

## EDITORIAL

### **Teacher to Move. Mapping the Changing Landscapes of Teacher Education**

Giuseppina Rita Jose Mangione

*INDIRE, National Institute of Innovation, Documentation and Educative Research (Italy)*

Erika Kopp

*Eötvös Loránd Universit (Hungary)*

*(published: 23/6/2025)*

#### **DOI**

<https://doi.org/10.20368/1971-8829/1136194>

#### **CITE AS**

Mangione, G.R.J., & Kopp, E. (2025). Teacher to Move. Mapping the Changing Landscapes of Teacher Education [Editorial]. *Journal of e-Learning and Knowledge Society*, 21(1), 1-X.  
<https://doi.org/10.20368/1971-8829/1136194>

### **1. Teacher Education: Continuity and Change**

The idea for this special issue was born in the spirit of such redefinition, inspired by the 2023 Association of Teacher Education in Europe Annual Conference in Budapest, which brought together scholars and practitioners to reflect on the future of teacher education in these troubled times.

Teacher education today is marked by a condition of accelerated and multidimensional transformation. Historical tensions around professionalism, autonomy, equity, and accountability have become entangled with emerging global challenges: pandemics, armed conflicts, digitalisation, artificial intelligence, and the climate emergency. These converging pressures have not only exposed the structural fragilities of education

systems but have unsettled the very concept of what it means to prepare, support, and sustain teachers in increasingly diverse, unstable, and complex environments (Day & Sachs, 2004; Flores, 2023; Ingersoll & Strong, 2011).

Amidst this turbulence, teacher education reveals a resilient, adaptive, and generative character. It moves – not in linear or predictable ways – through zones of critique, innovation, resistance, and recomposition. This motion is not incidental but structural: it reflects what Barnett (2011) calls a condition of ontological fluidity, in which the very foundations of educational knowledge, purpose, and professional identity are subject to renegotiation and redefinition.

We are therefore witnessing a dual dynamic. On the one hand, the intensification of globalising logics – such as standardisation, performance measurement, and curricular alignment – driven by international policy frameworks and market discourses (Rizvi & Lingard, 2010; Robertson, 2020). On the other hand, a proliferation of context-responsive practices, pedagogical experiments, and transdisciplinary dialogues that reclaim the plurality and cultural embeddedness of teaching (Zeichner, 2010; Nussbaum, 2011). Rather than collapsing under the weight of these tensions, teacher

education emerges as a field of productive contradiction, where innovation and uncertainty coexist.

This special issue is situated within this dynamic terrain. It does not seek to resolve the complexity of teacher education, but to map its epistemic contours, tracing its tensions, trajectories, and transformative potential. It invites readers to view teacher education not as a singular model to be implemented, but as a diverse, contested, and evolving set of practices, deeply entangled with the social, cultural, and political conditions of our time.

## 2. Teacher Education Trajectories: Reading the Field Through Six Movements

This special issue brings together twenty-one contributions that offer a plural, transnational, and theoretically grounded account of current trajectories in teacher education. These works, submitted in response to the call *Teacher to Move*, reflect the field's evolving dynamics – shaped by historical tensions, emerging global crises, and the constant reconfiguration of professional knowledge, identity, and responsibility.

To interpret the diversity of themes, methodologies, and institutional contexts, this editorial adopts a cartographic approach, organising the contributions along six “movements” or pedagogical trajectories. These trajectories are not rigid categories, but fields of dynamic interaction, where professional, epistemological, and cultural dimensions converge and collide (Bernstein, 2000; Nowotny, Scott & Gibbons, 2001). They represent the fault lines along which teacher education is currently being debated, problematised, and reimaged.

Each section begins with an analytical framing, followed by a critical engagement with the papers. The aim is not to summarise content, but to read each contribution as a response to shared concerns: transitions into teaching, global–local negotiations, digital reconfigurations, interdisciplinary intersections, interprofessional collaborations, and early-career vulnerability. These are not marginal issues, but structuring tensions in the very architecture of teacher education today (Zeichner, 2010; Biesta, 2013).

By clustering the papers according to these six trajectories, we do not seek to stabilise meaning, but rather to illuminate lines of flight, patterns of convergence and divergence, and the emergent pedagogical sensibilities that characterise the field. These six movements are:

- Moving in and out of the teaching profession;
- Moving back and forth between local needs and global trends;
- Moving into new modes of educating;
- Moving into and being invaded by other disciplines;

- Moving towards interprofessional development and learning;
- Moving into teaching: mentoring, induction, and early-career transitions.

Each movement reflects a distinct epistemic configuration, yet all are underpinned by a shared attention to teacher agency, ethical reflexivity, and pedagogical imagination (Priestley, Biesta & Robinson, 2015; Beauchamp & Thomas, 2009). Together, they offer a multi-perspectival lens through which to rethink teacher education not as a transmission of content, but as a transformative, relational, and culturally situated practice.

### 2.1. Moving in and out of the Teaching Profession

The act of becoming a teacher is never a neutral or linear transition. It entails crossing complex thresholds – emotional, institutional, epistemic – within a professional landscape increasingly marked by instability and intensifying expectations. Initial teacher education is not limited to the acquisition of pedagogical skills or the fulfilment of certification requirements; it represents a process of subjective and professional formation, in which future teachers encounter questions of identity, resilience, vulnerability, and agency (Beauchamp & Thomas, 2009; Kelchtermans, 2009). Across many education systems, these entry points are situated within fragile ecosystems characterised by high attrition rates, emotional exhaustion, and fragmented support structures. The movement “in and out” of the profession, then, is not merely about employment flows or career decisions – it is about the existential and ethical dimension of becoming a teacher, shaped by structural conditions, institutional cultures, and affective labour (Day & Gu, 2014; Ingersoll & Strong, 2011).

Within this framework, the article “*Mindfulness levels among pre-service English language teachers: a comparative analysis of KIMS and MAAS scales*” (Çelik et al., 2025) offers an insightful contribution by addressing the role of emotional regulation and self-awareness in the formative stages of teacher development. By comparing mindfulness dispositions through two validated scales, the study suggests that mindfulness is not a peripheral psychological trait, but a core condition for reflective engagement and emotional sustainability. Especially in under-supported or high-pressure contexts, mindfulness emerges as a protective factor for pre-service teachers navigating uncertainty and performance anxiety.

A complementary perspective is provided by “*Connecting the dots: the role and potential of portfolios in lifelong teacher development in Italy*” (Pettenati et al., 2025), which foregrounds the narrative and reflexive dimensions of teacher identity construction. Here, the portfolio is conceptualised not only as an assessment tool but as a space of epistemic self-formation. By enabling pre-service teachers to integrate experiences

across fragmented training pathways, the portfolio becomes a pedagogical device for articulating meaning, coherence, and orientation within the profession. It responds to the need for non-linear and identity-sensitive trajectories in professional preparation.

To this composite picture, the contribution “*Innovation in teaching and educational leadership: rethinking the role of teachers in twenty-first-century schools*” (Carletti, 2025) adds a dimension of institutional and cultural awareness. Framing teacher identity through the lens of educational leadership and innovation, the study reflects on how initial teacher education can empower professionals not only to adapt to changing contexts, but to lead and shape them. By rethinking the role of the teacher as an agent of transformation, Carletti emphasizes the need for teacher preparation programs to integrate vision-building, ethical engagement, and change-oriented dispositions into their pedagogical models. This perspective expands the idea of professional entry from adjustment to active positioning, equipping future educators to navigate ambiguity with reflective leadership and pedagogical intentionality.

The paper “*Teachers competencies in evaluating digital sources and tackling disinformation: implications for media literacy education*” (Bruno et al., 2025) underlines the necessity for teachers to acquire new skills, especially in media literacy for identifying and evaluating disinformation, including manipulated images, sponsored content, and dubious news sources. The study presents four distinct teacher profiles revealing a complex landscape and the need for targeted approaches to professional development.

Taken together, these contributions offer a composite picture of initial teacher preparation as a multidimensional process-emotional, narrative, performative, and institutional. They suggest that the transition into teaching should not be reduced to administrative onboarding or curriculum delivery, but should be supported through integrated, intentional, and person-centred practices. Whether through mindfulness, portfolios, digital simulations, or leadership-oriented formation, each study foregrounds a pedagogy of accompaniment, one that enables future teachers not only to survive the complexities of professional entry, but to make meaning of them, with dignity, purpose, and agency.

## 2.2. Moving Back and Forth Between Local Needs and Global Trends

One of the defining dynamics of contemporary teacher education is the tension between global trends and local specificities. In an era shaped by transnational policy flows, digital infrastructures, and cultural hybridity, educators are increasingly expected to navigate conflicting demands: the need to respond to globalised agendas – such as digitalisation, multilingualism, and quality assurance – while remaining grounded in local

pedagogical cultures, socio-political histories, and material conditions (Rizvi & Lingard, 2010; Robertson, 2020).

This movement “back and forth” is not simply spatial or geopolitical; it is profoundly pedagogical and ethical. Local contexts are not passive recipients of global models. Rather, they reinterpret, resist, and reconfigure them through situated knowledge, cultural values, and everyday practice. At the same time, global frameworks can offer both resources and constraints, opening possibilities for innovation while also imposing standardised expectations.

The article “*Time Perspectives and Career Anxiety Among Vietnamese teacher education undergraduates*” (Nguyen & Tran, 2025) explores how global uncertainty and educational transitions affect vocational identity formation. Drawing on Zimbardo’s time perspective theory, the authors examine how temporal orientations influence students’ sense of career anxiety. The study offers a psychologically grounded reading of how structural changes – such as economic precarity or global labour market shifts – are internalised by future teachers, especially in contexts of rapid development and systemic volatility. It brings to light the subjective and temporal dimensions of professional uncertainty in Southeast Asia.

From a European context, “*The orientation towards multilingualism of future Italian teachers: perceptions and attitudes in the Humanities and STEM fields*” (Baldo, 2025) provides a nuanced look at how language policy and disciplinary culture intersect. The findings highlight divergent stances toward multilingualism among pre-service teachers depending on their academic specialization – humanities or STEM – revealing how institutional and epistemological traditions mediate responses to global discourses on inclusion and internationalisation. The article questions the assumption that global educational values – such as linguistic diversity – translate seamlessly into national curricula or teacher attitudes.

A different kind of pressure is addressed in “*Evolving challenges in Ukrainian education: a comparative study of teacher perspectives*” (Avsheniuk & Seminikhyna, 2025), which captures the epistemic and emotional disruptions produced by armed conflict and institutional instability. Drawing from comparative data, the study highlights how teachers in Ukraine must redefine their roles, responsibilities, and pedagogical mission in real time, under the weight of systemic crisis. This contribution starkly reveals the limits of universal policy discourse in contexts where survival, care, and moral agency become urgent priorities.

Taken together, these studies suggest that globalisation in teacher education is neither unidirectional nor uniform. Instead, it unfolds as a dialogical process marked by tensions, reinterpretations, and creative adaptations. Teachers are not only content transmitters

but cultural mediators and ethical actors, who must negotiate between competing expectations and layered affiliations.

In this light, the movement “back and forth” becomes a productive space of friction – where local pedagogical traditions and global aspirations can collide, hybridise, or generate new forms of knowledge. Rather than a burden, it constitutes a site of pedagogical possibility, one in which teachers are called to develop contextual discernment, intercultural competence, and critical reflexivity.

### 2.3. Moving into New Modes of Educating

In the last two decades, education has undergone a profound reconfiguration driven by technological, cultural, and epistemological shifts. Teaching is no longer anchored solely in the transmission of disciplinary knowledge; it is now shaped by networked communication, participatory practices, and hybrid learning environments (Laurillard, 2012; Selwyn, 2016). The movement “into new modes of educating” reflects not a superficial trend, but a paradigmatic shift—one that calls for a rethinking of pedagogical frameworks, teacher roles, and learning ecologies.

This transition challenges teacher education systems to prepare professionals who are not only technically competent but also critically aware of how technologies shape knowledge, identity, and power. Digitalisation, in this sense, is not neutral: it operates within ideological frameworks and institutional priorities that must be interrogated pedagogically and ethically (Biesta, 2013; Selwyn, 2016). The contributions in this section explore diverse responses to this challenge – ranging from technological integration to pedagogical reinvention – foregrounding the complex interplay between digital tools and professional agency.

In “*Teacher training for the future: insights from a Needs Analysis on Digital Technologies and Artificial Intelligence*” (Cinganotto & Montanucci, 2025), the authors conduct an empirical mapping of teachers’ perceived needs regarding digital and AI integration. The study highlights a significant mismatch between policy discourses and classroom realities, revealing that many educators feel ill-equipped to address the pace and implications of technological change. Rather than proposing a technocentric response, the article advocates for a future-oriented, pedagogically grounded model of professional development, one that promotes digital criticality alongside technical fluency.

This pedagogical intentionality is further elaborated in “*Collaborating to cross subject boundaries with digital technologies: designing a training plan through action research*” (Rodrigues Lourenço et al., 2025). Here, the use of technology is not an end in itself but a catalyst for collaborative, interdisciplinary design. The action research approach enables teachers to experiment with co-planning across disciplinary domains, thus fostering

professional agency, curricular flexibility, and reflexive innovation. The study positions digital tools as mediators of relational transformation, offering a model of teacher learning that is context-sensitive, participatory, and iterative.

The pedagogical potential of student-generated content is explored in “*PRODACT, a tool to analyse Digital Products Created by Students*” (Marangi & Pasta, 2025). The contribution moves beyond the rhetoric of creativity to propose an analytical framework for evaluating digital artefacts, addressing dimensions such as criticality, communication, and cognitive complexity. In doing so, the article reframes digital literacy as a process of guided authorship, where teachers are called to scaffold students’ digital expression through structured reflection and evaluative clarity (Koehler & Mishra, 2009).

“*Video-based learning activities in teacher education: effects on self-efficacy and perception of feedback for learning*” (Gentile et al., 2025) explores the potential of video-mediated simulations in enhancing formative feedback and professional confidence. The study reveals how carefully designed digital scenarios can offer safe, low-stakes environments for rehearsal, self-observation, and pedagogical reflection. In doing so, it addresses what Veenman (1984) described as the “reality shock” of early teaching: the disjuncture between initial preparation and classroom complexity. Such approaches not only foster technical readiness but support the development of a reflective and dialogical stance toward practice (Zeichner, 2010).

This trajectory is further enriched by the contribution “*Professional learning to support digital transformation and change in education: an integrated, systematic literature review*” (O’Brien, 2025). Through a comprehensive and critical synthesis of existing studies, the article investigates how professional learning frameworks can effectively sustain educational digitalisation. Rather than focusing on technology adoption per se, the review maps conditions for transformative change – including leadership, collaborative practices, and contextual adaptation – positioning teacher professional development as a structural lever for meaningful digital innovation. O’Brien’s work is particularly valuable in articulating the systemic dimension of educational change, reminding us that digital transformation must be embedded in coherent learning cultures, not isolated technical interventions.

Together, these contributions resist simplistic narratives of technological progress. They invite us to conceive “new modes of educating” not as the adoption of new tools, but as a reconstruction of the pedagogical act itself, one that is digitally aware, ethically attentive, and structurally inclusive. Moving into these new modes means cultivating in teachers a critical digital sensibility, the capacity to design meaningful learning ecologies, and the ability to navigate the ethical tensions of an

increasingly mediated world (Biesta, 2013; Selwyn, 2016).

This trajectory points to a new professional horizon, in which educators are not only consumers of innovation, but designers of pedagogical futures, capable of shaping practices that are responsive to the realities and challenges of the 21st century.

#### 2.4. Moving into and Being Invaded by Other Disciplines

Contemporary teacher education cannot remain confined within the traditional boundaries of pedagogical science. It is increasingly crossed, expanded, and at times destabilised by epistemologies, languages, and practices drawn from adjacent or distant disciplines ranging from artificial intelligence to sexuality education, neuroscience, and motor learning. The movement “into and being invaded by other disciplines” does not signify contamination, but rather signals the ontological and professional porosity of teaching in the twenty-first century (Barnett, 2011; Nowotny, Scott & Gibbons, 2001).

This shift invites teacher educators to rethink what counts as educational knowledge, and to question the legitimacy, scope, and ethics of the knowledges that shape future teachers. Interdisciplinarity here is not just additive or thematic, it is structural, requiring teachers to operate across different ontologies of knowledge, power, and representation (Bernstein, 2000). It entails new forms of translation and negotiation, but also risks: conceptual fragmentation, overload, or the uncritical adoption of discourses external to education.

The article “*Is ChatGPT better than me? Analyzing the applicability of Large Language Models to the syllabus of a university course*” (Ludovico, 2025) confronts head-on the epistemic and ethical challenges posed by artificial intelligence. Through an experimental comparison between human teaching and AI-generated outputs, the study highlights both the productive tensions and the unresolved ambiguities surrounding the use of large language models in education. Beyond technical feasibility, the article raises questions about authorship, intellectual authority, and the role of the teacher in a post-digital society (Selwyn, 2019). It problematises the allure of AI as a pedagogical substitute and invites a critical pedagogy of the algorithmic.

“*STEAM, inclusion and engagement through makerspaces: the voice of students and teachers*” (Menichetti & Micheletta, 2025) offers a material and embodied perspective on educational innovation. Makerspaces are presented not as mere technological hubs, but as inclusive pedagogical ecologies where students can engage in differentiated, collaborative, and cross-curricular learning. The study foregrounds the role of tangible making in supporting social inclusion, emotional engagement, and cross-disciplinary competence. It calls for a pedagogy of materiality, where

learning is reconnected with hands-on creativity and affective participation.

Another kind of disciplinary expansion is addressed in “*Designing a new teacher and educator training on Sexuality Education: the SETTE training course*” (Bruno & Rubat du Mérac, 2025). The study responds to the historical marginalisation and taboo surrounding sexuality education by proposing a comprehensive training model that draws on biological, psychological, sociocultural, and ethical dimensions. In doing so, it challenges the myth of neutrality in education and recognises that sexuality is not simply a topic, but a terrain of identity, power, and care. Teachers are positioned not just as transmitters of knowledge, but as ethical interlocutors, capable of engaging with emotionally and politically charged domains (Giroux, 2011).

A third perspective is provided by “*eCRONY: hypothesis and experimentation of a new educational tool in motor skills teaching*” (Fogliata et al., 2025), which brings attention to embodiment and kinaesthetic learning, often marginalised in mainstream pedagogical theory. The article introduces a digital platform for the development of motor competencies, integrating feedback, individual progression, and reflective practice. It proposes a hybrid model where physical and digital modalities intersect, calling for a pedagogy that values bodily intelligence and multimodal engagement. This signals an important contribution to rethinking disciplinary hierarchies in teacher education.

Taken together, these contributions illustrate that the integration of external disciplines into teacher education is not merely a matter of content expansion. It is an epistemic reconfiguration that affects what teachers know, how they know, and why they teach. At the same time, these crossings demand pedagogical mediation: without critical framing, the influx of disciplinary perspectives risks becoming a technocratic overlay, devoid of ethical depth or educational coherence (Biesta, 2013; Bernstein, 2000).

Ultimately, this movement is not about replacing pedagogy with adjacent discourses, but about cultivating a transdisciplinary sensitivity, one that enables educators to navigate plural epistemologies, hold competing truths in tension, and engage learners within the complexity of real-world challenges. It is through this ethical and dialogical engagement that interdisciplinarity becomes not dilution but deepening.

#### 2.5. Moving Towards Interprofessional Development and Learning

The notion of teaching as an individualised craft, developed in isolation within the classroom, is increasingly at odds with the ecological complexity of contemporary schooling. Today’s educational environments require teachers to work within systems marked by social fragility, digital transformation,

intercultural interaction, and emotional demands. In this context, the movement towards interprofessional development and learning emerges as a transformative response, one that reframes the teacher not as an autonomous technician, but as a relational professional situated within networks of care, co-responsibility, and shared meaning-making (Edwards, 2010; Sachs, 2016).

Interprofessionalism in teacher education refers to structured encounters and collaborations between educators and professionals from adjacent sectors – healthcare, social work, cultural mediation, psychology, public administration designed not as support mechanisms, but as integrated practices of co-construction (Hargreaves & Fullan, 2012; Ainscow, 2020). This orientation challenges siloed professional identities and invites educators to inhabit a more dialogical, distributed, and ethically grounded role within complex institutional ecologies. Within this framework, the concept of boundary crossing becomes central. As educators and other professionals engage in shared problem-solving, they enter and navigate across institutional and epistemic borders (Thomson et al., 2021).

In “*Empowering (e)ducators, inspiring learners: a cross-cultural exploration for interprofessional development through the lens of the Capability Approach*” (Gómez-Rey et al., 2025), this reconfiguration is articulated through the lens of human development and ethical agency. Drawing on the Capability Approach (Sen, 1999; Nussbaum, 2011), the study emphasises how interprofessional dialogue expands the range of “beings and doings” that educators can value and realise. Professional learning is not reduced to the acquisition of techniques, but becomes a process of emancipation, inclusion, and ethical participation. The cross-cultural nature of the analysis reinforces the idea that interprofessional development is always situated, requiring sensitivity to social values, institutional constraints, and cultural diversity.

This vision is echoed in “*Avanguardie educative, a collaborative network for Italian teachers' professional development*” (Nardi & Pestellini, 2025), which explores how schools can act as living laboratories for pedagogical innovation when supported by networks of collaboration, co-design, and peer mentoring. The initiative illustrates how teachers, when embedded in communities of practice, move from passive implementers to active agents of educational transformation. Professional Learning Networks (PLNs), in this case, are not dissemination tools, but spaces of negotiation, reflection, and collective authorship.

The political dimension of interprofessionalism must also be acknowledged. As managerialism and performativity increasingly shape education policy, interprofessional collaboration resists the fragmentation of roles and responsibilities, and affirms care, trust, and dialogue as professional imperatives (Sachs, 2016;

Lieberman & Miller, 2011). It also reveals the ethical and systemic stakes of teacher learning: issues such as well-being, inclusion, digital citizenship, and equity cannot be addressed within disciplinary silos, but require coordinated and situated responses across the school ecosystem.

These contributions collectively point toward a redefinition of teacher professionalism—no longer as solitary expertise, but as relational and systemic engagement. Interprofessional development becomes a structural condition for sustainable and context-sensitive education, and a response to the fragmentation and fatigue that increasingly affect the profession. It calls for infrastructures that foster dialogue across boundaries, support collaborative sense-making, and reinforce the ethical-political dimensions of educational work.

In the post-pandemic era, marked by disruption, polarisation, and systemic fragility, interprofessionalism is not an accessory to teacher education, it is a core strategy for revitalising the profession, renewing trust, and fostering collective intelligence.

## 2.6. Moving into Teaching: Mentoring, Induction, and Early-Career Transitions

The early years of teaching constitute one of the most formative and vulnerable phases of the professional life course. Far from being a smooth or technical transition, the move into teaching is often marked by role ambiguity, institutional asymmetry, and emotional intensity. Frequently referred to as a moment of “reality shock” (Veenman, 1984), this phase exposes beginning teachers to a mismatch between theoretical preparation and everyday classroom demands, particularly when structured support mechanisms are lacking (Ingersoll & Strong, 2011; Kelchtermans, 2009).

However, the entry into teaching should not be interpreted merely as a problem to be solved. It is also a deeply generative and relational space, in which the foundations of professional identity, pedagogical ethics, and community belonging begin to take shape (Beauchamp & Thomas, 2009; Akkerman & Meijer, 2011). The contributions in this section highlight the multiple dimensions of this entry phase—not only its risks, but also its transformative potential when appropriate forms of mentoring, dialogue, and support are in place.

The article “*Experiences of newly recruited educators in Early Childhood Services: a phenomenological-hermeneutic study*” (Rosa & Trigali, 2025) investigates the subjective and existential landscape of beginning educators. Through a qualitative lens, the study reveals the tensions between normative expectations and lived experiences. New teachers grapple with informal power dynamics, institutional opacity, and emotional fatigue, but also show remarkable creativity, reflective capacity, and commitment to pedagogical care. The study underscores the importance of recognising the affective

and identity-based work involved in becoming a teacher, particularly in early childhood education, where relationality is foundational.

A complementary perspective is offered in “*Mentoring and Networking for Innovation in the school ecosystem: from enabling conditions to MentorQ Self – Evaluation Tool*” (Mangione et al., 2025), which shifts the analytical gaze from the novice to the mentor. The article proposes a self-assessment tool grounded in reflective practice, aimed at supporting mentors in cultivating dialogical, reciprocal, and transformative relationships with early-career teachers. Mentoring is framed not as a unidirectional process of transmission, but as co-learning within an institutional ecology, where innovation and care are mutually reinforcing.

Both studies challenge reductionist notions of induction as administrative onboarding, or curriculum delivery. Instead, they advocate for a pedagogy of accompaniment – intentional, contextual, and ethically attentive – capable of honouring the biographical, emotional, and institutional textures of the professional entry experience. Becoming a teacher is not simply a functional transition; it is an ethical passage, one that requires collective responsibility and carefully designed support architectures (Feiman-Nemser, 2001; Beauchamp & Thomas, 2009).

This movement into teaching, then, should be envisioned as a shared horizon, not only of individual growth, but of institutional commitment and professional solidarity. It is a phase where vulnerability and agency coexist, and where educational systems must respond not only with procedures, but with structures of trust, reflection, and belonging.

### 3. Emerging Cross-Cutting Themes

The six trajectories articulated in this special issue delineate a complex and evolving landscape of teacher education, in which movement is not simply a metaphor, but a structuring epistemology. The very notion of the teacher “in motion” – mobilized across institutions, disciplines, roles, and identities – resonates with the call for this issue, which positions education as a site of ongoing transformation rather than systematised stability.

Across diverse contexts, methods, and cultural geographies, the contributions collected here trace the contours of a profession that is being reimagined under conditions of uncertainty, interdependence, and disruption. Rather than reiterating the thematic sections, this closing reflection distils cross-cutting trends that both emerge from and go beyond the articles, offering insight into the conceptual and practical directions in which teacher education is currently moving, and must continue to move.

#### *Reconfiguring Teacher Identity as Situated and Relational*

Throughout the issue, teacher identity appears not as a fixed status but as a dynamic, negotiated, and context-sensitive construction. Novice educators navigating early career transitions (Rosa & Trigali, 2025) are not simply acquiring skills, they are authoring themselves through vulnerability, aspiration, and situated agency. Elsewhere, identity is shaped by engagement with new literacies and technologies (Gentile et al., 2025; Ludovico, 2025), through reflective tools like portfolios (Pettenati et al., 2025), or by envisioning themselves as pedagogical leaders of innovation (Carletti, 2025). In each case, teaching becomes a biographical and ethical practice, entailing narrative reconstruction and social positioning (Beauchamp & Thomas, 2009; Akkerman & Meijer, 2011). This calls for teacher education programs to become laboratories of identity, attentive to the formation of professional subjectivities as much as to content and technique.

#### *From Digital Integration to Critical Digital Pedagogies*

Digitalisation pervades nearly all contributions—not as a neutral enhancer, but as a condition that reconfigures pedagogical meaning. Several authors (Cinganotto & Montanucci, 2025; Marangi & Pasta, 2025; Fogliata et al., 2025) move beyond the logic of integration, foregrounding the importance of design-based, critically mediated, and ethically aware digital practices. Ludovico (2025) challenges the teacher’s epistemic authority in AI-mediated environments, while Lourenço et al. (2025) explores digital co-design across subject boundaries. The systematic literature review by O’Brien (2025) further reinforces this trajectory, offering a comprehensive synthesis of how professional learning frameworks can support meaningful, context-sensitive digital transformation. These works collectively push toward a new literacy of teaching, where educators are equipped not only to use technologies, but to critique and reimagine them as pedagogical and social infrastructures (Selwyn, 2016; Biesta, 2013).

#### *Situated Ethics and the Politics of Responsiveness*

Several studies situate teaching within complex moral geographies, where the capacity to respond outweighs the ability to conform. Whether in the war-affected context of Ukraine (Avsheniuk & Seminikhyna, 2025), in multilingual and disciplinary hybrid spaces (Baldo, 2025), or in sexuality education (Bruno & Rubat du Mérac, 2025), teachers are shown to inhabit ethical tensions with discernment and care. These contributions call for pedagogies that are not merely adaptive, but ethically grounded, capable of recognising difference, resisting standardisation, and asserting human dignity in contexts of vulnerability (Biesta, 2013).

*Interdisciplinarity and Boundary Work*

The challenge of crossing epistemological borders recurs in works that navigate AI, STEAM, motor learning, or sexual health. Contributions by Micheletta & Menichetti (2025), Fogliata et al. (2025), Bruno and Rubat du Mérac (2025), and Lourenço et al. (2025) suggest that interdisciplinarity in teacher education is not a supplementary theme but a constitutive condition. It requires boundary work: the capacity to move between registers of knowledge, to translate across professional cultures, and to sustain coherence in contexts of plurality (Bernstein, 2000; Nowotny et al., 2001). Teacher educators must thus prepare professionals not only to cross disciplines, but to mediate between them.

*Professional Learning as Collaborative Infrastructure*

One of the most promising directions highlighted across the issue is the shift from individualistic models of professional development to networked, dialogical, and interprofessional forms of learning. Nardi and Pestellini (2025) and Gómez del Rey et al. (2025) document collaborative systems that distribute leadership and generate collective expertise, while Mangione et al. (2025) focus on mentoring as a reciprocal, ecosystemic process. These works redefine professional growth as relational infrastructure: not the accumulation of competencies, but the cultivation of shared responsibility, trust, and mutual engagement (Edwards, 2010; Hargreaves & Fullan, 2012).

This special issue does not offer a blueprint, nor does it seek closure. Rather, it sketches a cartography of tensions, reconfigurations, and emerging sensibilities, a generative map of teacher education in movement. What unites the contributions is not consensus, but a shared willingness to inhabit complexity: to teach and learn through contradiction, uncertainty, and relational entanglement.

The emerging themes presented here do not end the conversation, they open it. They suggest that the future of teacher education will depend not only on institutional reform or technological advancement, but on our collective capacity to cultivate critical reflexivity, ethical responsiveness, and pedagogical imagination.

In this light, “Teacher to Move” is more than the title of a call. It is a provocation—an invitation to embrace the unfinished, mobile, and contested nature of education itself. To educate teachers today means to prepare them not for fixed roles, but for fluid landscapes, where teaching is always becoming, and where the profession must be redefined in dialogue with the world it serves.

**References**

- Ainscow, M. (2020). *Promoting equity in schools: Collaboration as a route to change*. Routledge.
- Akkerman, S. F., & Meijer, P. C. (2011). A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education*, 27(2), 308–319.
- Avsheniuk, N., & Seminikhyna, N. (2025). Evolving challenges in Ukrainian education: a comparative study of teacher perspectives. *Journal of E-Learning and Knowledge Society*, 21(1), 42-50. <https://doi.org/10.20368/1971-8829/1136173>
- Baldo, G. (2025). The orientation towards multilingualism of future Italian teachers: perceptions and attitudes in the Humanities and STEM fields. *Journal of E-Learning and Knowledge Society*, 21(1), 10-18. <https://doi.org/10.20368/1971-8829/1136170>
- Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, 39(2), 175–189.
- Biesta, G. (2013). *The beautiful risk of education*. Routledge.
- Bruno, N., De Santis, A., & Moriggi, S. (2025). Teachers competencies in evaluating digital sources and tackling disinformation: implications for media literacy education. *Journal of E-Learning and Knowledge Society*, 21(1), 85-99. <https://doi.org/10.20368/1971-8829/1136182>
- Bruno, V., & Rubat du Mérac, E. (2025). Designing a new teacher and educator training on Sexuality Education: the SETTE training course. *Journal of E-Learning and Knowledge Society*, 21(1), 118-125. <https://doi.org/10.20368/1971-8829/1136189>
- Carletti, C. (2025). Innovation in teaching and educational leadership: rethinking the role of teachers in twenty-first-century schools. *Journal of E-Learning and Knowledge Society*, 21(1), 1-9. <https://doi.org/10.20368/1971-8829/1136157>
- Çelik, S., Erbay Çetinkaya, Şakire, & Karsantık, Y. (2025). Mindfulness levels among pre-service English language teachers: a comparative analysis of KIMS and MAAS scales. *Journal of E-Learning and Knowledge Society*, 21(1), 60-73. <https://doi.org/10.20368/1971-8829/1136176>
- Cinganotto, L., & Montanucci, G. (2025). Teacher training for the future: insights from a Needs Analysis on Digital Technologies and Artificial Intelligence. *Journal of E-Learning and Knowledge Society*, 21(1), 32-41. <https://doi.org/10.20368/1971-8829/1136172>



- Day, C., & Gu, Q. (2014). *Resilient teachers, resilient schools: Building and sustaining quality in testing times*. Routledge.
- Day, C., & Sachs, J. (Eds.). (2004). *International handbook on the continuing professional development of teachers*. Open University Press.
- Edwards, A. (2010). *Being an expert professional practitioner: The relational turn in expertise*. Springer.
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013–1055.
- Flores, M. A. (2023). Teacher education in times of crisis: Enhancing or deprofessionalising the teaching profession? *European Journal of Teacher Education*, 46(2), 199–202.  
<https://doi.org/10.1080/02619768.2023.2210410>
- Fogliata, A., Ambretti, A., & Tardini, S. (2025). eCRONY: hypothesis and experimentation of a new educational tool in motor skills teaching. *Journal of E-Learning and Knowledge Society*, 21(1), 100–107. <https://doi.org/10.20368/1971-8829/1136185>
- Gentile, M., Agrusti, G., Fiorilli, C., Ghezzi, V., & Toti, G. (2025). Video-based learning activities in teacher education: effects on self-efficacy and perception of feedback for learning. *Journal of E-Learning and Knowledge Society*, 21(1), 74–84.  
<https://doi.org/10.20368/1971-8829/1136175>
- Giroux, H. A. (2011). *On critical pedagogy*. Bloomsbury Publishing.
- Gómez del Rey, P. (2025). *Empowering (e)ducators, Inspiring Learners: A Cross-Cultural Exploration for Interprofessional Development through the Lens of the Capability Approach*
- Gómez-Rey, P., Maradiaga, J. R., Fernández-Navarro, F., Moreira Teixeira, A., & Barroso-Tristán, J. M. (2025). Empowering (e)ducators, inspiring learners: a cross-cultural exploration for interprofessional development through the lens of the Capability Approach. *Journal of E-Learning and Knowledge Society*, 21(1), 174–188.  
<https://doi.org/10.20368/1971-8829/1136181>
- Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. Teachers College Press.
- Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201–233.
- Kelchtermans, G. (2009). Who I am in how I teach is the message: Self-understanding, vulnerability and reflection. *Teachers and Teaching*, 15(2), 257–272.
- Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge (TPACK)? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60–70.
- Laurillard, D. (2012). *Teaching as a design science: Building pedagogical patterns for learning and technology*. Routledge.
- Lieberman, A., & Miller, L. (2011). *Teacher leadership*. Jossey-Bass.
- Lourenço, L. R., Cruz E, Piedade J (2025). *Collaborating to Cross Subject Boundaries with Digital Technologies: Designing a Training Plan through Action Research*.
- Ludovico, L. A. (2025). Is ChatGPT better than me? Analyzing the applicability of Large Language Models to the syllabus of a university course. *Journal of E-Learning and Knowledge Society*, 21(1), 201–210.  
<https://doi.org/10.20368/1971-8829/1136193>
- Mangione, G. R. J., Panzavolta, S., & Rossi, F. (2025). Mentoring and Networking for Innovation in the school ecosystem: from enabling conditions to MentorQ Self – Evaluation Tool. *Journal of E-Learning and Knowledge Society*, 21(1), 159–173.  
<https://doi.org/10.20368/1971-8829/1136183>
- Marangi, M., & Pasta, S. (2025). PRODACT, a tool to analyse digital products created by students, against Digital Educational Poverty. *Journal of E-Learning and Knowledge Society*, 21(1), 211–223.  
<https://doi.org/10.20368/1971-8829/1136205>
- Menichetti, L., & Micheletta, S. (2025). STEAM, inclusion and engagement through makerspaces: the voice of students and teachers. *Journal of E-Learning and Knowledge Society*, 21(1), 126–137.  
<https://doi.org/10.20368/1971-8829/1136132>
- Nardi, A., & Pestellini, F. (2025). Avanguardie educative, a collaborative network for Italian teachers' professional development. *Journal of E-Learning and Knowledge Society*, 21(1), 108–117.  
<https://doi.org/10.20368/1971-8829/1136186>
- Nguyen, P. N. T., & Tran, K.-T. (2025). Time Perspectives and Career Anxiety Among Vietnamese teacher education undergraduates. *Journal of E-Learning and Knowledge Society*, 21(1), 51–59.  
<https://doi.org/10.20368/1971-8829/1136174>
- Nowotny, H., Scott, P., & Gibbons, M. (2001). *Re-thinking science: Knowledge and the public in an age of uncertainty*. Polity Press.

- Nussbaum, M. C. (2011). *Creating capabilities: The human development approach*. Harvard University Press.
- O'Brien, E. (2025). Professional learning to support digital transformation and change in education: an integrated, systematic literature review. *Journal of E-Learning and Knowledge Society*, 21(1), 148-158. <https://doi.org/10.20368/1971-8829/1136121>
- Pettenati, M. C. (2025). Connecting the dots: the role and potential of portfolios in lifelong teacher development in Italy. *Journal of E-Learning and Knowledge Society*, 21(1), 189-200. <https://doi.org/10.20368/1971-8829/1136184>
- Priestley, M., Biesta, G., & Robinson, S. (2015). *Teacher agency: An ecological approach*. Bloomsbury Publishing.
- Rizvi, F., & Lingard, B. (2010). *Globalizing education policy*. Routledge.
- Robertson, S. L. (2020). Global education governance. In A. Verger, M. Novelli, & H. Kosar-Altinyelken (Eds.), *Global education policy and international development* (2nd ed., pp. 31–53). Bloomsbury.
- Rodrigues Lourenço, L., Cruz, E., & Piedade, J. (2025). Collaborating to cross subject boundaries with digital technologies: designing a training plan through action research. *Journal of E-Learning and Knowledge Society*, 21(1), 19-31. <https://doi.org/10.20368/1971-8829/1136171>
- Rosa, A., & Tringali, D. (2025). Experiences of newly recruited educators in Early Childhood Services: a phenomenological-hermeneutic study. *Journal of E-Learning and Knowledge Society*, 21(1), 138-147. <https://doi.org/10.20368/1971-8829/1136179>
- Sachs, J. (2016). Teacher professionalism: Why are we still talking about it? *Teachers and Teaching*, 22(4), 413–425.
- Selwyn, N. (2016). *Education and technology: Key issues and debates* (2nd ed.). Bloomsbury Academic.
- Selwyn, N. (2019). Should robots replace teachers? AI and the future of education. *Polity Press*.
- Sen, A. (1999). *Development as freedom*. Oxford University Press.
- Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research*, 54(2), 143–178.
- Wenger-Trayner, E., & Wenger-Trayner, B. (Eds.). (2015). *Learning in landscapes of practice: Boundaries, identity, and knowledgeability in practice-based learning*. Routledge.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.
- Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education*, 61(1–2), 89–99.