

ITERC Newsletter

January 2026

Our first newsletter

Dear all ITERCers,

Happy New Year and welcome to 2026! We hope that everyone had, or is having, a restful winter break.

Whilst we work on the ITERC website (from the vantage point of two non-techy people blindly pressing buttons on Wordpress), we thought that we would share updates via this newsletter. This is a noticeboard for information on current reading groups, conferences, conversations and opportunities, as well as a place for news-sharing. Anyone can contribute, so please do send us your news and relevant events (and thank you to those who have done so already!).

Looking back, 2025 proved to be very eventful in the ITERC calendar (and also in the world at large), with multifarious conversations afoot. These included reading groups, presentations and gatherings of members new and old at conferences such as ECER in Belgrade, UCET in England, SERA in Scotland and PESA in Australia. A few study visits also took place (see page 2) – it is always great to continue conversations in person!

Looking forward, in 2026 we hope to continue the valuable space created by others in ITERC—a space for curiosity, conversation and creativity in meeting the challenges of teacher education (and education more widely) in a diversely precarious world. We hope that think-spaces (reading groups, interest groups and ITERC meetings) will continue, inspire and support international togetherness around issues you are passionate about.

Ruth and Gunnlaugur



Why not read?

A space for sparking thought

Ainat Guberman

I attach two papers to this newsletter that might be interesting to other ITERC members.

One is about recruiting and preparing former high-tech personnel as teachers, and one is about beginning teachers with significant physical or sensory disabilities. I am starting a research project asking school based teacher educators how they view school-university partnerships, and that might be interesting to ITERC members too.

All the best,

Ainat

Continuing conversations

Reading Groups

One of the key activities that has grown out of ITERC gatherings is an interest in reading collectively. Over the past few years, informal reading groups have ranged from Gert Biesta's *World Centred Education* to Emile Bojesen's *Forms of Education*, to the seminars of Jacques Lacan and the philosophy of Etienne Souriau. Often, a conference paper/symposium, or publication, will evolve out of these groups. In true ITERC style, anyone can form a reading group, so if you have a book on your shelf that you have been meaning to read, why not see if others would like to read it with you?

Current reading groups are:

Hartmut Rosa's *Resonance* (contact [Ruth](#))

Lacan's *Ecrits* (contact [Dion](#))

Interest groups and other conversations

SHUT UP and READ in person and on Zoom. The idea is to read for 45 minutes (so NO prereading) and 45 minutes to talk. The point is not so much to read and understand, but to see what emerges out of doing scholarly work together (contact [Stephen](#))

Is Teaching Art? (contact [Stephen](#))

Study visits

It is always inspiring to continue international conversations in person, either at conferences or through opportunities to visit each other. At Glasgow, we have been lucky enough to host Gunnlaugur Magnusson (Uppsala) and Johannes Rytzler (Mälardalen) in September 2025 to share research around pedagogy and higher education, and Tuomas Tervasmäki (Tampere) in November, who presented his research around ideology and education. We would love to share more stories and photos about visits between ITERCers – please send them through!



Tuomas Tervasmäki presenting at University of Glasgow, November 2025. Photo by Stephen Parker @greasykitchen76

Conference highlight

ITERC Course Symposium at PESA Conference in PERTH, Australia



Philosophy of Education Society of Australasia

Some of the ITERC course members, Takenori Sagara, Michelle Ocriciano, Stephen Heimans, Katie Biggin, Andrew Barnes and Nofrina Eka Putri provoked a symposium titled “Reclaiming the singularity of (a) practice” at the Philosophy of Education Society of Australasia (PESA) on 8th December 2025 in Perth, Australia.

In one of the ITERC courses, we have been attending to one particular practice, with those others who could not attend the conference, since May 2025—that of a principal of a state primary school in Australia, spanning 17 years—which has been seeking alternative ways to do education more thoughtfully under existentially, institutionally, and politically threatening climates of performativity and accountability. Working with the practitioner, not in any conventional sense, we have been articulating the singularity of practice together. Drawing on philosopher of science Isabelle Stengers, this documentation process reclaims an ecology of practice(s) that has been relentlessly downplayed, disqualified, and ignored by modern conceptualizations of progress. We investigate something scientifically significant (Stengers), educationally meaningful (John Dewey), and philosophically indispensable (Étienne Souriau) through what Dewey calls “the second way.” Our approach draws on the philosophical ethos of the Daily Life Writing pedagogic movement originating in Japan in the 1920s, employing “Narrative Teaching Records (NTR)” —first-person narrative descriptions of experienced educators’ practices (cf. Sagara, 2025, Chapter 9 of the ITERC book).

The symposium itself enacted its methodology—Andrew’s narrative was read aloud in between papers, initiating a collective practice of attending-together with the audience, inquiring how singularity emerges not through isolation but through careful, collaborative, and spiritual attention to the irreducible complexity of educational-practice-as-lived-experience.

Takenori Sagara



Upcoming conferences

[NERA](#), VIA, Aarhus, Denmark,
March 2026

[TEAN](#), Sheffield Hallam, England,
May 2026

[ATEA](#), Griffith University, Australia,
July 2026

[ECER](#), Tampere, Finland, August
2026

If you would like to share some news with ITERC through the newsletter, please send to
ruth.unsworth@glasgow.ac.uk