

Notes about the authors

Pete Boyd – taught geography and outdoor education for fifteen years at secondary school level. He became involved in initial teacher education as a school-based mentor and then moved to a teacher educator role in higher education. As a teacher educator he has contributed to development of initial teacher education but also to continued professional development with qualified and experienced teachers. Within higher education he has contributed through research in assessment and through research capacity-building roles. His research activity has included collaborative practitioner research with teachers. He is currently Professor Emeritus in Education at University of Cumbria and Visiting Professor at University of Hertfordshire.

Marie Huxtable – was employed as an educational psychologist for more than 35 years by various English local education authorities. For the last nine years she was a senior educational psychologist with responsibility for developing and implementing the local authority inclusive and educational gifted and talented policy. Since 2012, she has had a contract with the University of Cumbria as a visiting research fellow, served as lead editor for EJOLTs (Educational Journal of Living Theories), participated in doctoral supervision teams and supported professional practitioners worldwide developing their knowledge, understanding and practice of Living Educational Theory Research. Her recent publications include *Living Educational Theory research as an epistemology for practice – The role of values in practitioners' professional development* (2024, with J. Whitehead).

Iva Koribská, PhD – is an Assistant Professor at the Institute of Education, Faculty of Education, Palacký University in Olomouc. Her teaching and research focus on andragogy, gerontagogy, and the activation of seniors through educational activities. In her publications, she also addresses critical thinking and its development within the school environment.

Dragana Božić Lenard, PhD – is an Assistant Professor at the Faculty of Electrical Engineering, Computer Science and Information Technology, Josip Juraj Strossmayer University of Osijek. She specialises in English for Specific Purposes (ESP), with a focus on language education for technical and engineering students. She has extensive experience teaching ESP, academic writing, and communication skills. Her research interests include curriculum development, digital tools in language learning, and innovative teaching methodologies in specialised language education. Her recent publications include articles on early language learning, the teaching of English as a foreign language, digital supplementary materials and exercise types used with young learners, the perceived roles and competences of form teachers within the Croatian educational system, as well as comparative perspectives on the internationalisation of higher education in Croatia..

Ivan Lenard, PhD – is a school counsellor at Primary School Ladimirevci, Croatia. His academic work focuses on teachers' professional development, educational needs and well-being, classroom management, and the role of form teachers in the Croatian school system. His research also explores the socio-pedagogical context of schooling, including relationships within the educational environment and factors influencing student success and teacher satisfaction. Dr Lenard has authored numerous journal articles on the historical development of the teaching profession, contemporary educational practices, early foreign language instruction, the integration of digital learning materials, and the internationalisation of higher education..

Joanna Madalińska-Michalak – is a Full Professor of Social Sciences at the Faculty of Education, University of Warsaw, and a distinguished scholar in the field of educational sciences. She is an Honorary Professor at Aarhus University (Denmark) and a Visiting Professor at Al-Farabi Kazakh National University in Almaty. Her extensive research expertise lies in the field of teacher education and pedeutology, with a particular focus on educational leadership, teachers' professional development, professionalism and ethics, as well as educational policy. Professor Madalińska-Michalak is the author and co-author of over 300 scholarly publications, including books, journal articles, and edited volumes. She also serves as a scientific editor for international publishing projects in the field of teacher education. Her academic activity further includes expert roles in European programmes and participation in international research projects. Her most recent book is *Teacher and School Resilience in an Era of Uncertainty* (2025), co-edited with Maria A. Flores.

Gloria Marsay, PhD – is an educator and registered educational psychologist with Master's degrees in Social and Behavioural Sciences and a Doctorate in

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Elda Margarita Monetti, PhD – is an Associate Professor at the National University of the South (UNS), Argentina. Her research focuses on university teaching, educational inclusion, and the intersections of teaching, research, and community engagement in higher education. She works extensively with autoethnography and didactics to explore professional practice, the democratization of knowledge, and the formative role of pedagogical experience. Her academic interests also include teacher development, epistemologies of educational research, and the social dimensions of learning in institutional contexts. Book publications include: *Escenas educativas: un abordaje desde la autoetnografía* (editor, 2025); *Entretejiendo prácticas: extensión, docencia e investigación* (coordinator, 2023); *Pensar la democratización desde la construcción del conocimiento en la universidad* (co-author, 2021); *Prácticas y experiencias significativas para la inclusión* (coordinator, 2016); and *La didáctica de las cátedras universitarias: Estilos de enseñanza y planificación de clases* (2015).

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Jitka Nábělková, PhD – is an Assistant Professor at the Institute of Education, Faculty of Education, Palacký University in Olomouc. Her scholarly work focuses on modern didactic approaches and the development of teachers' professional competencies. Her research addresses the transformation of teaching and school

assessment, with particular attention to formative assessment and constructivist pedagogy. She is also engaged in teacher education and the transfer of research findings into school practice, actively contributing to the modernisation of Czech education through linking theory with practice.

Jitka Plischke, PhD – is an Assistant Professor at the Institute of Pedagogy, Faculty of Education, Palacký University in Olomouc. She teaches school and general didactics, as well as courses focused on intercultural education and education of pupils with a different mother tongue. Her research and publishing activities concentrate on teacher education and the intercultural context of schooling. She also supervises PhD students in the doctoral programme in Education.

Agnieszka Szplit, PhD – is an Associate Professor at the Faculty of Pedagogy and Psychology, Jan Kochanowski University of Kielce (Poland). She is the President of the Association for Teacher Education in Europe (ATEE) for 2025–2028, the member of the Board of the World Federation of Associations of Teacher Education (WFATE), and the member of the Main Board of Polish Educational Research Association (PERA). Her scientific interests focus on teacher education, teacher and teacher educator professional development, and early foreign language learning. She published many books and journal papers; she is a co-editor of several international books on teacher's professional development.

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Jack Whitehead – is a Visiting Professor of Education at the Universities of Cumbria, North-West, Edge Hill and Ningxia. In 2023 he received his honorary D.Litt. Degree, from the University of Worcester for his research into a Living Educational Theory research approach to professional development. He is a former President of the British Educational Research Association. You can access his research writings from 1967 to 2026 at <https://www.actionresearch.net/writings/writing.shtml> and his successful doctoral supervisions from <https://www.actionresearch.net/living/living.shtml>. His recent activities can be accessed from the What's New section of <https://www.actionresearch.net/>. His recent book publications include *Living Educational Theory Research as an epistemology for practice – The role of values in practitioners' professional development* (2024, with M. Huxtable) and *You and your Living-Educational-Theory. How to conduct a values-based inquiry for human flourishing* (2023, with J. Delong).

Makito Yurita, PhD – is a Professor at Japan's National Institute for School Teachers and Staff Development (NITS). His research spans teacher education, education policy, comparative education, gender, and political philosophy, with particular attention to professional agency, CPD/PL, and evidence-informed reform. His book publications include *Schools as platforms in practice: Managing multi-professional and multi-agency collaboration and teachers' roles* (co-editor, 2025); *Rethinking education: A reference point for a global era* (co-editor/translator, 2022); and *Metahistory and memory: Making/Remaking the knowledge of Hiroshima's atomic bombing* (2008).

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