

INTRODUCTION

Özge Hacifazlıoğlu

The collection of five chapters shared in this section is a wonderful example of how international communities of practice have been created between and among ISATT members. ISATT has celebrated partnerships and collaborations for more than four decades through the regional and biennial conferences, which have provided ample opportunities for collaborations and partnerships among teachers and teacher educators. Although the stories of the teachers and teacher educators presented in each chapter have distinct qualities, they all share the common goal of revealing the power of synergistic relationships among researchers/authors/practitioners who are committed educators and members of the ISATT community.

The first chapter *Communities of Practice with Visiting Scholars* shares the accounts of scholars who served as visiting scholars at Leysin American School in Switzerland with the lead author Paul Magnuson, who has been the director of Leysin American School Educational Research Center, which opened its doors to visiting scholars all around the world. Stories of visiting scholars shared in this chapter highlight the value of connection and creating communities of practice for nurturing our souls.

The second chapter *Collaborative Reflection, Knowledge, and Growth: Exploring Ongoing Teacher Learning Within Knowledge Communities* focuses on experiences of the Portfolio Group that shows how teacher collaborative groups have the capacity to be safe spaces, where critical professional dialogue, reflective exchanges, and generous scholarship are cultivated. Based on two US-based knowledge communities (the Faculty Academy is the second one), Gayle Curtis and Michaelann Kelley provide snapshots of how longitudinal collaborations among teachers (Portfolio Group) and cross-institutional faculty members (Faculty Academy) enabled them to seek their best-loved selves (Schwab 1954/1978).

The third chapter is a rich example of a long-standing international collaboration among ISATT colleagues; Maria Assunção Flores from Portugal and her colleagues from Canada, Brazil, and the United States. The four-country study

Teaching and Teacher Education in International Contexts

Advances in Research on Teaching, Volume 42, 233–234

Copyright © 2023 Özge Hacifazlıoğlu

Published under exclusive licence by Emerald Publishing Limited

ISSN: 1479-3687/doi:10.1108/S1479-36872023000042023

illuminates policies and practices in the post-Covid-19 period. The chapters reveal neoliberal approaches to policymaking and education, which ensure that the technicalities of teaching received heightened attention to the neglect of the well-being of teachers and the agency that they should be afforded them. In such an anxiety-ridden atmosphere, “turmoil and crisis” became the two critical words that described the overarching educational context, which are clearly illustrated in the media and in research.

The fourth chapter *International Forum on Teacher Education as an Educational Research Partnership Space* focuses on the development of the International Forum on Teacher Education (IFTE Conference) and its developing partnership with ISATT. The International Forum on Teacher Education, organized at Kazan Federal University, is an example of the ways in which conferences can offer unique spaces and platforms for partnerships to develop and transform. In the regional conference held at Kazan in the Russian Republic, ISATT members continued to build connections and partnerships with colleagues from widening parts of the world both to grow the research culture and to extend the scope of future ISATT biennial conferences.

ISATT members continued their scholarly work in spite of the challenges and barriers they encountered due to the unexpected Covid-19 circumstances. They continued to collaborate from distant places; they reflected deeply on their experiences and stayed connected as colleagues and friends. The fifth chapter, *Cultivating Teacher Resilience Through Intercultural Interaction and Collaboration*, reveals the stories of teachers working at international schools in Türkiye and the United States and shares accounts of how international teachers developed resilience in times of difficulty and uncertainty.

The chapters in this partnerships section are powerful exemplars of ISATT’s approach to creating international communities of practice through embracing the goals of reciprocal mentoring, caring leadership, sustained teamwork, and ongoing collaboration in field-based inquiries.