

## **Part III**

# **Powerful Pedagogy**

Conducting self-study research has highlighted the ways in which examining everyday classroom interactions can lead to powerful new learning and enhance a pedagogy of teacher education. In the final section of this book, I (re) examine my assumption about the role of self-study in learning about teaching and establish the importance of using assumption interrogation as a lens through which to examine my practice. Self-study demands a reconceptualisation of teacher educators' and pre-service teachers' roles in learning. It emphasises not only the development of self but others, and aims for improvement in teaching and learning about teaching. It is an evolutionary and responsive process and is underpinned by inherent political dimensions. It alters personal and professional perceptions about teaching and also requires enactment of new learning in teaching. Self-study researchers theorise their learning and as such examine the underbelly or the drivers of their beliefs and practices.