Mullen, in keeping with the theme of democracy at the heart of education, contributes “Democratically Accountable Leader/ship: A Social Justice Perspective of Educational Quality and Practice.” In this article, Mullen emphasizes the importance of preparing education leaders to support and sustain efforts aimed at promoting democratic citizenship as a curricular imperative. The promotion of democratic ideas warrants levels of accountability akin to those associated with broad policies such as *No Child Left Behind*.

In “A Model for Examining Teacher Preparation Curricula for Inclusion,” authors Jewell Cooper, Stephanie Kurtts, Ceolola Ross Baber, and Ada Vallecorsa provide the results of their study on how teacher education programs address the need for graduates acquiring “the knowledge, skills, and competencies to teaching student with disabilities in inclusive classroom settings” (p. 158 of this issue).

Rita Kohli follows with “Interrupting Racism in the Classroom: Critical Race Reflections from Future Teachers of Color,” a compelling qualitative study of nine women of color and their experiences associated with racism in schools. As 90% of public school teachers are White, it is incumbent upon teacher preparation programs to focus recruiting efforts while simultaneously supporting long-term retention of a greater number of teachers of color. In this case the authors focused on issues of the issue of racism as viewed through the eyes of respondents.

In “White Preservice Teacher and ‘De-privileged’ Spaces” author Jennifer Adair presents the results of her study of a particularly unique teacher education program, one that enrolls the highest number of Latina(o) students in relationship to the smallest number of White students. Hence, the issue of Whiteness emerged with a fundamentally different and challenging set of dynamics in the context of

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learning to teach. This is an outstanding piece of research readers will want to include in their own course curricula.

Victoria Zascavage, Jennifer-Schroeder-Steward, Philip Armstrong, Kelly Marrs-Butler, Kathy Winterman, and M. L. Zascavage present the findings from their study in "Considerations for the Strategic Recruitment of Special Educators." The authors emphasize the critical shortage of credentialed special educators and the challenges states experience in increasing enrollment in special education preparation programs.

We trust you will find the articles in this collection intellectually challenging and that they will assist in advancing your own professional practice.

—Thomas Nelson, Editor