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## The Theme of Teacher Development

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**THE THEME OF TEACHER DEVELOPMENT –  
EDITORIAL INTRODUCTION**

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The paper by Tony Fielding, *Personal Construct Theory as a Basis for a Non-deterministic Model of Teacher Development*, is an attempt to analyse and provide a reconstruction of the psychosocial process of 'becoming a teacher'. The paper tries to 'rethink' this process outside the traditional context of applied functionalist theory. It sees teacher development then as a process of personal development through professional and practitioner experience. While the acquisition of teaching skills and proficiencies are regarded as important, the personal development aspect is seen as the predominant need of individuals involved both in learning how to teach and in practising teaching in schools. One way of reconstructing the process of becoming a teacher is to see the process in terms of development through a number of stages. The assumption about stages is, at this point in time, just that – an assumption. It has been made in order to try to make sense out of the complexity of experiences which becoming a teacher involves. Whether research will indicate any empirical validity in the assumptions about development and stages remains to be seen. What is attempted in Fielding's paper is to design a conceptual framework, however primitive, which might be instrumental in rethinking curriculum practices in teacher education. With the assistance of this Journal, Fielding's 'model' is put under the scrutiny of researchers in the United Kingdom and Australia. Of the six critical reaction papers, the first three are written by educationists working in Britain (Shaw – Exeter; Jones – London; and McNamara – Lancaster) while the last three are written by Australians (Symes – Brisbane; Sheehan and Lewis – La Trobe; and Cavanagh – Wollongong). The intention of this collection of papers is to examine and criticise a conceptual framework for curriculum thinking in teacher education and to stimulate discussion and further dialogue on this important aspect of educational theory and practice. All the authors welcome comments and suggestions on any aspect of the material presented in their papers.

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