What has been "missing" or "missed" over the last 50 years in APJTE?

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Introduction

The editors of APJTE invited a group of teacher education scholars to have a conversation about what is 'missing' from the journal and/ or the field. In line with our celebrations of the 50th anniversary of the journal, we thought that it would be interesting to think about what hasn't been in the journal but might have been. We thought that it might be good to hear from some of the people who have been, or are becoming, influential in the field, and/ or have been editors of the journal before; to have a conversation about what's (been) missing from the journal and/ or perhaps from teacher education scholarship more generally; what's been excluded and why, and what that tells us about the current state of the field, and the future perhaps.

Tony Carusi, who starts the conversation below shared an initial text on 'the missing' as a provocation to begin the discussion. After the conversation ended, 'thought piece' texts from Parlo Singh and Jo-Anne Reid were offered as 'additions'.

The text below is an edited version of the conversation. The conversation might be represented as a Metalogue and draws on the work of Bateson (1980), Roth & Tobin (2002) and Willis, Grimett & Heck (2018). Bateson (1972,1980) suggests that any metalogue begins with a problematic subject and maintains the focus on the topic as the conversation proceeds. In our context, the conversation began as a virtual discussion and continued through email to explore the problem of what might be missing from the journal. Our muddled conversation was refined and emerged as the following piece that charts our engagement with 'the missing' from the journal and the field more broadly.

Initial notes from Tony Carusi on 'the missing'

When asked what is missing from the field of teacher education, I want to focus on the 'missing'. Missing can mean that something is absent. To identify what's missing is to indicate that where there is nothing, there should be something. This relies on a notion of incompletion and at this level of signification, the hole created by what's missing is one placed in an otherwise complete or whole set. When asking 'what's missing?', I wonder if we could consider how that hole in the whole created by what is missing makes something of teacher education. How does what's missing animate the field of teacher education – both preventing its completion (good news for the continuance of a journal of teacher education) and setting up for us the entire problematic that the tautology of teacher education attempts. Teacher education could also be called Educator Education or Teacher Teaching, a title that more directly points to the difficulty Teacher Education encounters as a field, which is to say that the teacher who teaches teachers reflects what they do on to those who wish to do it too.

We celebrate such mirroring as reflective practice. At the tautological level, we might say there is nothing missing from such a specular notion of teacher education as it is 'teachers all

the way down'. However, what is missing from the reflective teacher and their teacher, the tautological teacher teacher, is precisely what a reflection cannot show, that which cannot be taught or what remains outside the determining power of teaching. For all of the (nonsensical) responsibilities teachers have to increase learning, reduce poverty, create a competitive workforce – the radical move for a journal of teacher education may be to consider what teacher educators have no power to do. What of themselves as teacher teachers can they do nothing about? What of their students who long to be teachers must they yield to as 'unteachable' (Laruelle, 1986)? And what of the unteachable serves as the ground for teaching?

'Missing' can also mean longing after what is absent. This not only introduces desire into a teacher education oriented toward missing, but it offers a response to the fundamental question of why anyone would bother teaching (Carusi, 2017) in the first place, a question I continue to ask of my own practice as I see learning designers, policy discourses, and education technology platforms reduce the role of the teacher to 'content expert,' 'fellow learner,' and generally replaceable by technical support. Biesta (2013) has spoken to this point well through the term learnification and theorised the obstinate teacher as a potential point of resistance (Biesta, 2019). Ball too has called for teachers to engage in a politics of refusal (2016) and with Collet-Sabé (2021) made an argument "against school" that is also an argument for educators to engage with education as an ethical task.

But what's missing, in the first sense, from these alternatives is precisely the second sense I point to here. Why want to be a teacher? Obstinacy, refusal, and ethical tasks are all longing for a teacher erased by policy, technology, and learning. And what role, if any, does teacher education have in provoking, interrogating, cultivating, or silencing the desire prospective teachers come to Departments of Teacher Education with? Does teacher education have a role in the desire to teach, or do students arrive and graduate with their reasons for wanting to teach untouched and intact? If a teacher educator asks their students why bother teaching, and they hear, "Because I love to see children smile," can they reply, "That's not enough"? How does teacher education, as a field, ignore or engage with the desire to teach especially in a climate where the teacher disappears in the overlap between learners and educational platforms? What do we make of teacher education when what's missing from policy initiatives and educational platforms is increasingly the teacher?

The conversation begins…

Tony Carusi: I began to think more in literal or technical terms scanning the journal's issues and asking are there any glaring omissions or anything like that. As I was searching, but didn't know what I was looking for, I became more interested in the role that the 'missing' plays for teaching. And I don't know how I would see the thing that wasn't there – that was missing. And so that frustrated search prompted me to write this little thing (above) very quickly on the ambiguity of what it means for something to be missing. When something is missing, when we identify something is missing, that something is there as an absence, but we have this sense that there should be something. The missing isn't merely a void; it's a thing that's there because it isn't there.

So, how can this sense of missing help us think of teaching, particularly the role of teacher educators who are teacher teachers. And how might the doubling of the teacher educator blind us to what's missing because we have this tautological relationship between teachers who are teaching people who want to be teachers. This creates a mirroring where teacher educators are teaching people who want to be teachers and the people who want to be

teachers are looking to the teacher educators to become teachers. This two-way relationship is similar to a mirror and that provoked a different notion of reflective practice. Where we oftentimes think about reflection in cognitive terms, this sort of reflective practice revolves between teacher educators and aspiring teachers seeing themselves in one another. Thinking of teacher education as reflective in this sense also suggests a way to occlude what's missing – a reflective or specular relationship closes the circle of reflection through teachers teaching teachers. The more hermetically sealed the teacher teaching teachers becomes, the more we lose sight of what's unteachable and that became interesting, particularly because of my own interests in the way that responsibilities are pinned on the teachers for things that they have no control over, no power over. Timu Niwa and I (2020) wrote a piece for the journal on the idea of learning not to be poor as it informs education policy discourse, as though teachers could teach students to not be poor. This would be one example of trying to understand what is the relationship of those things that teachers can't teach – that are unteachable but present in teacher education.

'Missing' also has that notion of longing or desiring – like I miss a person. I think of a person and I miss them- so there is that longing and that desire. I became interested more in kind of another question of 'why bother teaching?', you know, in an environment where you have learning designers and learning platforms that further and further erase the teacher from the classroom. If that is the trend toward which we are going then why would anyone want to become a teacher in a political climate where teachers are blamed for problems that they have no control over. So, again, why would anyone want to be a teacher? Tapping into that notion of longing or desiring I think gets into this sort of question of exploring why anyone would want to be a teacher in a relatively hostile climate toward teachers.

Jo-Anne Reid: I was thinking there's another meaning of 'missing' too: that it also has a sense of 'failing to make the mark'. I was thinking about if and how teacher education at the moment – not just the journal, but the field – is 'failing to meet the mark' for us. That's quite interesting to think about as a research question from our own perspective. And the thing that seems very strong to me is around the selection and entry of people – which picks up your question about why they want to be teachers, Tony. At the moment in Australia, we seem to be saying you've got to have academic qualifications and this sort of pre-existing desire to be a teacher, that you can demonstrate. But what does that mean? How does this demonstration of your qualities as a human being who already wants to be a teacher operate? Who looks at it, how is it dealt with? If this is the unteachable, I find that fascinating.

Parlo Singh: What's always troubled me about the journal, and in some ways, about when I'm working with teachers is what do teachers actually read in the schools that we're working with. The most common journal is the teacher's union journal. There aren't too many teachers that read this journal (APJTE). And there are very few teacher voices, except for teachers really being represented by somebody else. It's always in that kind of reflection mode but reflection has multiple meanings – is that about a deficit as well, a lack, in that kind of psychoanalytic sense – the desire we are talking about – where you're always trying to mimic being something else. Rather than a sense of this is who you are, and this is where the profession is, you're always trying to copy somebody else, to be like somebody else. Teacher education always seems to feel this kind of lack, that can never meet the mark.

Tony Carusi: It gives a different sense of the notion of a 'Normal School' too. The norm is the thing that you're trying for.

Matthew Clarke: I am thinking back to the way you talk about the psychoanalytic, Parlo, thinking about Freud describing teaching as one of the impossible professions, and in a sense, those three senses of missing – the two that Tony articulated and Jo's third one – all open up a sense of a failure to close a gap – a failure to do something. They all open the field to flagellation from the powers that be, and from ourselves and from the public. And yes, this is the question: "Why would anyone get into this game where you are just putting yourself up to be beaten up all the time?"

Jo-Anne Reid: Thinking about how many teachers read this journal, Parlo, I also wonder whether many pre-service teachers read it. Do many of our Australian Teacher Education Association members give articles from APJTE to students to read and discuss? How do we promote to them the habit of reading this particular journal?

Marie Brennan: But also, for me, it raises the issue of the Asia Pacific. I mean there's a few bits that have been around the absence of indigenous writers from Australia, New Zealand. What about PNG? Indonesia? Fiji, etc? And for me, there's the spectre of the coloniality of the contemporary university and the colonial project of teacher education. You know so many people come up to me and say – "I've never thought of this (colonial project)", and I'm thinking – we're in the 21st century! How do we think the ways in which the West and the North, the Euro, the American at the same time? I think we've got to really interrupt our histories. That absent presence of the other. How we haven't really interrupted that and, for me, a whole lot of that comes out of things we were talking about before- how people have been set up to fail and therefore being defensive and anxious in order to prove our professionalism- to move away from training into professionalism, to influence policy- all of those things you need to comply with in a way, and yet to me, the continual fear of failure, has produced particular ideas that pervade. Even in the highly theoretical places we are largely dealing with the theories of the Euro-American. And, even the histories, that we have- maybe the curriculum as a term might help us probe this. So, that the issue of what's missing asks us, for whom is it missing. It's not just who's missing, you know we can nominate those things reasonably well you know too many preservice teachers, yes, we haven't got them as writers or readers. Many of the casual employees. They are absent from the official knowledge-making work of the field, despite doing much of the work.

Matthew Clarke: I was thinking, as you were talking, about (Wagner's (1993) distinction between blank spots and blind spots. It's easier to identify the blank spots in the Asia Pacific idea, but how might it extend its range? You know what impossibilities or prejudices in ourselves, might we just not be able to see, and how can we raise those things to a level of consciousness and articulate these to a certain level? The external gaze – in terms of looking. Beyond the individual looking at a field, but then there's the internal gaze and then and, implicit in what Tony was saying, you know the internal gaze in ourselves and what's missing. Inside the subject teacher, teacher educator.

Deborah Heck: I'm interested in the idea of what we expect to find in the journal because that can help us frame up what we think is missing or not missing and whose voices are missing. Moments like this give space to bring some of these conversations to the fore and encourage people to think about them. How does the contemporary context of teacher education policy and practice influence what gets researched and what questions are asked? Or even what teacher educators have time to do in their research work in contemporary universities contexts. In the constant pressure to implement the next round of reforms how do we problematise the research work of the last 50 years? And, potentially, now we need to

start thinking about how we continue to be reflexive and generate engaging conversations about the work of teacher education research for the next 50 years that moves beyond the notion of teacher education as a problem.

Matthew Clarke: And I think when you're talking about the positioning of teacher education as a policy problem, that suggests that the response is to come up with a solution to fix it. But what if we problematised in a different sense that was more about opening up and legitimising wondering, creativity and inspiration and desire – going back to what Tony was saying, but not that desire in the sense of "oh my God I've got to fix this; I've got to find the thing that will put it right". But the desire in it in us, you know I'm thinking Mari Ruti talks about two senses of desire- there's that sort of deeper sense that is about the core things that make us get excited- you know beyond sort of just shallow subsistence.

Jo-Anne Reid: I remember some years ago we wrote that paper about 'struggling for the soul of teacher education', Marie. (Green, Reid & Brennan, 2017). Peter Grimmett from Canada has just written a book about what I think you are talking about, Matthew: the struggle to find the *soul* of teaching in teacher education – the creativity, the inspiration, the desire, the love … the enchantment of teaching that confounds the need for certainty (Grimmett, 2022). I'm loving this book, but it's also really unsettling because while it is exactly what I feel is missing for teachers and teacher-teachers today – we look at each other caught in the frame, locked in the grid we can't control – it's *hard* to struggle for this, though I've tried to argue for it in teacher education today (Reid 2019). It's too easily pulled apart by the argument that you can't trust teachers, and you certainly can't trust teacher educators, to know what's best for their students. There's a fear that it's looking back to a golden age, you know, that cannot be recovered. But we *must* share that inspiration, that desire, that wonderful love and pleasure in the struggle with the impossibility of teaching I think we 'all' have or at least have had – that is *why* we teach, and that's *why* we teach teachers.

Matthew Clarke: I think there's a real risk of a cosy conservative sort of teacher education when you look at the UK and you look at the sort of regulation, and the creation of all these new markets of completely different contracts and relationships and just the fragmentation and the diminishing of the capital and credibility of academics. There's a real risk of looking nostalgic and completely out of touch – we are so easily dismissed as irrelevant by policymakers. And the real hard financialization and deregulation that's going on in the name of allowing lots and lots more people to make money out of education and teacher education.

Tony Carusi: What is the teacher educator's role? I mean that's something I struggle with. When I was doing teacher education in the US we had an assignment asking students to respond to "what does it mean to teach well?," and invariably most of the responses from my students involved wanting to see children smile. I will continue to struggle with this idea of "what is my role here?" Because my instinct is to recoil. Like: "Oh my gosh. No!" But if that's the level of desire that a student has to become a teacher, then I'm apprehensive about the role of the teacher educator being somebody who intervenes on desire – there's danger there too.

Marie Brennan: I think also we've got to understand that universities themselves are under enormous pressure. In most of the education areas we have abstracted knowledge away from the concrete. Actually, have kids making and doing and performing - there's this huge emphasis on theory now. In science, you don't even have a Bunsen burner to play with because it's dangerous! Risk management! So that the reconnection of knowledge and action

and the idea that young people themselves and old ones as well are knowledge makers seems to have got lost that that's a core thing. For me, there are two key 'earth' touchstones, if you like – our indigenous issues in Australia and elsewhere, and the environmental issue. How does teacher education have anything to do or say or help on those issues – if we can't do anything about those, then why are we here? I do think these are the big crises of our time – to mobile us. In trying to think through teacher education or teaching for the future rather than just learning from the past.

Jo-Anne Reid: And Marie just building on that: what could it mean for the journal, for the editors? How would you get this happening? And I was just wondering quite practically, whether APJTE might set this up as an agenda for special issues to invite ATEA members to write about how they are decolonising the curriculum in their teacher education programmes - to write to a topic. Or say, what are they doing about preparing teachers to be able to work with place and to be able to understand the environments in which they're teaching. You know, teachers, teacher educators, are doing some good things, and these are the big issues… Or, we want to know about your indigenous teacher education, indigenous teachers and teacher educators: how they are progressing, inventing? Setting an agenda that gets members writing but also gets people talking.

Deborah Heck: And I wonder. Whether that's something that also needs to come back to the role of the Australian Teacher Education Association to start trying to work with members to explore possible collaborations. Could the association provide a means to connect individuals to explore some of these challenging questions? Connecting the diverse membership in this way would provide a means for new otherwise unimagined work to make its way into the journal.

Stephen Heimans: I wanted to pick up Marie on this idea of the knowledge producing teacher education student. And I think it links to what Parlo was saying, because you talked about the knowledge producing student in a school, but what would a knowledge producing teacher education student look like. What would they do?

Marie Brennan: Well, I mean back in 2000 when I was writing stuff about the new millennium and we talked about the ways in which preservice teachers could co-research with teachers and students in schools, you know as a very practical thing, on issues that they really needed to come to grips with, whether that's environment or your local indigenous stories and peoples, or whether it's a big problem like flooding in their local area… It seems to me that there is space in the standards for students, pre-service teachers and students as researchers. Thinking about students as researchers at all levels, as well as teachers as researchers allows us a different kind of space to make sure that we're not treating knowledge as some rarefied static thing that we've got to think through differently. What we have got to find is some new norms to work with which are not normativising, norms in an ethical sense. It does seem to me that taking up the ethical challenges offers us the chance to write about the role of axiology and how this affects us in research.

The way the norms of schools, the norms of early childhood, the norms of workplaces, you know the norms of colleges and universities, have been produced as anti-education. This goes back to Ball and Collet-Sabré's argument 'against education', raised by Tony up front. I think we can interrupt this normativity, especially as embodied in the professional standards. It is possible, even within the current standards, to take up, as a huge challenge, the subversive idea of the knowledge-producing teacher education student. Because once we take that as our

starting place, what does that mean for us, as teacher educators? It certainly doesn't mean focussing on the standards. But it does mean difficult engagement, difficult knowledge work.

Stephen Heimans: I think one of the difficulties that we've run into in our research in schools are the kind of presuppositions around what counts as research and what researchers do. To get to the knowledge producing student idea, you have to overcome the simplified narrowness of what counts as research and education at the moment.

Matthew Clarke: One thing that occurred to me earlier, when we were talking about the knowledge that's generated out of practice and grounded in practice in this sense of education having a bit of an inferiority complex. And a sense of it doesn't know what it is and it's constantly reaching … And again this goes back to the theme of missing, now reaching out to other disciplines, to give it status and credibility – which is a double-edged sword. It's good because it enriches and it means that there's lots of cross fertilization of ideas, but it also hampers us in the sense that we're constantly trying to position ourselves in a deficit mode and seeing ourselves as lacking something – not a real discipline and I think that's picked up by policymakers who keep comparing us to medicine, for example. I mean that's been a huge theme coming from the government. You know Ben Goldacre and his work - there's a whole drive for an evidence-based profession and positioning education in that way. I think we play into that in terms of constantly saying – we need to bring in concepts from this discipline and that discipline and sacrifice a bit what we're doing. I don't know that that's the answer, But it's like a bind.

Stephen Heimans: I think Gert Biesta has a kind of response to that, where he says let's see if we can you talk about education. And that's I think that's a nice provocation, so that, rather than reaching for social, political, philosophical or whatever concept that we need to support your argument- instead think through things… educationally.

Marie Brennan: It would also be really interesting to go back to earlier iterations of the journal. It would be really interesting to just go back and, say, just look at contents pages. (Katarina Tuinamuana (2012) did some of that a few years back, I seem to recall.) What is here now and back then? And rewriting some of those early interesting histories. The association, which, in my experience was full of old men wearing brown cardigans and grey flannel bags – but they did raise some important questions. It was an extraordinarily difficult place to be a young woman. At the conference women were basically there to bring cups of tea. It was a really interesting hierarchical space….

I'd really love us to think about what the employer authorities are looking for, because I think that's something that we've got some evidence about- some ongoing debates with that and we've had lots of input about why it's hard to get teacher student placements. But we haven't actually had the discussions with many of them about what processes they have to interrupt 'education as normal'. At the moment, so much of it gets squished in the psycho-babble of the "wellness" tribe. But there are some really thoughtful things going on in some of those authorities, including on issues like computers and learning. It might be really interesting to think about how we might engage with that. And how to build alliances in a different way that aren't just about… we're all getting on the same page and we're all going to meet your standard 2.4 and 1.4 or whatever leaders say.

Deborah Heck: And I think that broadens the notion of the people that were talking about engaging with /from initial teacher education students. How are we engaging with teachers

and administrators in schools and systems? These are the groups of people who are influencing what's going on in education, and how are they involved in the conversations in the journal? I think that could be an interesting place to explore what it means for them to be included, but also what it means for them to be practising in this space.

Jo-Anne Reid: Susan Groundwater Smith and Mockler's (2002) whole knowledge producing school program. That shows us there is a history that we should be able to build on as an association. Though one of the things that I'm worried is how we understand ourselves as a field that shares knowledge, as I remember when the Deans tried to get a data repository so that people could actually know who are teacher educators, what are they researching, what are they actually teaching- how many sessional staff, how many students have they got. You know what is their history? We know nothing really about who are our teacher educators in Australia today. We all know our own little bit in our own institution, perhaps, but we don't know much about the field, and I think, if this is the journal of the professional association in the field, it might be something we could look to see what could be done. That to me is one response to your first 'missing', Tony: that is absent.

Marie Brennan: The historical impacts for the organisation of teacher education – of moving from teachers' colleges to colleges advanced education or institutes of technology and then the unified national system. There were a whole set of mythologies about who did what is which organisation. In fact, most of the teaching and most of the research in education was actually done in colleges of education, which weren't supposed to have a role to do research. And a whole lot more research was done in the education departments. The association might set up and try to go for a grant to build infrastructure for a field. It could sponsor and go for a grant across several universities, where every university might have a link person and …here's this data, give us that data, do that now let's come together and analyse it at a conference. It might also be possible to reach out and try and get similar kinds of data across the Asia Pacific. Because education and universities and teacher education are all within national envelopes, if you like – even as there has been a lot of policy borrowing and circulation of similar neo liberal ideas … I think it would be quite possible to do something quite interesting and that would actually make sure that the conference, for example, it became something big in bringing us together for dissonance and consonance.

Matthew Clarke: I'm just thinking quickly, also, that it is problematic, what's going on in the different sites and different institutions- it's almost like a real rerun of the Dewey-Lippmann debates from the 1920s. The answer from our governments is to take control of the information and certainly have central repositories. But we are talking about taking control of the knowledge and responses to it in order to have these more organically connected, ground-up sort of communities that are sharing building knowledge, rather than letting technocrats just grasp control because that's the only way to deal with the ephemeral, dispersed, ungraspable nature of the community so that's just…

Deborah Heck: … also we need to think about what allows us to ask different questions and gather and do things differently. That's one of the challenges that we have. With the continual review of teacher education, what is published often tells a particular story that represents compelling evidence for someone outside of the field. The way the story unfolds allows the reader to agree that teaching and teaching education is a terrible situation. The challenge is that there are different stories to tell.

Tony Carusi: One of the things I wanted to note is that as good researchers, I think we've done a really wonderful job of pointing to and filling the gap. But I think we've also overlooked one of the roles of 'missing' or notions of missing where we stay with it and rather than trying to continue to fill it we think about the way that that 'missing' is constitutive of teaching and teacher education… a phrase that comes to mind is 'hit or miss' - sometimes you get it, sometimes you don't. Where teaching isn't something that always has the answer or always hits… but there's a missing to teaching that we try to cover over or hide, particularly as researchers. I think we're, in some ways, afraid of the gap. But I'm suggesting we stay with the missing, particularly in teacher education. Rather than reproduce the fear and the anxiety that comes with the teacher who doesn't know the answer, we say no, no, this is a part of being a teacher, not something to run away from, not something to fill, but something that is uncomfortable and important.

Deborah Heck: I'd be interested in that idea of … once you have that place where you've missed what's the intentionality that happens after that. The decision making. How does that teacher then act at that moment? What do they do? Does the act of missing make them upset and give up, do they do something different? What is the intentionality around that- I think would be really interesting to explore how missing is generative?

Tony Carusi: Exactly, that "why bother" question really comes in a bit there.

Matthew Clarke: You know failure and education- and that's in some ways the same rendition of the same issue isn't it? So, failure, rather than being something to correct becomes something constitutive that you sit with and try and sort of live with the discomfort rather than quickly replacing it with success. Because, then it would just be another failure that leads to another need for successes.

Marie Brennan: I like that students always exceed the spaces that they are given. I think it's time for teacher educators, to do the same thing. If you refuse that positioning, if you refuse the little box that you'll be put in, it can be extremely uncomfortable – but learning to live with that discomfort I think is going to be essential.

Stephen Heimans: Thank you everyone for participating in this process.

Additional texts

<u>From Jo-Anne Reid</u>
'Missing' can also mean 'failing to meet the mark', and it's in this sense that I think the journal can do some good introspection. Who reads it? When, what for, and how? In terms of 'who', I suspect only the now much-diminished number of full time staff in my institution who are actually ATEA members are reading it regularly. I remain incredulous that this institution, which claims to still value its teacher education programs, moved a few years ago to a delayed subscription to APJTE. Teacher education staff cannot even access new issues through the university library until they have already been available online for purchase for 15 months. To have access to new issues of the key local academic journal in your field should surely be a quality indicator for a university. And I know many teacher educators, especially the large numbers of sessional workers, have no regular institutional forum for sharing and discussing new research in the field – and almost certainly this is not seen as part of their paid work. They are missing out. And their work conditions make it understandable that there is no time in the zoom classroom to share and discuss exciting, opportunistic new

(or old) research 'article finds' with undergraduate student teachers. Yet those of us with the habitus of searching and sharing information in our professional academic community know how important and useful (and uplifting) it is to receive a link in a message that just says: 'Here's something you might be interested in'.

Where the journal has clearly NOT 'missed the mark' is evident in the stats: the most- read article currently is. Jeanne Allen, Leonie Rowan and Parlo Singh's 2020 Editorial "Teaching and teacher education in the time of COVID-10" which has had 74,806 views to date. That is more than 57,000 more views than any other piece in the journal for the last twenty years! A lot of people were obviously searching for help with their work. I imagine that may well have been discussed in university zoom meetings, and chat rooms, if not staff rooms and corridors.

Tony's point about what's absent in the field is interesting. For me, the 'blankest spot' is probably knowledge about the field itself… who are teacher educators in Australia (and the Asia-Pacific?) and what are their research concerns at the current point in time? Producing this kind of knowledge about the field almost feels like a responsibility for ATEA as a professional association. It also 'feels' easy – it seems like such an empirical issue that would be a really technical and simple matter for research – why not ask them? Every Faculty must have on record at least the number/ qualification level/ employment status and length of service of its staff. This is not sensitive information that could embarrass or compromise a Dean or Head of School, and though it feels as if some individual could well do it, it is exactly the sort of collective project that I suggested at the ATEA conference last year, we need to do to strengthen our visibility and importance around policy matters. Debbie mentioned that she has already canvassed among the Deans for some sort of collaborative data sharing – and received a disappointing (and disappointingly predictable) lack of willingness to cooperate rather than compete. But a simple survey that could be conducted online, completed by Faculty administrative staff, and returned to all Faculties as a service to members might be a much smaller step that would still place ATEA as an important broker – and the journal as an important source of information for policy and practice. And it might lead to the building of a sort of trust in collaboration that might eventually get us to something like the Primary and Secondary Principal's Association annual survey that takes the pulse of school climate and conditions – and does impact policy.

Tony's second pointer, to the idea of missing as yearning for something we want or desire, leads me to suggest the idea of the editors framing an agenda that sets up a regular section of the journal to report/support/create good practice towards idealism in teacher education. The ideals of course would be those of the editorial team, and they have identified their challenges and provocations to the field already. The 'deafening silence' Stephen reports might suggests that we are missing confidence to share our ideas. But <u>are</u> there efforts out there to prepare new teachers from a strong philosophical and ethical base in line with this agenda? Are there people working to solve the problems of practice for teacher education 'against the grain' of fast capitalism and the turn away from the idea of the common good. For instance, how are teacher educators working in their course teams/subject teams/class sessions to try to solve the Big Issues for education and schooling, such as: promoting social equity and inclusion; reconciliation; decolonialising the curriculum; educating for democracy; caring for country and place; making schools safe places; saving the planet; supporting creative and inventive classrooms – all while preparing for NAPLAN and meeting the standards? I know many who are trying their very best.

These would not necessarily be research reports of course (unlike those in the 2018 'theory-practice dialogues' issue framed by Parlo, Jeanne Allen and Leonie Rowan as editors): they would be portraits/prototypes of practice, and they might be a regular section of the journal. There could be an incentive that papers addressing the theme of each planned issue would be fast-tracked to publication – perhaps with contributors agreeing to review and respond to another paper submitted for that issue – ensuring that they are dialogic investigations into practice, and potentially seeding more formal research. Again, this would require some marketing – and maybe commissioning pieces from colleagues inside the regulatory agencies to review the best approaches they have seen…??? And if they haven't anything to say… well, there's a paper!!

From Parlo Singh

The question 'what is missing from APJTE' is certainly provocative. When I had the privilege of being a co-editor of APJTE, I thought what was missing was theoretical and methodological innovation. Many of the papers submitted for publication consideration in the journal seemed to be small scale, often reflections on initial teacher education (ITE) practices in one subject in one institution. The data generation methods were similar, reflective pieces drawing on interviews. The theoretical work also seemed to take a familiar line.

I remember doing a search through the articles published in the journal from the mid-1970s to 2020 and thinking that there was a high degree of similarity in the work. Similar style theories about teacher reflection, small scale case studies, and accounts of practice. The concerns raised also seemed similar. These concerns centred around the constant reviews into teacher education, the regulation of teacher educators, the processes required to gain accreditation of degree programs.

Having read Jo's piece, I am concerned about who reads the journal, why would they read the journal, and what might they take from the journal. So, this now leads me to think that articles about innovative practices in teacher education should be welcomed but these articles should be genuinely innovative. What new courses are being designed around Indigenous issues for example, what new courses are being designed in relation to big social movements such as: #decolonising the curriculum; #me too; #consentmatters; #climate justice. How are teacher educators and teacher education programs responding to these large-scale global movements? Surely this would interest teacher educators and it would interest teachers in schools.

I write this in the context of yet another review into ITE in Australia. Viv Ellis (2022) in his blog post highlights the colonial framing of this review, policy borrowing from the 'highly controversial framework' adopted in England, 'that is widely regarded as deeply ideological and fundamentally amateurish'. Ellis questions this desire in Australia to borrow poor policies from England, rather than other member nations of the United Kingdom, such as Wales, Scotland and Ireland. The Welsh policies on ITE require 'schools and universities to work together in consortia' to produce high quality, high impact ITE programs are notable. The recent review into ITE also calls for 'evidence-based practices' but the view of research and evidence is very narrow. Randomised control trials and teaching rounds are being prioritised, and other forms of evidence and research completely silenced.

I have also rethought my desire to have more theory and more innovative research methods in the journal. I think my initial push for this as an editor of the journal was about raising the status of the journal in the education field. After all, teacher education in the field of

education studies does not rank as highly as curriculum and pedagogy, or sociology, or philosophy and psychology of education. My aim as a co-editor was to generate new theoretical and methodological knowledge so that the papers in the journal would get more citations, and the journal would be read more widely by scholars in the field of education, and not just in the field of teacher education. But that is a very narrow way of thinking about the journal, the use-value of the journal, and dare I say, the impact of the journal.

Increasingly, as teacher educators and education researchers we are being asked to show impact. The impact agenda pushed by funding agencies has produced a spate of impact industries, proformas, templates. Take for example, places such as the impact academy: https://researchimpactacademy.com/

So, what would it mean for the journal to have impact amongst ITE and practitioners in schools?

To my knowledge, the readership of the journal is mainly ITE staff working in universities. Now as Jo clearly indicates this group is diverse and increasingly comprised of workers employed on a casual basis. They may continue to work on a part-time or fractional basis in schools, as well as undertake some initial teacher education work. What professional knowledge, professional practice and professional engagement does this cohort need? I have taken these three terms from the Australian Professional Standards for Teachers. So, if I think about the professional needs of ITE staff then I wonder if the journal has a place in meeting these needs. Does the journal know its readership and what they are looking for in the journal? What new knowledge resources might this cohort of workers value? In what form should this knowledge be communicated? Should the journal have a blog, video talks, artscapes, and other ways of communicating with its audience? How might the journal help to construct consortia between universities and schools and design innovative ITE programs?

I write this as I think about the amazing work that we have been privileged to be a part of through various research projects during the past 12 years. As a research team, we didn't want to contribute to the problem of educational inequality by: (1) doing research on others; (2) undertaking short-term projects with no plans for sustainable long-term collaborations; (3) imposing theory/methods on others; and (4) assuming that we could identify 'the problem' and 'the solution' for schools from afar. So, I wonder if journals like APJTE need to rethink the aims and purposes of the journal, and how these aims and purposes make this journal distinctive.

Conclusion

In the above conversation we have explored a range of topics and approaches to thinking about the 'missing' in APJTE and/ or the field. A key question that has arisen concerns the role of teacher educators in shaping our own research and teaching agendas. Increasingly, we (teacher educators) have been largely missing from the politicised 'reviews' of our own work (recently in Australia and England). The question remains, how can we find and activate a voice which is credible and 'hearable' in places where decisions about our work are made. There are no easy answers here, but we hope that the above conversation will be of interest to readers, at least as a provocation to think about what might be 'in' the journal henceforth and how this might contribute to regaining some control over what it is that we do, how and why.

More prosaically, we should also ask perhaps; what is it that we, as teacher educators and researchers, would like to ensure is not 'missing' 50 years hence from APJTE and the field. Will it will be important to see perhaps what transpires in the next few years as the serious problems that afflict many people on our small planet: ongoing slavery, war, famine, obesity, climate disasters, depression, and so on, continue to unfold? As teacher educators should we take such 'big issues' on as part of our work? How? What will research have to do with it? We look forward to ongoing discussion about this and the other question raised above the 'missing' and thank you for engaging with this text.

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