

TEACHER CARE

after COVID-19

KEY THEMES from *Reconstructing Care in Teacher Education after COVID-19*



Care as a relational and collective practice: Care is not just something that people do for each other; it's a way of interacting with others that makes them feel supported and valued. In teacher education, this means creating a community where everyone feels safe and respected.

Care as a way to address inequities: Care is essential for creating learning environments where everyone feels welcome and included. When teachers care about their students, they are more likely to create learning experiences that meet the needs of all learners, regardless of their background or abilities.

Care as a way to support well-being: The pandemic has had a big impact on the mental health of teachers and students. Teacher education programs need to provide support for the well-being of their students and faculty. This includes creating a safe and supportive learning environment, teaching coping skills, and providing access to mental health resources.

New approaches to teacher education: The pandemic has also shown us that we need new approaches to teacher education. Teacher education programs need to be more flexible and responsive to the needs of students and teachers in the post-pandemic world. This includes providing more support for teacher candidates, and preparing teachers to work in a variety of settings.

Author's Note:

There is no one right way to enact care - nor should there be. Teacher education programs, and the educators within them, must respond to the specific students with which they work, not a generic student profile; in doing so, they also have to navigate context, goals, understandings, and outcomes - and those things have shifted because of our pandemic experience. We hope those who read the book walk away understanding that care can (and must) be and look like so many different things, as our authors delineate: revised mission statements, identification of barriers, intentional community-building, reflective examination, classroom modeling.

- Melanie Shoffner

