ATEE 50 YEARS
Association for Teacher Education in Europe

UNIVERSITY OF BIAŁYSTOK
FACULTY OF EDUCATION

ATEE ANNUAL CONFERENCE 2026

50TH ANNUAL CONFERENCE OF THE ASSOCIATION FOR TEACHER EDUCATION IN EUROPE

Re-imagining Professional Development and Boundary-Crossing Within and Across Teacher Education: A Living Educational Theory Research Approach.

communicate the rationale, approach and benefit of this (Living Educational Theory Research) methodology

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Access paper from https://actionresearch.net & http://www.spanglefish.com/mariessite

August 2026

Re-imagining Professional Development and Boundary-Crossing Within and Across Teacher Education: A Living Educational Theory Research Approach.

The intention of our presentation is to persuade you to explore experientially the implications of adopting a Living Educational Theory Research to re-imaging your professional development as Teacher Educators through the lens of your values of human flourishing:

- supporting more collaborative and internationally connected approaches to teacher educator professional learning,
- Improving educational practice and education,
- contributing to the creation of a more peaceful, humane and sustainable world.

https://actionresearch.net

Access paper from

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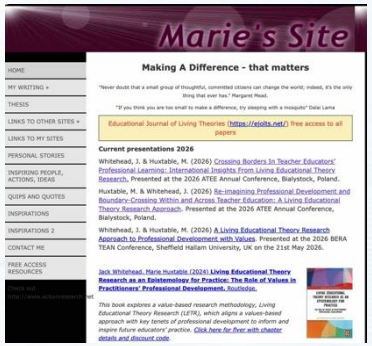
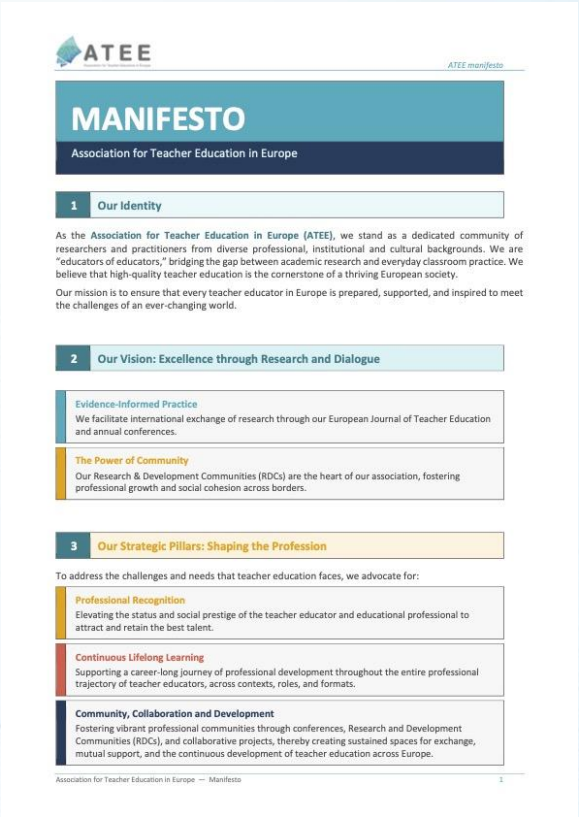


Re-imagining Professional Development and Boundary-Crossing Within and Across Teacher Education: A Living Educational Theory Research Approach.

In the paper we present an argument that:

Forms of teacher CPD that prioritise compliance, standardisation, and acquisition of externally defined knowledge **are insufficient** for addressing the complex, relational, and values-laden nature of Education and contemporary educational practice indicated on the ATEE Manifesto.



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

Re-imagining Professional Development and Boundary-Crossing Within and Across Teacher Education: A Living Educational Theory Research Approach.

In the paper we present an argument that:

Living Educational Theory Research offers an alternative; reimagining an educator's professional development as working creatively and productively with the tensions and contradictions created by:

- Doing what is required by their employer and professional/licensing body

AND

- Doing what is required for them to realise their professional responsibilities to:
  - Hold themselves to account for the consequences of their practice for human flourishing in an ever-changing world.
  - Generate and validate knowledge of their educational influences in learning.
  - Contribute the knowledge they create in the process to a global knowledgebase for the benefit of all.

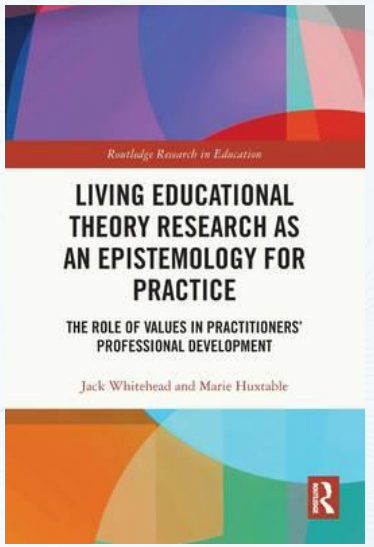
A LETR approach to CPD enables boundary-crossing within and across teacher education in an increasingly interconnected global landscape.

https://actionresearch.net &
http://www.spanglefish.com/mariessite

Re-imagining Professional Development and Boundary-Crossing Within and Across Teacher Education: A Living Educational Theory Research Approach.

- A Living Educational Theory Research is not applied to the research. A practitioner creates their own living- educational-theory research methodology as they research their practice to understand and improve it and generate their living-educational-theory.
- A "living-educational-theory" is the validated explanations a practitioner generates for their educational influence in:
  - their own learning,
  - the learning of others, and
  - the learning of social formations forming the context of their practice.
- The practitioner's embodied meanings of values of human flourishing, are clarified as they emerge in the research, serve as explanatory principles and standards of judgement, challenging traditional separations between theory and practice, and between researcher and practitioner.

Living Educational Theory Research Progenitor Jack Whitehead
For his writings visit his website
https://actionresearch.net/



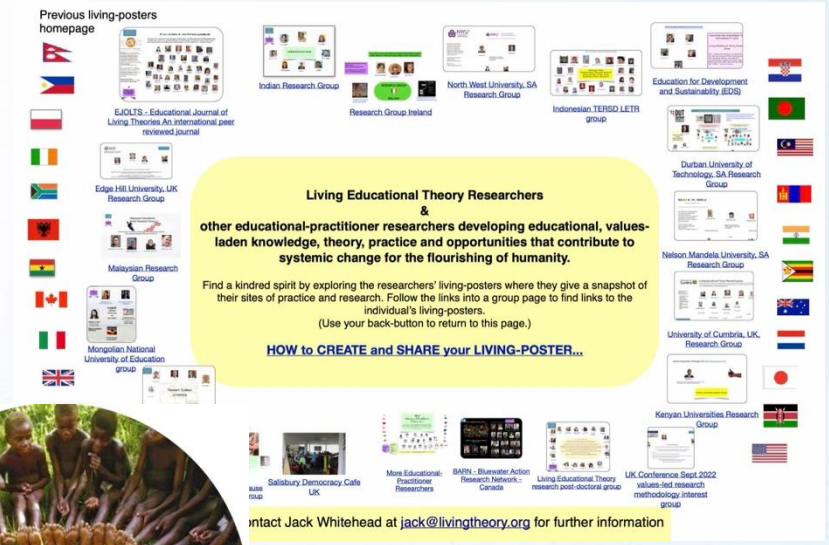
Most recent book available as e-copy and hardcopy

Re-imagining Professional Development and Boundary-Crossing Within and Across Teacher Education: A Living Educational Theory Research Approach.

Implications

As Teacher Educators adopt a Living Educational Theory Research Approach to re-imagining their Continual Professional Development they:

- Create and share their living-educational-theories of meeting challenges when boundary-crossing within and across Teacher Education.
- Develop collaborative and internationally connected ways to improve their own educational influences in teaching and learning, praxis, epistemology, methodology, ontology and axiology.
- Support others learning to do so too.
- Contribute to the growth of a global knowledgebase for a more peaceful, humane and sustainable world.



Re-imagining Professional Development and Boundary-Crossing Within and Across Teacher Education: A Living Educational Theory Research Approach.

Key findings

- The data sources drawn on include:
  - Doctoral theses and Master's studies, practitioners have offered as gifts to be made public on https://www.actionresearch.net/

  and
  - Open access peer-reviewed journal articles such as published by the Educational Journal of Living Theories

The studies drawn on have been created by educators working in diverse geographical and cultural contexts, and fields and sites of practice as examples of:

1. professional practitioners engaged in LETR as continual professional development within and across boundaries.

2. practitioners' Living Educational Theory Research contributing to the growth of a global knowledge base that transcends boundaries.

Examples:

Anne Keizer-Remmer (2017) *Underneath The Surface Of Cosmopolitanism: In Search of Cosmopolitanism In Higher Education.* University of Humanistic Studies, Utrecht, the Netherlands

Carolina Botha (2026) A Journey Towards a Living-educational-theory of Postgraduate Supervision: From Living Contradictions to Care-full Spaces. *EJOLTs 19(1) 72-96.*

Re-imagining Professional Development and Boundary-Crossing Within and Across Teacher Education: A Living Educational Theory Research Approach.

We hope you will contribute to ATEE realising its:

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

and its:

- Aims - to enhance the quality of Teacher Education in Europe through active dialogue and international exchange of research and practice in initial and in-service teacher education.

By:

- Developing your knowledge, understanding and practice of LETR as professional development
- Sharing what you learn at ATEE & other conferences….
- Publishing in peer-reviewed journals like EJOLTs…
- Connecting with others who share a passion for developing values-grounded education and educational practices by contributing your living-poster, and exploring others on https://www.actionresearch.net/writings/posters/homepage2025.pdf

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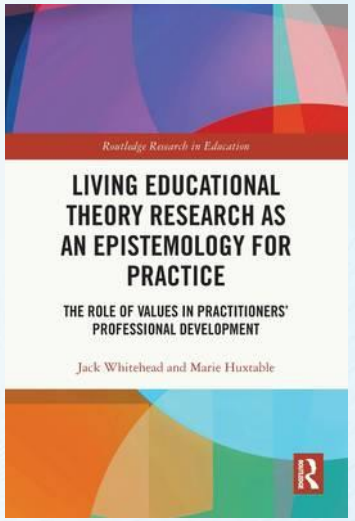

EJOLTs
Educational Journal of Living Theories

Educational Journal of Living Theories
EJOLTs.net