



Universiteit
Leiden
The Netherlands

Teachers' interpretations of their classroom interactions in terms of their pupils' best interest: A perspective from continental European pedagogy

Kan, C.A. van

Citation

Kan, C. A. van. (2013, October 10). *Teachers' interpretations of their classroom interactions in terms of their pupils' best interest: A perspective from continental European pedagogy*. Retrieved from <https://hdl.handle.net/1887/21870>

Version: Corrected Publisher's Version

License: [Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden](#)

Downloaded from: <https://hdl.handle.net/1887/21870>

Note: To cite this publication please use the final published version (if applicable).

Cover Page



Universiteit Leiden



The handle <http://hdl.handle.net/1887/21870> holds various files of this Leiden University dissertation.

Author: Kan, Carlos van

Title: Teachers' interpretations of their classroom interactions in terms of their pupils' best interest : a perspective from continental European pedagogy

Issue Date: 2013-10-10



References



References

.....

- Akkerman, S., Admiraal, W., Brekelmans, M., & Oost, H. (2008). Auditing quality of research in social sciences. *Quality & Quantity*, 42(2), 257-274.
- Apple, M. W., & Beane, J. A. (Eds.). (1995). *Democratic schools*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Arendt, H. (1958). *The human condition*. Chicago: University of Chicago Press.
- Arendt, H. (1961). *Between past and future: Six exercises in political thought*. London: Faber & Faber.
- Aries, P. (1962). *Centuries of childhood: A social history of family life*. London: Jonathan Cape Ltd.
- Atkinson, E. (2000). In defense of ideas, or why 'what works' is not enough. *British Journal of Sociology of Education*, 21(3), 307-330.
- Ax, J., & Ponte, P. (Eds.). (2008). *Critiquing praxis: Conceptual and empirical trends in the teaching profession* (Vol. 2). Rotterdam: Sense Publishers.
- Ax, J., & Ponte, P. (2010). Moral issues in educational praxis: a perspective from pedagogiek and didactiek as human sciences in continental Europe. *Pedagogy, Culture & Society*, 18(1), 29-42.
- Baillie-Groham, R. (1975). *The use of a modified form of repertory grid technique to investigate the extent to which deaf school leavers tend to use stereotypes*. Unpublished MSc thesis, University of London, London.
- Bannister, D., & Mair, J. M. M. (1968). *The evaluation of personal constructs*. London: Academic Press.
- Barton, E. S., Walton, T., & Rowe, D. (1976). Using grid technique with the mentally handicapped. In P. Slater (Ed.), *The measurement of intrapersonal space by grid technique* (Vol. 1, pp. 47-68). London: Wiley.
- Bebeau, M. J. (2002). The defining issues test and the four component model: Contributions to professional education. *Journal of Moral Education*, 31(3), 271-295.
- Bebeau, M. J. (2006). Evidence-based character development. In N. Kenny & W. Shelton (Eds.), *Lost virtue: Professional character development and modern medical education* (Vol. 10, pp. 47-86). Oxford, UK: Elsevier Ltd.
- Beck, C. (1990). *Better schools: A values perspective*. London: Falmer.
- Benner, D. (1993). *Hauptströmungen der Erziehungswissenschaft: Eine Systematik traditioneller und moderner Theorien* [Main schools in continental European pedagogy: A system of traditional and modern theories]. München: List Verlag.
- Beugelsdijk, F., Souverein, C. R. M., & Levering, B. (1997). Geesteswetenschappelijke pedagogiek [Pedagogy as human science]. In S. Miedema (Ed.), *Pedagogiek in meervoud*. Houten/Diegem: Bohn Stafleu Van Loghum.
- Biesta, G. J. J. (2006). *Beyond learning: Democratic education for a human future*. Boulder: Paradigm Publishers.
- Biesta, G. J. J. (2007). Why 'what works' won't work: Evidence-based practice and the democratic deficit in educational research. *Educational Theory*, 57(1), 1-12.
- Biesta, G. J. J. (2009). Values and ideals in teachers' professional judgement. In S. Gewirtz, P. Mahony, I. Hextall & A. Cribb (Eds.), *Changing teacher professionalism: International trends, challenges and ways forward*. New York: Routledge.
- Biesta, G. J. J. (2010a). Why 'what works' still won't work: From evidence-based education to value-based education. *Studies in Philosophy and Education*, 29(5), 491-503.
- Biesta, G. J. J. (2010b). *Good education in an age of measurement: Ethics, politics, democracy*. London: Paradigm Publishers.

- Biesta, G. J. J. (2010c). Learner, student, speaker: Why it matters how we call those we teach. *Educational Philosophy and Theory*, 42(5-6), 540-552.
- Biesta, G. J. J. (2011a). Disciplines and theory in the academic study of education: A comparative analysis of the Anglo-American and Continental construction of the field. *Pedagogy, Culture & Society*, 19(2), 175-192.
- Biesta, G. J. J. (2011b). De school als toegang tot de wereld: Een pedagogische kijk op goed onderwijs [The school as entrance to the world: A pedagogical perspective on good education]. In R. Klarus & W. Wardekker (Eds.), *Wat is goed onderwijs?: Bijdragen uit de pedagogiek*. Den Haag: Boom Lemma.
- Biesta, G. J. J., & Miedema, S. (2002). Instruction or pedagogy? The need for a transformative conception of education. *Teaching and Teacher Education*, 18(2), 173-181.
- Blackmore, J. (2002). Is it only 'what works' that counts in new knowledge economies? Evidence based practice, educational research and teacher education in Australia. *Social Policy and Society*, 1(3), 257-266.
- Blatt, M. (1969). *The effects of classroom discussion programs upon children's level of moral development*. Unpublished doctoral dissertation, University of Chicago, Chicago.
- Blatt, M., & Kohlberg, L. (1975). The effect of classroom moral discussion upon children's level of moral judgment. *Journal of Moral Education*, 4(2), 129-161.
- Bleakley, A. (2006). From reflective practice to holistic reflexivity. *Studies in Higher Education*, 24(3), 315-330.
- Bogdan, R. C., & Biklen, S. K. (1998). *Qualitative research for education: An introduction to theory and methods*. Boston: Allyn and Bacon.
- Bonarius, H., Van Heck, G., & Smid, N. (Eds.). (1984). *Personality psychology in Europe: Theoretical and empirical developments*. Lisse: Swets & Zeitlinger.
- Borko, H., Whitcomb, J. A., & Byrnes, K. (2008). Genres of research in teacher education. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre & K. E. Demers (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts* (pp. 1017-1049). New York: Routledge.
- Boyd, M. (1964). *The history of Western education*. London: Adam and Charles Black.
- Brezinka, W. (1971). *Von der Pädagogik zur Erziehungswissenschaft* [From upbringing to pedagogy as human science]. Basel: Belz Verlag.
- Bullough, R. V., Clark, D. C., & Patterson, R. S. (2003). Getting in step: Accountability, accreditation and the standardisation of teacher education in the United States. *Journal of Education for Teaching*, 29(1), 35-51.
- Burton, M., & Chapman, M. (2004). Problems of evidence based practice in community health and social services. *Journal of Learning Disabilities*, 8(1), 56-70.
- Burwood, L. (1996). How should schools respond to the plurality of values in a multi-cultural society? *Philosophy of Education*, 30(3), 415-427.
- Butler, R. J. (2006). Investigating the content of core constructs. *Personal Construct Theory & Practice*, 3, 27-33.
- Butt, T. W. (2001). Constructivism: A phenomenological perspective. In J. Schreier (Ed.), *Identity in society* (pp. 242-254). Giessen: Psychosozial Verlag.
- Butt, T. W. (2004). Understanding, explanation, and personal constructs. *Personal Construct Theory & Practice*, 1(1), 21-27.
- Butt, T. W. (2005). Personal construct theory, phenomenology and pragmatism. *History and Philosophy of Psychology*, 7(1), 223-235.
- Button, E. J. (1980). *Constructing and clinical outcome in anorexia nervosa*. Unpublished doctoral dissertation, University of London, London.
- Buzzelli, C. A., & Johnston, B. (2002). *The moral dimensions of teaching: Language, power, and culture in classroom interaction*. New York: RoutledgeFalmer.

- Calderhead, J. (1981). Stimulated recall: A method for research on teaching. *British Journal of Educational Psychology*, 51, 211-217.
- Calderhead, J., & Robson, M. (1991). Images of teaching: Student teachers' early conceptions of classroom practice. *Teaching and Teacher Education*, 7(1), 1-8.
- Campbell, E. (2003). *The ethical teacher*. Maidenhead, UK: Open University Press McGraw-Hill.
- Campbell, E. (2008a). The ethics of teaching as a moral profession. *Curriculum Inquiry* 38(4), 357-385.
- Campbell, E. (2008b). Teaching ethically as a moral condition of professionalism. In D. Narváez & L. Nucci (Eds.), *The international handbook of moral and character education* (pp. 601-617). New York: Routledge.
- Carlgren, I., & Lindblad, S. (1991). On teachers' practical reasoning and professional knowledge: Considering conception of context in teachers' thinking. *Teaching and Teacher Education*, 7(5/6), 507-516.
- Carr, D. (1992). Practical enquiry, values and the problem of educational theory. *Oxford Review of Education*, 18(3), 241-251.
- Carr, D. (1995). Is understanding the professional knowledge of teachers a theory-practice problem? *Journal of Philosophy of Education*, 29(3), 311-331.
- Chiari, G., & Nuzzo, M. L. (2003). Kelly's philosophy of constructive alternativism. In F. Fransella (Ed.), *International handbook of personal construct psychology* (pp. 41-49). Chichester: Wiley.
- Christie, D. F. M., & Menmuir, J. G. (1997). The repertory grid as a tool for reflection in the professional development of practitioners in early education. *Teacher Development*, 1(2), 205-217.
- Clandinin, D. J. (1986). *Classroom practice: Teacher images in action*. Philadelphia: The Falmer Press.
- Clark, C. M. (1990). The teacher and the taught: Moral transactions in the classroom. In J. I. Goodlad, R. Soder & K. A. Sirotnik (Eds.), *The moral dimensions of teaching* (pp. 251-265). San Francisco: Jossey-Bass.
- Clark, C. M., & Peterson, P. (1986). Teachers' thought processes. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (pp. 255-296). New York: Macmillan.
- Cochran-Smith, M. (2004). The problem of teacher education. *Journal of Teacher Education*, 55(4), 295-299.
- Cohen, P. (1995). The content of their character: Educators find new ways to tackle values and morality. *Curriculum Update, Association for Supervision and Curriculum Development*, 1-8.
- Cribb, A. (2009). Professional Ethics: Whose responsibility? In S. Gewirtz, P. Mahony, I. Hextall & A. Cribb (Eds.), *Changing teacher professionalism: International trends, challenges and ways forward*. New York: Routledge.
- De Winter, M., Janssens, R., & Schillemans, T. (2006). *Opvoeding tot democratie* [Upbringing towards democracy]. Amsterdam: SWP.
- Devers, K. J., & Frankel, R. M. (2000). Study design in qualitative research-2: Sampling and data collection strategies. *Education for Health*, 13(2), 263-271.
- Dieleman, A. J., & Span, P. (Eds.). (1998). *Pedagogiek van de levensloop* [Pedagogy of the life course]. Maarssen/Heerlen: Elsevier/De Tijdstroom/Open Universiteit.
- Dottin, S. (2009). Professional judgment and dispositions in teacher education. *Teaching and Teacher Education*, 25(1), 83-88.
- Elbaz, F. (1983). *Teacher thinking: A study of practical knowledge*. London: Croom Helm.
- Elbaz, F. (1992). Hope, attentiveness and caring for difference: The moral voice in teaching. *Teaching and Teacher Education*, 8(5-6), 421-432.
- Evetts, J. (2009). The management of professionalism. In S. Gewirtz, P. Mahony, I. Hextall & A. Cribb (Eds.), *Changing teacher professionalism: International trends, challenges and ways forward* (pp. 19-30). New York: Routledge.
- Fallona, C. (2000). Manner in teaching: a study in observing and interpreting teachers' moral virtues. *Teaching and Teacher Education*, 16(7), 681-695.

- Fenstermacher, G. D. (1990). Some moral considerations on teaching as a profession. In J. I. Goodlad, R. Soder & K. A. Sirotnik (Eds.), *The moral dimensions of teaching*. San Francisco: Jossey-Bass.
- Fenstermacher, G. D., & Richardson, V. (1993). The elicitation and reconstruction of practical arguments in teaching. *Journal of Curriculum Studies*, 25(2), 101-114.
- Fransella, F. (1972). *Personal change and reconstruction*. London: Academic Press.
- Fransella, F., Bell, R., & Bannister, D. (2004). *A manual for repertory grid technique*. Chichester, UK: Wiley.
- Gewirtz, S., Mahony, P., Hextall, I., & Cribb, A. (2009). *Changing teacher professionalism: International trends, challenges and ways forward*. New York: Routledge.
- Gholami, K., & Husu, J. (2010). How do teachers reason about their practice? Representing the epistemic nature of teachers' practical knowledge. *Teaching and Teacher Education*, 26(8), 1520-1529.
- Gilbert, P. (2005). The substantive dimension of deliberative practical rationality. *Philosophy & Social Criticism*, 31(2), 185-210.
- Glaser, B. G. (1992). *Basics of grounded theory analysis: Emergence vs. forcing*. Mill Valley, CA: Sociology Press.
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine Pub. Co.
- Gleeson, D., Davies, J., & Wheeler, E. (2005). On the making and taking of professionalism in the further education workplace. *British Journal of Sociology of Education*, 26(4), 445-460.
- Goodlad, J. I., Soder, R., & Sirotnik, K. A. (Eds.). (1990). *The moral dimensions of teaching*. San Francisco: Jossey-Bass.
- Graig, C. J. (1998). The influence of context on one teacher's interpretive knowledge of team teaching. *Teaching and Teacher Education*, 14(4), 371-383.
- Grice, J. W., Burkley, E., Burkley, M., Wright, S., & Slaby, J. (2004). A sentence completion task for eliciting personal constructs in specific domains. *Personal Construct Theory & Practice*, 1(2), 60-75.
- Groundwater-Smith, S., Ewing, R., & Le Cornu, R. (2011). *Teaching challenges and dilemmas* (4th ed.). Melbourne: Cengage Learning Australia.
- Groundwater-Smith, S., Mitchell, J., Mockler, N., Ponte, P., & Rönnerman, K. (2012). *Facilitating practitioner research: Developing transformational partnerships*. London: Routledge.
- Habermas, J. (1981). *Theorie des kommunikativen Handelns* [Theory of communicative action]. Frankfurt: Suhrkamp.
- Hamilton, D. (1992). *Learning about education: An unfinished curriculum*. Philadelphia: Open University Press.
- Hamilton, D. (2009). Blurred in translation: Reflections on pedagogy in public education. *Pedagogy, Culture & Society*, 17(1), 5-16.
- Hammerness, K. (1999). Seeing through teachers' eyes: An exploration of the content, character, and role of teachers' vision. Unpublished doctoral dissertation, Stanford University, Stanford.
- Hansen, D. T. (1998). The moral is in the practice. *Teaching and Teacher Education*, 14(6), 643-655.
- Hansen, D. T. (1999). Understanding students. *Journal of Curriculum and Supervision*, 14(2), 171-185.
- Hansen, D. T. (2000). The place of ideals in teaching. *PES-yearbook 2000*, 42-50. Retrieved from <http://ojs.ed.uiuc.edu/index.php/pes/article/view/1941/652>
- Hansen, D. T. (2001). *Exploring the moral heart of teaching: Towards a teacher's creed*. New York: Teachers College Press.
- Hansen, D. T. (2002). The moral environment in an inner-city boys' high school. *Teaching and Teacher Education*, 18(2), 183-204.
- Hansen, D. T. (2008). Why educate teachers? In M. Cochran-Smith, S. Feiman-Nemser & D. J. McIntyre (Eds.), *Handbook of research on teacher education*. New York: Routledge.
- Hatton, N., & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. *Teaching and Teacher Education*, 11(1), 33-51.

- Henze, I. (2006). *Science teachers' knowledge development in the context of educational innovation*. Unpublished doctoral dissertation, Leiden University, Leiden.
- Heyting, F. (2002). Constructieve scepsis: over de mogelijkheid van een maatschappij-kritische opvoedingsfilosofie [Constructive scepticism: on the possibility of a critical philosophy of education]. *Pedagogiek*, 21(4), 346-358.
- Heyting, F., & De Winter, M. (2002). De pedagogiek als praktische wetenschap [Pedagogy as practical science]. *Pedagogiek*, 21(4), 310-312.
- Hinkle, D. N. (1965). *The change of personal constructs from the view point of a theory of implications*. Unpublished doctoral dissertation, Ohio State University, Columbus.
- Hofstede, G. (2007). A European in Asia. *Asian Journal of Social Psychology*, 10(1), 16-21.
- Holm, G. (2008). Visual research methods: Where are we and where are we going? In S. Hesse-Biber & P. Leavy (Eds.), *Handbook of emergent methods in social research* (pp. 325-341). New York: Guilford Publications.
- Hopwood, W., & Keen, T. (1978). TARGET: A new approach to the appraisal of teaching. *Innovations in Education and Teaching International*, 15(3), 187-195.
- Husu, J., & Tirri, K. (2003). A case study approach to study one teacher's moral reflection. *Teaching and Teacher Education*, 19(3), 345-357.
- Husu, J., & Tirri, K. (2007). Developing whole school pedagogical values: A case of going through the ethos of good schooling. *Teaching and Teacher Education*, 23(4), 390-401.
- Ihde, D. (1986). *Consequences of phenomenology*. Albany, NY: State University of New York Press.
- Imelman, J. D. (1995). *Theoretische pedagogiek* [Theoretical Pedagogy]. Nijkerk: Intro.
- Imelman, J. D., & Tolsma, R. (1987). De identiteit van het (bijzonder) onderwijs als modern normatief pedagogische probleem: Pleidooi voor een cultuurpedagogische discussie [The identity of (confessional) schools as a modern normative pedagogical problem: A plea for a culture pedagogical discussion]. *Pedagogische Studiën*, 64, 390-404.
- Jackson, P. H., Boostrom, R. E., & Hansen, D. T. (1993). *The moral life of schools*. San Francisco, CA: Jossey-Bass Publishers.
- Jankowicz, D. (2004). *The easy guide to repertory grids*. London: Wiley.
- Joseph, P., & Burnaford, G. (Eds.). (1994). *Images of schoolteachers in twentieth century America: Paragons, polarities, complexities*. New York: St. Martin's Press.
- Kelly, G. A. (1955). *The psychology of personal constructs*. New York: Norton.
- Kelsey, I. (1993). *Universal character education*. Edinburgh: Pentland.
- Kemmis, S., & Smith, T. J. (2008). Praxis and praxis development. In S. Kemmis & T. J. Smith (Eds.), *Enabling praxis: Challenges for education*. Rotterdam: Sense Publishers.
- Kennedy, M. M. (2010). Attribution error and the quest for teacher quality. *Educational Researcher*, 39(8), 591-598.
- Koerner, M. E. (1989). Teachers' images of their work: A descriptive study. Unpublished doctoral dissertation, University of Illinois, Chicago.
- König, E. (1990). Bilanz der Theorieentwicklung in der Erziehungswissenschaft [The state of the art of theory development in pedagogy]. *Zeitschrift für Pädagogik*, 36, 919-936.
- LaBoskey, V. K. (1994). *Development of reflective practice: A study of preservice teachers*. New York: Teachers College Press.
- Landfield, A. W., Stefan, R., & Dempsey, D. (1990). Single and multiple self implications for change grids: Studies of consistency. *International Journal of Construct Psychology*, 3, 425-436.
- Langeveld, M. J. (1969). *Beknopte theoretische pedagogiek* [Concise theoretical pedagogy]. Groningen: Wolters-Noordhoff.

- Lickona, T. (1991). *Educating for character: How our schools can teach respect and responsibility*. New York: Bantam.
- Lind, G. (2006). Effective moral education: The konstanz method of dilemma discussion. *Hellenic Journal of Psychology*, 3, 189-196.
- Lingard, B. (2009). Pedagogizing teacher professional identities. In S. Gewirtz, P. Mahony, I. Hextall & A. Cribb (Eds.), *Changing teacher professionalism: International trends, challenges and ways forward* (pp. 81-93). New York: Routledge.
- Lipman, P. (2009). Paradoxes of teaching in neo-liberal times: Education 'reform' in Chicago. In S. Gewirtz, P. Mahony, I. Hextall & A. Cribb (Eds.), *Changing teacher professionalism: International trends, challenges and ways forward*. New York: Routledge.
- Lippitz, W., & Levering, B. (2002). And now you are getting a teacher with such a long name. *Teaching and Teacher Education*, 18(2), 205-213.
- Lyle, J. (2003). Stimulated recall: A report on its use in naturalistic research. *British Educational Research Journal*, 29(6), 861-878.
- Mahony, P. (2009). Should 'ought' be taught? *Teaching and Teacher Education*, 25(7), 983-989.
- Mannheim. (1940). *Man and society in an age of reconstruction*. London: Routledge.
- Mansvelder-Longayroux, D., Beijgaard, D., & Verloop, N. (2007). The portfolio as a tool for stimulating reflection by student teachers. *Teaching and Teacher Education*, 23(1), 47-62.
- Marshall, M. N. (1996). Sampling for qualitative research. *Family Practice*, 13(6), 522-525.
- Masschelein, J. (2005). Kritische theorie en kritische pedagogiek [Critical theory and critical pedagogy]. In P. Smeyers & B. Levering (Eds.), *Grondslagen van de wetenschappelijke pedagogiek: Modern en postmodern* (pp. 93-111). Amsterdam: Boom.
- Meijer, P. C., Zanting, A., & Verloop, N. (2002). How can student teachers elicit experienced teachers' practical knowledge? *Journal of Teacher Education*, 53(5), 406-419.
- Meijer, W. A. J. (1995). *Perspectieven op mens en opvoeding* [Perspectives on man and upbringing]. Nijkerk: Intro.
- Meijer, W. A. J. (1999). *Stromingen in de pedagogiek* [Strands in pedagogy]. Baarn: Intro.
- Miedema, S. (1997a). De pluraliteit van de pedagogiek [Pedagogy in Plural]. In S. Miedema (Ed.), *Pedagogiek in meervoud* (pp. 13-21). Houten/Diegem: Bohn Stafleu Van Loghum.
- Miedema, S. (Ed.). (1997b). *Pedagogiek in meervoud* [Multidimensionality of pedagogy]. Houten/Diegem: Bohn Stafleu Van Loghum.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Newbury Park, CA: Sage Publications.
- Miles, S., & Singal, N. (2010). The education for all and inclusive education debate: Conflict, contradiction or opportunity? *International Journal of Inclusive Education*, 14(1), 1-15.
- Millis, K. K., & Neimeyer, R. A. (1990). A test of the dichotomy corollary: Propositions versus constructs as basic cognitive units. *International Journal of Personal Construct Psychology*, 3, 167 - 181.
- Mollenhauer, K. (1964/1979). *Einführung in die Sozialpädagogik* [Introduction to social pedagogy]. Basel: Belz Verlag.
- Muhr, T. (1997). *ATLAS.ti: the knowledge workbench: visual qualitative data analysis, management, model building: short user's manual*. Berlin: Scientific Software Development.
- Neimeyer, R. A., Anderson, A., & Stockton, L. (2001). Snakes versus ladders: A validation of laddering technique as a measure of hierarchical structure. *Journal of Constructivist Psychology*, 14(2), 85-106.
- Nohl, H. (1982). *Die Pädagogische Bewegung in Deutschland und ihre Theorie* [The pedagogical movement in Germany and its theory]. Frankfurt am Main: Schulte-Bulmke.
- Nucci, L. (1989). *Moral development and character education: A dialogue*. Berkeley, CA: McCutchan.

- Oakley, A. (2002). Social science and evidence based everything: The case of education. *Educational Review*, 54(3), 277-286.
- Oelkers, J. (2001). *Einführung in die Theorie der Erziehung* [Introduction in the theory of pedagogy]. Weinheim & Basel: Beltz.
- Oosterheert, I. E., & Vermunt, J. D. (2001). Individual differences in learning to teach: Relating cognition, regulation and affect. *Learning and Instruction*, 11(2), 133-156.
- Parsons, J. M., Graham, N., & Honess, T. (1983). A teacher's implicit model of how children learn. *British Educational Research Journal*, 9(1), 91-101.
- Pendlebury, S. (1990). Practical arguments and situational appreciation in teaching. *Educational Theory*, 40(2), 171-179.
- Phelan, A. (2001). The death of a child and the birth of practical wisdom. *Studies in Philosophy and Education*, 20(1), 41-55.
- Phelan, A. (2005). On discernment: the wisdom of practice and the practice of wisdom in teacher education. In G. Hoban (Ed.), *The missing links in teacher education design: Developing a multi-linked conceptual framework* (pp. 57-73). Dordrecht: Springer.
- Ponte, P. (2003). *Interactieve professionaliteit en interactieve kennisontwikkeling in speciale onderwijszorg* [Interactive professionalism and interactive knowledge construction in inclusive and special education]. Apeldoorn/Leuven: Garant.
- Ponte, P. (2007). Behind the vision: Action research, pedagogy and human development. In A. Campbell & S. Groundwater-Smith (Eds.), *An ethical approach to practitioner research: Dealing with issues and dilemmas in action research* (pp. 144-161). New York: Routledge.
- Ponte, P. (2009). *Behaviour and research in educational praxis: An orientation* [inaugural lecture]. Hogeschool Utrecht.
- Ponte, P. (2012). Substance. In S. Groundwater-Smith, N. Mockler, J. Mitchell, P. Ponte & K. Rönnerman (Eds.), *Facilitating practitioner research: Developing transformational partnerships* (pp. 21-59). London: Routledge.
- Ponte, P., & Ax, J. (2009). Action research and pedagogy as science of the child's upbringing. In S. Noffke & B. Somekh (Eds.), *Handbook of Educational Research* (pp. 253-261). London: Sage Publications.
- Ponte, P., & Smit, B. H. J. (in press). Education for all as praxis: consequences for the profession. *Professional Development in Education*.
- Pope, M. L., & Denicolo, P. M. (2001). *Transformative education: Personal construct approaches to practice and research*. London: Whurr Publishers.
- Prosser, M., & Trigwell, K. (1999). *Understanding learning and teaching: The experience in higher education*. Buckingham: The Society for Research into Higher Education & Open University Press.
- Richardson, V., & Fenstermacher, G. D. (2001). Manner in teaching: The study in four parts. *Journal of Curriculum Studies*, 33(6), 631-637.
- Riemann, R. (1990). The bipolarity of personal constructs. *International Journal of Construct Psychology*, 3, 149-165.
- Robertson, E. (2000). Teaching without ideals? *PES-yearbook 2000*, 51-54. Retrieved from <http://ojs.ed.uiuc.edu/index.php/pes/article/view/1942/653>
- Romano, M. E. (2006). "Bumpy Moments" in teaching: Reflections from practicing teachers. *Teachers and Teacher Education*, 22(8), 973-985.
- Ruyter, D. J., & Kole, J. J. (2010). Our teachers want to be the best: On the necessity of intra-professional reflection about moral ideals of teaching. *Teachers and Teaching: Theory and Practice*, 16(2), 207-218.

- Saevi, T. (2012). Lived relationality as fulcrum for pedagogical-ethical practice. In G. J. J. Biesta (Ed.), *Making sense of education: Fifteen contemporary educational theorists in their own words*. Dordrecht: Springer.
- Salmon, P. (1976). Grid measures with child subjects. In P. Slater (Ed.), *The measurement of intrapersonal space by grid technique* (Vol. 1, pp. 15–46). London: Wiley.
- Sanger, M. N., & Osguthorpe, R. D. (2011). Teacher education, preservice teacher beliefs, and the moral work of teaching. *Teaching and Teacher Education*, 27(3), 569–578.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Harper Collins.
- Schutz, A. (1962). *Collected papers I: The problem of social reality*. Den Haag: Martinus Nijhoff.
- Scott, D., & Usher, R. (2011). *Researching education: Data, methods and theory in educational enquiry*. London: Cassell.
- Seidel, T., Stürmer, K., Blomberg, G., Kobarg, M., & Schwindt, K. (2011). Teacher learning from analysis of videotaped classroom situations: Does it make a difference whether teachers observe their own teaching or that of others? *Teaching and Teacher Education*, 27(2), 259–267.
- Shapira-Lishchinsky, O. (2011). Teachers' critical incidents: Ethical dilemmas in teaching practice. *Teaching and Teacher Education*, 27(3), 648–656.
- Sherman, S. (2006). Moral dispositions in teacher education: Making them matter. *Teacher Education Quarterly*, 33(4), 41–57.
- Slavin, R. (2002). Evidence-based educational policies: Transforming educational practice and research. *Educational Researcher*, 31(7), 15–21.
- Smeyers, P., & Levering, B. (Eds.). (2005). *Grondslagen van de pedagogiek: Modern en postmodern* [Foundations of pedagogy: Modern and postmodern]. Amsterdam: Boom.
- Sockett, H., & LePage, P. (2002). The missing language of the classroom. *Teaching and Teacher Education*, 18(2), 159–171.
- Solas, J. (1992). Investigating teacher and student thinking about the process of teaching and learning using autobiography and repertory grid. *Review of Educational Research*, 62(2), 205–225.
- Stephens, R. A., & Gammack, J. G. (1994). Knowledge elicitation for systems practitioners: A constructivist application of the repertory grid technique. *Systems Practice*, 7(2), 161–182.
- Stevens, L., & Van der Wolf, K. (2002). Kennisproductie in de Nederlandse orthopedagogiek: Proeve van een probleemstelling [The production of knowledge in Dutch special education: Testing a problem definition]. *Pedagogiek*, 21(4), 313–328.
- Strauss, A., & Corbin, J. (1994). Grounded theory methodology: An overview. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*. London: Sage.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). London: Sage.
- Tessmer, M. (1993). *Planning and conducting formative evaluations: Improving the quality of education and training*. London/Philadelphia: Kogan Page.
- Thoma, S. J., Narváez, D., Rest, J., & Derryberry, W. P. (1999). Does moral judgment development reduce to political attitudes or verbal ability? *Educational Psychology Review*, 11(4), 325–342.
- Todres, L., Galvin, K., & Dahlberg, K. (2007). Lifeworld-led healthcare: Revisiting a humanising philosophy that integrates emerging trends. *Medicine, Health Care and Philosophy*, 10(1), 53–63.
- Unesco & Unicef. (2007). *A human rights-based approach to education for all*. New York.
- Van de Ven, P., & Oolbekkink, H. (2008). Pragmatic and politically neutral: The image of the academic secondary school teacher in the discourse of teacher education. In J. Ax & P. Ponte (Eds.), *Critiquing praxis: Conceptual and empirical trends in the teaching profession* (pp. 21–45). Rotterdam: Sense Publishers.
- Van der Schee, W. (2002). Het kennisbegrip van de pedagogiek [The concept of educational theory]. *Pedagogiek*, 21(4), 329–345.

- Van Kan, C. A., Ponte, P., & Verloop, N. (2010a). How to conduct research on the inherent moral significance of teaching: A phenomenological elaboration of the standard repertory grid application. *Teaching and Teacher Education*, 26(8), 1553-1562.
- Van Kan, C. A., Ponte, P., & Verloop, N. (2010b). Developing a descriptive framework for comprehending the inherent moral significance of teaching. *Pedagogy, Culture & Society*, 18(3), 331-352.
- Van Kan, C. A., Ponte, P., & Verloop, N. (2013a). How do teachers legitimize their classroom interactions in terms of educational values and ideals? *Teachers and Teaching: Theory and Practice*, 19(6).
- Van Kan, C. A., Ponte, P., & Verloop, N. (2013b). Ways in which teachers express what they consider to be in their pupils' best interest. *Professional Development in Education*, 39(4), 574 - 595.
- Van Manen, M. (1977). Linking ways of knowing with ways of being practical. *Curriculum Inquiry*, 6(3), 205-228.
- Van Manen, M. (1991). *The tact of teaching*. Ontario: The Althouse Press.
- Van Manen, M. (1994). Pedagogy, virtue, and narrative identity in teaching. *Curriculum Inquiry*, 24(2), 135-170.
- Van Manen, M. (1995). On the epistemology of reflective practice. *Teachers and Teaching: Theory and Practice*, 1(1), 33-50.
- Van Manen, M. (1999). Knowledge, reflection and complexity in teacher practice. In M. Lange, H. Olson, H. Hansen & W. Bunder (Eds.), *Changing schools/ changing practices: Perspectives on educational reform and teachers' professionalism* (pp. 65-75). Leuven: Garant.
- Van Manen, M. (2000). Moral language and pedagogical experience. *Journal of Curriculum Studies*, 32(2), 315-327.
- Van Manen, M. (2007). Phenomenology of practice. *Phenomenology & Practice*, 1(1), 11-30.
- Vasquez-Levy, D. (1998). Features of practical argument engagement. *Teaching and Teacher Education*, 14(5), 535-550.
- Verloop, N. (1989). *Interactive cognitions of student-teachers: An intervention study*. Arnhem: Cito.
- Walker, B. M., & Winter, D. A. (2007). The elaboration of personal construct psychology. *Annual Review of Psychology*, 58, 453-477.
- Wallace, M. (2005). *Towards effective management of a reformed teaching profession*. Paper presented at the C-TRIP Seminar 4: Enactments of professionalism: Classrooms and pedagogies. King's College London.
- Warren, W. (1998). *Philosophical dimensions of personal construct psychology*. London: Routledge.
- Wynne, E., & Ryan, K. (1993). *Reclaiming our schools: A handbook on teaching character, academics and discipline*. New York: Macmillan.
- Yan, P. W., & Chow, J. C. S. (2002). On the pedagogy of examinations in Hong Kong. *Teaching and Teacher Education*, 18(2), 139-149.
- Yorke, D. M. (1978). Repertory grids in educational research: Some methodological considerations. *British Educational Research Journal*, 4(2), 63-74.
- Zeichner, K. (2010). Competition, economic rationalization, increased surveillance, and attacks on diversity: Neo-liberalism and the transformation of teacher education in the U.S. *Teaching and Teacher Education*, 26(8), 1544-1552.
- Zeichner, K. M., & Gore, J. M. (1995). Using action research as a vehicle for student reflection: A social reconstructionist approach. In S. Noffke & R. B. Stevenson (Eds.), *Educational action research* (pp. 13-30). New York: Teachers College Press.