

INDEX

- AERA, 8, 15–16
Agency, 37, 41, 89–91, 94–95, 191, 214
Authority of experience, 28
Best-loved self, 29, 102–105
Bicultural education, 174–175, 180
Castle Conference, 8, 16
Clandinin and Connelly, 11–12, 102–103
Coaching, 62
Collaboration, 7–9, 28, 60, 63–64, 67–68, 74–76, 80–81, 204, 211
Commonalities, 168–169
Covid-19, 60, 66–67, 111–112
Culturally responsive mentoring, 137
Curriculum, 19, 29, 61, 74, 80–81, 97–100, 102–105, 107, 126, 138, 152–153, 174–176, 178, 193–194
Decolonization, 191
Decolonizing, 165, 168
Democracy, 127–128, 147
Dewey, 104, 107
Dilemma, 48, 55
Diversity, 60, 66–67, 137–138, 182, 184
Early childhood education, 139, 177–178
Empowerment, 214
Epistemology, 161–162
Equity, 28, 64–65, 138, 143–144
Ethical relationality, 192, 194–196
Ethics, 27, 49, 51–52, 56
Evidence-based policy, 119
Exclusion, 64–66, 68, 139–140, 144, 147–148, 174, 200–201
Experience, 25–26, 28, 32, 34, 36, 62–63, 66–69, 79–80, 91–92, 98–99, 117, 128, 138–139, 147, 169–170, 176, 179–180, 182, 189–197, 202–206, 211, 213–214
Future literacy approach, 203–204
General pedagogical knowledge, 74–75
Generous scholarship, 12
Higher education, 4–5, 78, 195–196
Human rights, 66, 148
ICT, 80
Identity, 30, 32–33, 36, 39
Identity of teacher educator, 43
Inclusion, 28, 64–67, 137–139, 143, 150, 175, 203
Inclusive learning spaces, 149–150
Inclusive teacher, 150–152
Induction years, 75
Initial teacher education, 28, 73–74, 77, 79–80, 83, 138–139, 149–152, 174
Innovation, 61, 150
Institutionalization of learning, 202–203
Intersectionality, 183–184
Inuit, 138–139, 159–169, 190, 193–195
Knowledge of context, 131
Living in good ways, 146

- Marginalization, 138, 144–145, 147–148
 Marginalized community, 144–145, 147, 152–153
 Mentoring, 8–9, 62, 77–78, 80, 169
 Metaphors, 27, 36, 104–105, 184
 Micro-teaching, 3
 Microaggressions, 197
 Moral dilemmas, 42
 Multicultural, 65, 137–138, 182

 Narrative inquiry, 11–12, 16, 103
 Neoliberal, 62
 Newly qualified teachers, 88–89, 168

 Paradigm shift, 29–30, 33–34
 Partnership, 7–9, 16–17, 166–168
 PCK, 120–121
 Pedagogical Content Knowledge (PCK), 74–75, 118
 Pedagogical stance, 49
 Pedagogy of teacher education, 92
 Power dynamics, 164, 169
 Practicum mentoring, 152–153
 Preparation of teachers, 66–67, 113–114, 151–152
 Professional development, 11–12, 26–28, 32, 59–60, 73–74, 77, 160
 Professional learning, 28, 61, 67, 77–78, 94–95
 Professional learning communities, 29, 76, 94–95

 Racism, 139, 162, 177–180, 182, 184, 190–191
 Reconciliation, 193–194
 Reflection, 15–17, 19–20, 51–53, 75–76, 89, 114, 177

 Reflective practice, 48, 177
 Research-based clinical practice, 80–81
 Resilience, 89, 117, 139, 204
 Roma education, 200–201, 203

 Scholarship in teacher education, 12
 School leader, 76–77, 79, 101–103, 111–112, 120, 138–139
 School reform, 38
 Self-study, 8, 16–17
 Self-study of teacher education practices, 8, 16
 Settler colonialism, 174, 180
 Social justice, 28, 60, 64, 66, 149
 Social marginalization, 145
 Student teachers, 36, 40–41, 56, 75–78, 92, 94, 139, 176, 178, 180
 Supervision, 75–76, 168

 Teacher education, 3–5, 7–9, 15–17, 56, 65, 73–75, 92, 94, 117, 125–127, 132, 140, 145–146, 151–153, 165–168
 Teacher educators, 74–75, 80–81, 111–112, 115, 117–118, 138–139, 152, 176–179, 183
 Teacher induction, 29, 94
 Teacher shortage, 88
 Teaching, pedagogy of teacher education, 42
 Teaching practicum, 152–153
 Teaching profession, 30, 48, 74, 78, 80–81, 103, 137, 176

 Visiting scholars, 8–9

 Workplace culture, 39