



## KEYWORDS IN TEACHER EDUCATION

*Series editor: Viv Ellis (Monash University, Australia)*

### Author Guidelines for a new series of short books for Bloomsbury Academic

*Editorial advisory committee: Christine Harrison (King's College London, UK), Jo Lampert (La Trobe University, Australia), Qiming Mao (Central China Normal University, China), Maureen Robinson (Stellenbosch University, South Africa), Ken Zeichner (University of Washington, USA)*

#### Introduction to the series

Teacher education continues to have a high profile in global policy spheres due to its potential both to reproduce and transform the *status quo* in schooling. Teachers, teacher educators, charities and NGOs, policy entrepreneurs, employer organisations, corporate philanthropists, professional associations as well as local and national governments all see the institutional practices of teacher education as a means to achieve their goals. Often, these stakeholders use the same set of words to build what can be quite different arguments, the words having quite divergent and often rapidly changing meanings in use. These words are what cultural studies scholar Raymond Williams called 'keywords'; they tend to structure our everyday conversations but also lead to breakdowns, ruptures and contradictions in meaning-making.

This new series of short books will move directly into that space. Rather than 'defining' the keyword, each book will explore the cultural evolution of its meaning, specifically in the field of teacher education in international contexts, bringing the discussion up to date and looking to the future. Each book will be research-based but relatively short, written in an accessible style for a wide audience and produced in paperback and e-book format on first publication. **Keywords in Teacher Education** will be unique: a series of short, highly readable books addressing the most important topics in teacher education from an authoritative, research-based perspective written by internationally recognised experts.

#### Further Information

##### Series Title

**Keywords in Teacher Education** draws on the cultural studies concept of 'keywords' first elaborated by Raymond Williams (1976). From Williams' perspective, keywords are words and phrases that occur frequently in everyday speech and writing, allowing conversation to ensue, but that can nonetheless reveal profound differences in understanding within and across cultures. In the first edition of *Keywords: A Vocabulary of Culture and Society*, Williams included entries on 108 units, ranging from 'Aesthetic' to 'Work'. A second edition followed in 1983 and other writers have subsequently used the concept to expand on Williams's original collection (e.g., Bennett et al, 2005; MacCabe and Yanacek, 2018) or to apply the concept to specific domains (e.g. A Community of Inquiry, 2018). No other author or publisher, at the time of writing, has used the concept to structure a book series.

## Description and Rationale

Teacher education continues to be the focus of much political, professional and academic attention given the enduring interest in ‘teacher quality’ and associations between how teachers are prepared and the educational attainment of their students (e.g. Goodwin and Kosnik, 2013). Those who work in this field – the teacher educators – comprise a growing and increasingly differentiated group stretched across traditional higher education institutions, schools and school districts, charities and other philanthropically-endowed organisations, local and regional governments and, increasingly, private providers. The quest continues for an elusive ‘knowledge-base’ for teacher educators’ work while at the same time an emphasis on impact and ‘evidence-based education’ is having profound consequences for what counts as knowledge and powerful (or ‘core’) knowledge, in particular.

Within this current context, the need for academically robust but accessible discussions of critically salient concepts – keywords – is much needed.

As it stands, discussions are often highly polarised with little productive interaction between opposing positions. Keywords such as *practice*, *community*, *expertise*, *learning outcomes*, *mentoring* or *equality* are examples of high-frequency words in the discourses of teacher education that conceal/reveal multiple and often divergent meanings. Indeed, debates in the field are often structured around such keywords with profound consequences both for how we prepare teachers but also what kind of teacher will be prepared. Interrogating keywords in teacher education means that these consequential differences can be examined and plans and programmes designed both more deliberately and more consciously.

Each book in this new series will take one keyword as its point of departure and closely examine its meanings historically whilst also paying particular attention to the consequences of alternative interpretations. Written by internationally recognised experts in the field, each book in the series will offer a cutting-edge analysis of the keyword but written in a style and at a length that is accessible to a wide readership. Books may be written by single authors or by author teams (two or three) but will all take account of a global market for a series such as this one, published in English but relevant to teacher education communities throughout the world. Each book in the series will have a common explanation of the keywords idea, embedded in the series editors’ introduction. Authors should not provide extensive discussion of keywords as a concept in their own manuscripts.

## Key Features and Benefits for Readers

This series will offer three important features. It will

- explore keywords specifically in the field of teacher education;
- be grounded in cutting-edge research perspectives; and
- offer examples of practice, which bring the keyword to life across a variety of contexts.

The individual books in this series will have a number of benefits: they will be short, inexpensive (compared to research monographs) and written in a direct and accessible style. The books will allow readers to access research-based concepts which are important for transforming key features of teacher education practice, programmes, and policies. Finally, because authors will be offering alternative meanings of keywords in teacher education, readers are likely to see their role as agents in transforming existing conditions for teacher education, instead of merely feeling constrained by dominant meanings, which often prioritise efficiency and compliance in disempowering ways.

## Examples

The series will not present a definitive list of keywords to potential authors. Instead, a small number of keywords will be identified that the series editor and publisher are keen to see addressed at the same time as the series being open to suggestions for new keywords from prospective authors. The first two titles in the series have been contracted and they are *Community* (Ken Zeichner) and *Assessment* (Chris Harrison). The series will not publish multiple books on the same keyword but prospective authors are invited to propose keywords closely aligned or associated with those that have already been contracted.

The following keywords have been identified as priorities for the series editor and advisory committee:

Accountability	Equity	Indigeneity	Partnership	Race
Assessment	Evidence	Innovation	Pedagogy	Reform
Community	Expertise	Knowledge	Practice	Research
Curriculum	Impact	Learning	Profession	Social mobility
Disadvantage	Inclusion	Mentoring	Quality	Standards

### Length

Each book will be between 25,000 and 30,000 words in length. The maximum word length (i.e. the upper limit) is 30,000 words. This limit does not include any brief notes or the list of references.

### Illustrations

Each volume can include a limited number of tables, charts, line diagrams and/or black and white photographs. If you envisage including a lot of visual material, please contact the series editor.

### Style

The books will be written in an accessible style. By this, we mean that authors should write to address a broad professional as well as academic audience. The books must demonstrate rigorous scholarship and be research-based but, at the same time, avoid unnecessary jargon; explain (rather than assume knowledge of) relevant specialist concepts; minimize the use of end notes; provide examples and put abstract ideas into context. Both series editor and publishers recognize that writing in this way – and maintaining intellectual rigour – will be a challenge for authors, especially within the tight word limit. That is both the challenge and the purpose of this series.

### Publishing Schedule

Bloomsbury Academic expects to publish 3 titles per year to enable them to effectively cross-market the books.

### Readership

The series is primarily written for teacher educators across contexts and geographical borders. Recognising that teachers are prepared under diverse new institutional arrangements (e.g. in non-profits and through charities as well as in schools and universities), the books in the series will be written to address a potentially wide audience. There are many more practitioners identifying as ‘teacher educators’ than there were even ten years ago. Despite the short length and accessibility required for each volume, each book in the series will be firmly grounded in research.

### Interested? Here’s how to get involved

If you have an idea for a book in this series, please contact the series editor, Viv Ellis, at the email address provided below. If it sounds like the idea might be suitable for this series, you will be asked to complete a full book proposal/prospectus using the series template (please do use the series template; please do not submit proposals in other formats). The proposal will be reviewed by two members of the editorial advisory committee to ensure a good fit with the series. If the committee thinks the proposal would lead to a good book suitable for the series, it will be recommended to Bloomsbury Academic who will put the proposal through its usual blind, peer review process. Subject to favourable peer reviews and any necessary revisions, the book will be contracted by Bloomsbury Academic for worldwide publication. From submission of full proposal to final decision should take around three months.

## Series Editor Information

**Viv Ellis** is Dean and Professor in the Faculty of Education at Monash University in Melbourne, Australia.

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