



Hybrid Ecologies for Teacher Professional Learning

Guest Editor:

Dr. Sarah Prestridge

School of Education and
Professional Studies, Griffith
University, Brisbane, QLD M09
2.108G, Australia

s.prestridge@griffith.edu.au

Deadline for manuscript
submissions:

15 January 2022

Message from the Guest Editor

There are many different ways that educators learn to professionally enhance their craft. Much is known about professional development approaches, traditional agenda driven approaches, online courses and informal approaches. However, there are two areas which need further examination, which are called for in this Special Issue. The first seeks to examine the relationship amongst approaches, how educators holistically learn with the hybridization of opportunities. The second seeks to examine change, how to shift teachers' practice, not on a technical level but in regard to their pedagogical practices. Professional learning is about change and it is not enough to identify practices of engagement without impact. These two areas potentially will advance our understanding of professional development and explore new elements of teacher learning, teaching and professional engagement.

- teacher professional development
- teacher professional learning
- professional learning networks (PLN)
- online learning
- teacher change

