

Part I

Researching Teaching in Teacher Education

In the first section, I discuss what has been termed by researchers as a progression towards a new professionalism in teacher education. This progression relies heavily on challenging the status-quo in teacher education. After situating this study in the broader educational context, I introduce my local context by way of elaborating on my pathway into teacher education and describe the dilemmas I began to confront in my teaching, only after realising that they existed. Through articulating my theoretical platform, I begin to encapsulate more about the *why* of teaching and learning through teaching. In the following chapter my discussion is based on self-study of my practice and attempts to respond to the questions: What is self-study? Why choose self-study? and, in what ways did self-study guide my practice? The final chapter in this section describes the design of my self-study and highlights what I see as the points of difference, or the uniqueness of the methodology in practice.