

**Conceptualising quality initial teacher education:
Taking stock of the *new* context**

Fjolla Kačaniku, *Faculty of Education, University of Prishtina, Kosovo*

ABSTRACT

The whole educational system from pre-university to university level initial teacher education has been challenged with the immediate pressure to transform during the lockdown period of the novel coronavirus disease 2019 (COVID-19). The question of how to ensure the quality in initial teacher education become topical at policy, institutional, and classroom practice dimensions. The main purpose of this study is to examine how quality initial teacher education in Kosovo is conceptualised in the changing context of teacher preparation. The study used a qualitative research design. The data were collected through *interviews* with management staff ($n = 3$) and teacher educators ($n = 7$), and *group interviews* with student teachers ($n = 15$), at the leading initial teacher education institution in Kosovo. Following the principles of the hermeneutical circle, conceptualisations of quality initial teacher education were clustered into the following dimensions: (i) *policy*, (ii) *organisation culture and management*, and (iii) *teaching and learning*. The paper contributes to the discussions with the emerging conceptualisations of quality initial teacher education by drawing from thematic areas concerning policy response mechanisms, change management process, and rigidity and resistance in teaching and learning. The paper concludes that initial teacher education context should be reconceptualised and treated as a borderless ecosystem in order to better manage a transitioning and change setting for a shared conceptualisation of quality initial teacher education.

KEYWORDS: quality initial teacher education, conceptualisations, policy, organisation culture and management, teaching and learning, new context