

Editor's Introduction: Ethnographical Inquiry into Teacher Development

This spring 2005 issue of *Teacher Education Quarterly* is a collection of peer-reviewed manuscripts that have gone through the normal submission and evaluation process. This set of articles represents teacher education scholarship at its finest. The authors are to be commended for their efforts in bringing further attention to the responsibility of teacher educators toward their roles as advocates for social justice and addressing issues of equitable educational access. The work in this compilation describes and analyzes contextual relationships between theory and practice, and provides readers with focused inquiries that are both politically timely and academically challenging.

The issue opens with Renée J. Martin's "An American Dilemma: Using Action Research To Frame Social Class as an Issue of Social Justice in Teacher Education Courses." The author explores ways in which action research is used in teacher preparation, specifically focusing on issues of social justice and equity. As Martin states, "Debunking the rhetoric of meritocracy and analyzing the mythology that surrounds social class is essential if we are to create a teaching force that understands the fabric of lives of today's public school children."

Robert V. Bullough, Jr., one of the preeminent scholars in the teacher education field, follows with a study focusing on the affective nature of learning to teach in, "Teacher Vulnerability and Teachability: A Case of a Mentor and Two Interns." In this article Bullough draws from the works of Dewey and Palmer in framing a study aimed at exploring the emotional side of mentoring beginning teachers.

In "Preparing Teacher Learning in an Unfamiliar Setting," authors Alyson

Editor's Introduction

Adams, Elizabeth Bondy, and Karen Kohel present the results of their study focused on preparing teachers to work in culturally diverse settings through the lens of critical inquiry into issues of social justice and equity.

Nancy Dome, Patricia Prado-Olmos, Sharon H. Ulanoff, Reyna G. García Ramos, Lillian Vega-Castaneda, and Alice M. L. Quiócho follow with “‘I Don’t Like Not Knowing How the World Works’: Examining Preservice Teachers’ Narrative Reflections,” an outstanding study of how reflective practice, as described by Schon, can be utilized in ways that foster deeper understandings of sociocultural contexts in which teachers and students live and work.

“Beyond Awareness: Preparing Culturally Responsive Preservice Teachers” by Susan Lenski, Thomas Crumpler, Corsandra Stallworth, and Kathleen Crawford continues the theme of preparing teachers to work in culturally diverse settings. The authors engaged preservice teachers in conducting ethnography research in order to gain in-depth awareness of cultural heritage and curriculum strategies aimed at improving relationships with students and families of different ethnicities.

Ester de Jong and Candace Harper, in “Preparing Mainstream Teachers for English Language Learners: Is Being a Good Teacher Good Enough?,” propose a framework for describing the nature of knowledge and skills required of teachers working with English language learners.

Arthur Costigan, in “Choosing to Stay, Choosing to Leave: New York City Teaching Fellows after Two Years,” provides a fascinating look into the use of autobiography and ethnography narrative tools for the purpose of preparing teachers to work in poor, urban schools. The study focuses on the stories of three teaching fellows in an alternative teacher preparation program.

One of my favorite scholarly thinkers, Clifford Mayes, concludes the Spring issue with “Teaching and Time: Foundations of a Temporal Pedagogy.” In this article, Mayes explores the notion of time, specifically “corporate time” and its relationship to school practices, and posits that there are other and often critically important ways to view time in educational contexts. He further discusses autobiographical, culturo-historical, and spiritual time, and the educational significance of interpreting time through reflectivity in teacher development.

I believe readers will find this issue to be rich with significant research findings and challenging ideas associated with perceiving teaching as a complex intellectual activity in multicultural contexts. Please feel free to share your thoughts, ideas, responses, and suggestions. We welcome your input and value your support. Visit us online at: www.teqjournal.org.

—**Thomas Nelson**
Editor