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Drama Education and Teacher Development

In the currents of education reforms, locally and internationally, teachers are one of the key players in the field placed under continuous professional development of various different sorts from award-bearing programme to a single expert lecture. Oftentimes, these professional development opportunities offer sheep-dip type of training for the technical and the procedural to meet policy requirements. Drama, which is often considered to belong to the realm of artistic production and of aesthetic appreciation, is a pedagogy at best with its emphasis on engagement with the immediate unfolding contexts and negotiation of meaning and power within those contexts. The papers in this panel propose to re-think teacher development from the dimensions of student learning, teacher self-development, as well as mentoring models through the lenses and practices of drama in education. It aims to raise issues ranging from teaching practice to teacher subjectivities as offered through the pedagogy and philosophy of drama. Jointly they offer a glimpse of possible alternative education agenda for teacher development in the local context.