ATEE 50 YEARS
Association for Teacher Education in Europe

UNIVERSITY OF BIAŁYSTOK
FACULTY OF EDUCATION

ATEE ANNUAL CONFERENCE 2026

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Crossing Borders In Teacher Educators' Professional Learning: International Insights From Living Educational Theory Research

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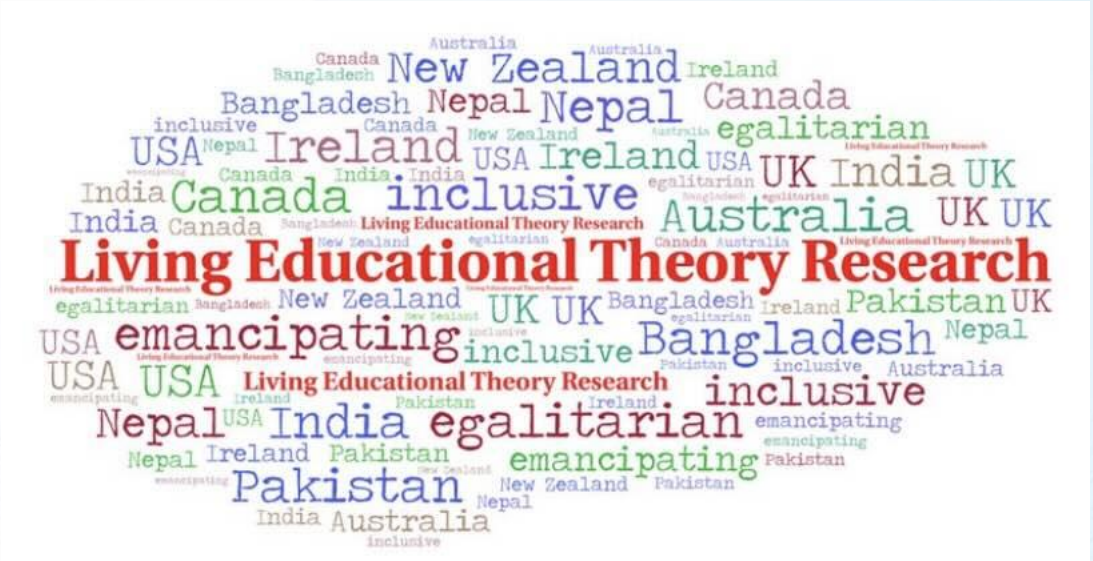
Crossing Borders In Teacher Educators' Professional Learning: International Insights From Living Educational Theory Research

Intention of this presentation:

- To persuade you to:
  - Critically and creatively engage with our paper
  - Explore in practice the implications for:
    - You of adopting a LETR approach to your professional development and helping others to do so too,
    - Contributing to "active dialogue and international exchange of research and practice " and "shaping the future of teaching and learning in Europe and the world to bring into being more equitable societies."



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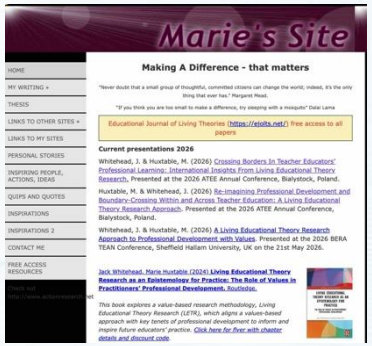
Presentation of:

- Key points about LETR as a methodology and form of continous professional development.
- Implications for professional educators.
- Illustrative examples of:
  - How LETR enabled educators to cross geographical, disciplinary, cultural and other borders in their professional learning.
  - What ways practitioners' living-educational-theories contribute to an international knowledge base for teacher education.

https://actionresearch.net

Access paper from

http://www.spanglefish.com/mariessite



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Living Educational Theory Research Methodology - A form of professional practitioner, self-study educational research

- Professional practitioners
  - accept responsibility for the consequences of their practice and contributing to the growth of educational knowledge, for the benefit of all.
- Practitioner Self-study
  - Practitioners hold themselves to account for understanding and improving the consequences of their practice and contributing to the global growth of educational knowledge for the benefit of all by continually research their own practice.
- Educational research – draws insights from diverse knowledges in the generation of educational knowledge that contributes to improving education as a living, values-grounded process.

Education as a commodity?

Education as a life-long, life-wide, evolving, values-grounded process of humans learning to flourish and helping others to do so too in the complex inter-related ecologies we are part of.

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Three of the distinctive characteristics of Living Educational Theory Research include:

- The **embodied meaning of values of human flourishing** that give the practitioner's practice meaning and purpose and serve as evaluative standards and explanatory principles in their explanations for their educational influence in learning.
    - The embodied meaning of the life-affirming and life-enhancing values, that give the practitioner's practice meaning and purpose, and they use to evaluate and explain the consequences of their practice are clarified as they emerge in the course of the research.
- The **professional practitioner's 'I'** in knowledge claims.
    - Practitioners clarify their professional identity and implications in practice. This Includes identifying where they experience the values of human flourishing, that give their practice meaning and purpose, are being contradicted and exploring implications for improving their educational practice.
- **Identifying 'contradiction'**
    - experience self as a living-contradiction and/or their values contradicted by others and informing actions to improve matters (focus on cause of tensions – values as evaluative standards - rather than on what practice successfully delivers on productive standards).

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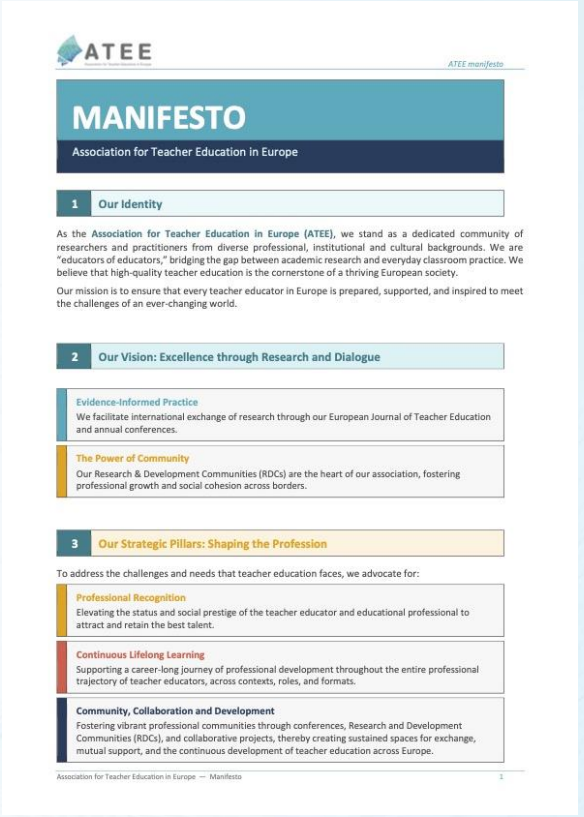
Implications for professional educators:

- Education is not a commodity; it is a fundamental pillar of freedom and equality. – it is a life-long, life-wide *values laden process.*
- Teacher educator and educational professional – positions teacher educators and teachers as *professional* practitioners – accepting responsibility for understanding *all* the consequences of their practice, improving the educational influences in learning of their practice, and contributing to the growth of global knowledge for the benefit of all
- Teacher educator as "educators of educators," – positions teacher educators and teachers as *educators*, not simply instructors.
- We are "educators of educators," bridging the gap between academic research and everyday classroom practice – realising professional responsibilities to draw on and contribute to a global educational knowledgebase.
- Career-long journey of professional development… across contexts, roles, and formats. – a continuous multifaceted reflexive and reflective process which includes, but goes beyond solving problems, acquiring practice, academic, research knowledge, skills etc …


ATEE

ATEE manifesto

MANIFESTO

Association for Teacher Education in Europe

1 Our Identity

As the Association for Teacher Education in Europe (ATEE), we stand as a dedicated community of researchers and practitioners from diverse professional, institutional and cultural backgrounds. We are "educators of educators," bridging the gap between academic research and everyday classroom practice. We believe that high-quality teacher education is the cornerstone of a thriving European society.

Our mission is to ensure that every teacher educator in Europe is prepared, supported, and inspired to meet the challenges of an ever-changing world.

2 Our Vision: Excellence through Research and Dialogue

Evidence-Informed Practice

We facilitate international exchange of research through our European Journal of Teacher Education and annual conferences.

The Power of Community

Our Research & Development Communities (RDCs) are the heart of our association, fostering professional growth and social cohesion across borders.

3 Our Strategic Pillars: Shaping the Profession

To address the challenges and needs that teacher education faces, we advocate for:

Professional Recognition

Elevating the status and social prestige of the teacher educator and educational professional to attract and retain the best talent.

Continuous Lifelong Learning

Supporting a career-long journey of professional development throughout the entire professional trajectory of teacher educators, across contexts, roles, and formats.

Community, Collaboration and Development

Fostering vibrant professional communities through conferences, Research and Development Communities (RDCs), and collaborative projects, thereby creating sustained spaces for exchange, mutual support, and the continuous development of teacher education across Europe.

Association for Teacher Education in Europe — Manifesto 1

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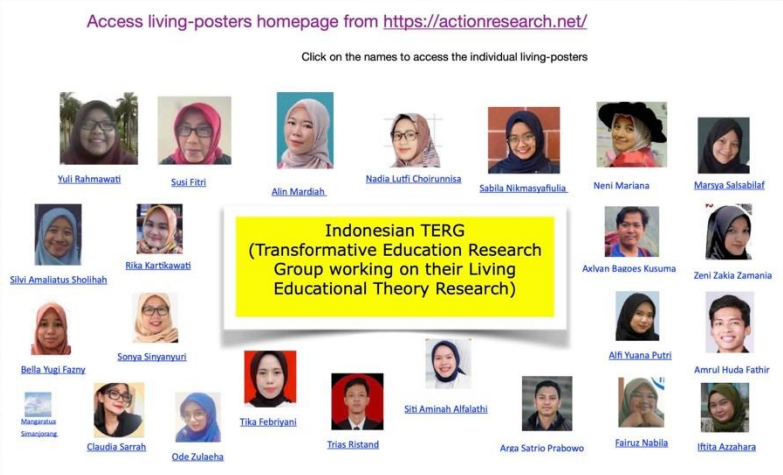
2 Illustrative examples of:

- How LETR enabled educators to cross geographical, disciplinary, cultural and other borders in their professional learning
- What ways practitioners' living-educational-theories contribute to an international knowledge base for teacher education.

Further examples on pp. 6-12 of paper.

Eden Charles' Ph.D. (2007) Thesis, How Can I bring Ubuntu As A Living Standard Of Judgment Into The Academy? Moving Beyond Decolonisation Through Societal Reidentification And Guiltless Recognition.



Rika Kartikawati (2026) Living My Value: Navigating the Challenges of Practicing Confidentiality in Counselling. *EJOLTS. 19(1) 30-55.*

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Living posters and Educational Journal of Living Theories for illustrative examples of:

- Professional educators realising dual role of teacher education:
  - **responding to** complexities of an interconnected global landscape, while simultaneously benefiting from **AND**
  - **contributing to** collaboration that transcends traditional boundaries between disciplines, actors, institutions, cultures, and the relationship between theory and practice.

And

- Advancing teacher education as a dynamic and inclusive field, fostering innovation, international cooperation, and future-oriented perspectives.

actionresearch.net/

EJOLTS

Educational Journal of Living Theories

ejolts.net/

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We hope you will:

- Explore this paper & share your thoughts with us:

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Marie Huxtable — Marie_Huxtable@yahoo.co.uk

- Find helpful the resources, papers and links etc , accessible from our websites and ejolts.net/
- Contribute to the growth of a sustaining spaces for exchange, mutual support, and the development of teacher education globally by:
- Contribute your living-poster actionresearch.net/writings/posters/homepage2025.pdf
- Working on a paper to submit to EJOLTs

Access paper, resources & links from

actionresearch.net

spanglefish.com/mariessite

ejolts.net/