

Editorial

Feyyat Gökçe

Dear teacher educators, scholars and educationalists,

A total of five articles have been published in the second issue of the twelfth volume of the *Journal of Teacher Education and Educators* in August 2023.

Janni Alho, Eija Hanhimäki and Sirpa Eskelä-Haapanen's article entitled "Student Teachers' Leadership Development in A Finnish Class Teacher Education Program" explored novice teachers' leadership development in a Finnish class teacher education program. The study focused on identifying the student teachers' individual approaches to leadership development and examining how they developed their leadership during teacher education, including their reflections on the achieved leadership development. The data were collected with motivation letters written by the student teachers and semi-structured individual interviews. The analysis methods comprised qualitative content analysis with inductive reasoning and typologization. The results revealed student teacher types representing three different approaches to leadership development: competence-, personality-, and context-driven. The student teachers developed their leadership during teacher education in alignment with their individual approaches and utilized the study program diversely in this process. Student teachers who presented a competence-driven approach estimated their achieved leadership development to be relatively weaker. Furthermore, pre-service teachers possess individual leadership development motivations and goals and the capability to facilitate their own professional development in alignment with these goals.

The second article is "Teachers' Feelings About the Status of the Teaching Profession and Associated Factors in Tanzania" by Jimmy Kihwele and Rhoda Kihwele. The authors explored secondary school teachers' feelings about their teaching profession and the factors responsible for their feelings. Their phenomenological study draws its findings from the lived experience of secondary school teachers with varying working experience levels. Informed by the qualitative inquiry, the paper is mainly empirical and employs interviews and focus group discussions in the data collection process. Findings reveal that teachers and the teaching profession have lower status nowadays than before and after independence, which makes teachers feel bad about their profession. Society regards the teaching profession as the last choice for those who have no other choice and poor living and working conditions. The findings further revealed that low salaries, rare or no teacher professional development, misconduct of teachers and

lack of board are factors responsible for negative feelings in the teaching profession.

Dayna Jean DeFeo and Behailu Mammo explored what faculty may learn about teaching dispositions by observing tutors. Three mathematics education faculty observed tutoring sessions in the on-campus math lab, and were interviewed about the teaching dispositions that they were able to identify in that context. Through an interpretive framework of reciprocal determinism, their data revealed that tutoring's one-on-one or small group setup, unscripted nature, and authenticity of interactions with students let faculty see different skills – which reveal different dispositions – than they would observe in teaching demonstrations or other early field experiences. Their valuable discussion considers how on-campus partnerships between teacher education programs and tutoring programs may offer not only opportunities for preservice teachers to develop skills, but for faculty to “see them in action” and gain insight to their dispositions.

The fourth article, “Problematizing and Reconceptualizing the Theory-Practice Discourse in Teacher Preparation: A Pedagogical Repertoires Perspective” by Jean Kaya problematized and reconceptualized the theory-practice dichotomy in initial teacher preparation. Using pre- and post- student teaching interview data from a larger qualitative study that investigated pre-service teachers' learning, the author analyzed pre-service teachers' conceptualizations of their learning about teaching and learning. Findings demonstrated that pre-service teachers emphasize expansion of pedagogical repertoires rather than potential relationships or connections between what they learn at the university and practices in K-12 educational spaces. The study provides insight into pre-service teacher learning as a continuous process that moves beyond binary interpretations and draws on contexts and experiences that broaden teacher knowledge.

Ly Sokchea's article “Professional Learning Needs of Teacher Educators of the National Institute of Education, Cambodia” aims to examine and elaborate on the desirable needs of teacher educators' professional learning activities and the perception on their professional role in Cambodia. This study employs an explanatory mixed methods research design in which data was collected: (a) in the quantitative phase, from 89 teacher educators who completed a web-based survey, and (b) during the qualitative phase, from 13 teacher educators, who were interviewed regarding their professional learning activities and perceived needs to further their profession. The findings indicated that most teacher educators prioritize “pedagogy of teacher education” and “research knowledge and skills” as desirable needs. To achieve these needs, further education, such as Ph.D., would be required. Regarding their perceived roles, teacher educators reported that they viewed themselves as both teachers in a school context and teacher educators. This study addresses a knowledge gap in the field of

teacher educators' professional development and learning and highlights how professional learning activities and needs in the Cambodian context can be made transparent to stakeholders to achieve cost-effective and efficient professional learning.

In the hope of reuniting with you in the following issues of the Journal of Teacher Education and Educators...