

Craig, C. J., Meijer, P. C. and Broeckmans, J. (Eds.) (2013). *From Teacher Thinking to Teachers and Teaching: The Evolution of a Research Community*. Advances in research on teaching, 19. Bingley: Emerald. 734 pp., ISSN 1479-3687 (Series), ISBN 978-1-78190-850-1.

Reviewed by BARBARA ŠTEH

On their 30th anniversary, the International Study Association on Teachers and Teaching (ISATT) published a book written by their members, entitled “From Teacher Thinking to Teachers and Teaching: The Evolution of a Research Community”. This expansive volume represents a valuable resource for all teachers, teacher educators and other experts involved with teachers’ professional development in research, theory and practice. The title itself indicates that between the 1983 and 2013, a paradigmatic shift in the association came about, from studying teachers’ thinking to the study of teachers and teaching in all its complexities. During this period, the membership also expanded considerably; members now come from 45 countries. In 32 chapters of the book, there are contributions of “founding fathers/mothers” as well as of those that joined the organisation later on, from all parts of the globe. This broad authorship was in line with the intentions of the three main editors, Cheryl C. Craig from the University of Houston, Paulien C. Meijer from Nijmegen University and Jan Broeckmans from Hasselt University. They were supported by 16 regional editors from different European regions, Middle East, North America, Asia, and Australia.

The first look at the key words in some titles tells us much about the main paradigmatic (interpretative, qualitative, humanistic) orientation of the authors: teacher knowledge, teacher as story teller, narrative research, holistic approach, reflective practice, moral matters, professional identity, self-understanding, vulnerability and so on.

The volume comprises five parts:

- I The Origins of the International Study Association on Teachers and Teaching
- II Research Strands
- III Contemporary International Scholarship

- IV Advances in Teacher Education
- V Growth in Community

In the first part, the origins, history and development of ISATT and the already mentioned paradigmatic shift are presented, as well as the evolution of ISATT's research interests, expressed through publication titles. We also find a personal perspective on ISATT by Joost Lowyck, the first elected chair of the organisation, and by Barica Marentič Požarnik, who described the impact of her participation in ISATT together with other influences (organisations, projects, etc.) on her professional activities and beliefs, in the specific Slovenian context. She concludes that we should “not ‘forget’ basic lessons we already learned about vital sources of teacher’s professional development – deeper reflection, positive emotions and motivation, ‘core identity’ (Korthagen, 2005) and that we should concentrate on attempts to foster real growth, not only superficial changes in formal frames or bureaucratic control of new programmes” (p. 62).

Part II consists of 15 chapters and features research strands that ISATT members have pursued over time, comprising following key research themes:

- *Teacher Knowledge*, with the historical contribution from 1985 by D. Jean Clandinin “Personal Practical Knowledge: A Study of Teachers’ Classroom Images” that was at the forefront of the paradigm shift in education. Freema Elbaz-Luwisch and Lily Orland-Barak show the transition of teacher knowledge into inquiries into teacher learning in communities.
- Historical work on *Narrative Research* “Story-Maker, Story teller: Narrative Structures in Curriculum” by Sigrun Gudmundsdottir, a deceased ISATT member, pushed “Lee Shulman’s pedagogical content knowledge conceptualization into the realm of narrative” (p. 65). This contribution is complemented by Leena Syrjälä and Eila Estola, two Finnish authors (“Narrative Research: From the Margins to Being Heard”).
- The strands on *Teacher Professional Development*, *Teacher Professional Identity* and *The Moral Matters of Teaching* include Beatrice Avalos’ contribution on “Teacher Professional Development in Teaching and Teacher Education from 2000-2010”; Douwe Beijaard’s, Paulin C. Meijer’s and Nico Verloop’s review of literature from 1988 to 2000 on teacher identity and the valuable contribution “The Moral Matters of Teaching: A Finnish Perspective” by Kirsi Tirri, Auli Toom and Jukka Husu.
- In the strand on *Teacher Reflection and Reflective Practice*, the contribution of Fred A. J. Korthagen, an author also well-known (and translated) in Slovenia, “In Search of the Essence of a Good Teacher: Toward a More

Holistic Approach in Teacher”, followed by articles from different parts of the globe about deepening reflection, reflective classroom practice in Hong Kong, teacher education in Brazil and reflective practice in the teaching profession in the French community in Belgium.

- In the strand on *Educational Leadership*, Michael Schratz presents paradigmatic changes in the conception of leadership in the sense that school leaders are regarded as agents of change that facilitate student and teacher’s growth.
- The subtheme on *Lives of Teachers* consists of reprinted articles of two established authors: Christopher Day’s “The New Lives of Teachers” and Geert Kelchtermans’s “Who I Am in How I Teach is the Message: Self-Understanding, Vulnerability, and Reflection”.

Part III – *Contemporary International Scholarship* builds on Part II and consists of eight chapters on teacher development, teacher identity, teachers’ lives, moral decision making and the influence of leadership from different countries. Most contributions originate from ISATT’s new regions (South Africa, Kyrgyzstan, Kenya, China, and India) and new members, but some are written by long-term members who present challenges that teaching and teacher education are facing in their countries. In this last group, I recommended reading the contribution by Maria A. Flores “Be(com)ing a Teacher in Challenging Circumstances: Sustaining Commitment or Giving Up in Portugal?” Stories of two beginning teachers vividly illustrate the key influences on the development of their professional identities.

In Part IV – *Advancement in teacher education* – we find three significant contributions. Anneli Lauriala writes about “Changes in Research Paradigms and Their Impact on Teachers and Teacher Education: A Finnish Case”. The second contribution is a reprint of an Association of Teacher Education (ATE) Yearbook titled “Teacher Education that Makes a Difference: Developing Foundational Principles of Practice”. Here, key experts John Loughran (Australia), Fred Korthagen (The Netherlands) and Tom Russell (Canada) develop a set of foundational principles based on critical self-study of teacher education programs by teacher educators in their home countries “in order to initiate a renaissance of teacher education based on fundamental principles to guide the development of responsive teacher education programs that genuinely make a difference” (p. 598). In the third contribution, Michal Zeller Mayer and Edith Taback focus on “The Sustainability and Nonsustainability of a Decade of Change and Continuity in Teacher Education”.

Part V – *growth in community* – also consists of three chapters. Barbara Šteh and Marjeta Šarić present on the basis of their experience “Two European Reflections on Professional Development in the ISATT Community: Looking Backward, Moving Forward.” In a similarly personal way, Issa Danjun Ying, Amanda McGraw and Amanda Berry address the relationship between self and community through inquiring into the impact of ISATT on the professional learning, teaching, and research of members specifically in the Asia-Pacific region. The final Chapter “Back to the Future from a Chinese Perspective: A Philosophical Reconstruction of Ideas Gleaned from the Fifteenth ISATT Conference” was contributed by the new ISATT member Xiaohong Yang.

The volume can be regarded as an authoritative resource book, a recommended reading for researchers and practitioners in the fields of teaching and teacher education because of its many valuable contributions. At the same time, it as a witness of a professional community that succeeded to grow and develop and at the same time remained faithful to its original mission, goals, and methodological approaches.