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Roles and professional development of teacher educators

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Content

1. A brief history of the growing attention for teacher educators
2. Six teacher educator roles
3. Teacher educators and collaboration between schools and universities/colleges

1. A brief history of the growing attention for teacher educators

The start (1992-1993)

1992: AERA Symposium: *Holding up the mirror: Teacher Educators reflect on their own teaching*. With Mary-Lynn Hamilton, Stefinee Pinnegar, Vicky Laboskey, and Karen Guilfoyle.

1993:

- S-STEP (Self-Study of Teacher Education Practices) established
- Publication of Ducharme's book:

The lives of teacher educators.

Who are we?

Willem van der Wal, 2012

Ducharme (1993, p. 6) characterises the identity of teacher educators as 'Janus-like':

"School person, scholar, researcher, methodologist, and visitor to a strange planet".

Ducharme, E. (1993). *The lives of teacher educators*. New York: Teachers College.
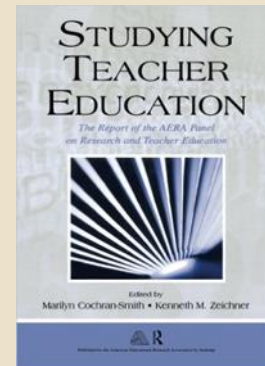
Teacher educators:

- Have different backgrounds (school teacher, Ph.D. students, etc).
- Have different working contexts (schools, colleges, universities)
- Teach different types of students (student teachers, novice teachers, experienced teachers)
- Teach different subjects.

Lunenberg, M. (2010). Characteristics, Scholarship and Research of Teacher Educators. In: E. Baker, B. McGaw & P. Peterson (Eds.) *International Encyclopedia of Education* 3rd Ed. Oxford, UK: Elsevier. 676-680.
Smith, K. (2011). The multi-faceted teacher educator: a Norwegian perspective. *Journal of Education for Teaching: International research and pedagogy 37*(3), 337-349.

Studying Teacher Education (2005)

M. Cochran-Smith and K. Zeichner (Eds.) *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education*. Mahwah, NJ: Lawrence Erlbaum Press.

Recommendations (among others):
- Studies on teacher educators are needed.
- Many studies in the field of teacher education are small scale; more large scale and longitudinal studies are needed.

New initiatives (2013-2014)

European Commission (2013), *Supporting teacher educators for better learning outcomes*. Brussel: EC.

Foundation of the International Forum for Teacher Educator Development (2013): *"to bring together, exchange and promote research, policy and practice related to teacher educators' professional development"* (*https://www.ntnu.edu/info-ted*) Grant: European Commission.

Publication of: Lunenberg, M., Dengerink, J., & Korthagen, F. (2014). *The Professional Teacher Educator. Roles, Behaviour, and Professional Development of Teacher Educators*. Rotterdam/Boston/Taipei: Sense Publishers. Grant: Netherlands Organisation for Scientific Research.

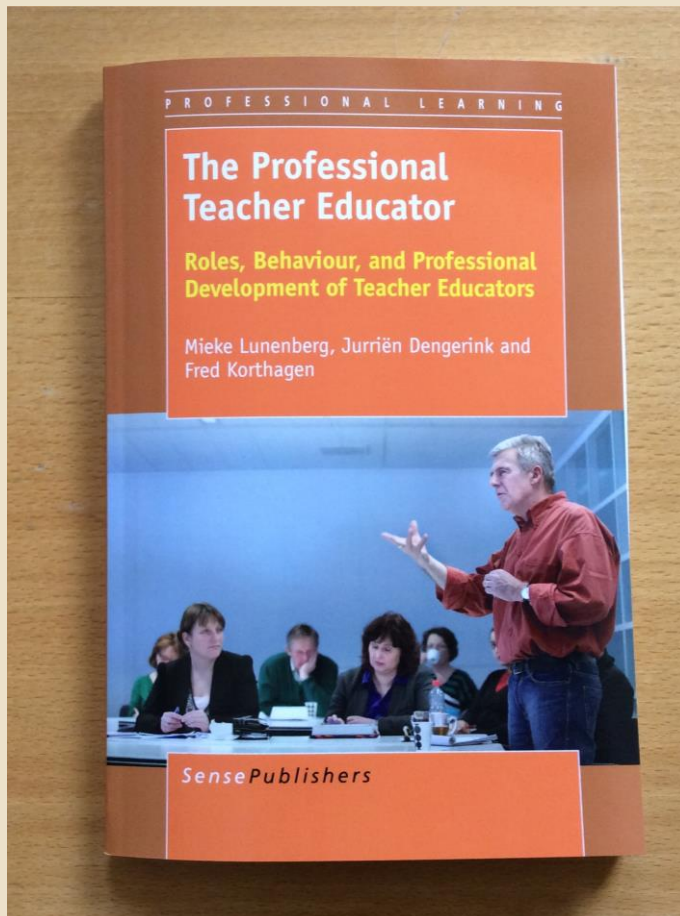# 'Supporting teacher educators for better learning outcomes', 2013

"Teacher educators are crucial players for maintaining - and improving - the high quality of the teaching workforce. They can have a significant impact upon the quality of teaching and learning in our schools. Yet they are often neglected in policy-making (...). It also means that teacher educators do not always get the support and challenge they need, for example in terms of their education and professional development" (European Commission, 2013, p.4).

International Forum for Teacher Educator Development

1. Conceptual model 2014
2. European survey and interviews 2015-2016
3. Web-based knowledge base 2017
4. Meetings with key-persons 2015-2017
5. Summer School 2018
6. Conference-presentations and publications

Czerniawski, G., Guberman, A., and MacPhail (2017), A. The professional developmental needs of higher education-based teacher educators: an international comparative needs analysis. *European Journal of Teacher Education, 40* (1), 127-140.
Lunenberg, M., Murray, J., Smith, K., & Vanderlinde, R. (2016). Collaborative teacher educator professional development in Europe: different voices, one goal. *Professional Development in Education*, DOI: 10.1080/19415257.2016.1206032

A review study

The Professional Teacher Educator

Roles, Behaviour, and Professional Development of Teacher Educators

Mieke Lunenberg, Jurriën Dengerink and Fred Korthagen

Sense Publishers

Period 1992-2011: 95% of the selected studies originate in 2002 or later years.

Case study, self-study or interview study: 58%
Essay: 12%
Quantitative studies: 10%
Combined methods: 12%

Dengerink, J., Lunenberg, M., & Korthagen, F. (2015). The professional teacher educator: six roles. *Beiträge zur Lehrerinnen- und Lehrerbildung –33* (3), 334-344.

What international and national developments and publications have influenced your thinking about us/the teacher educator's profession?

2. Six teacher educator roles

Six roles

Role	Number of studies
Teacher of teachers	67
Researcher	26
Coach	25
Curriculum developer	14 (no studies on professional development)
Gatekeeper	8 (no studies on professional development)
Broker	11 (1 study on professional development)
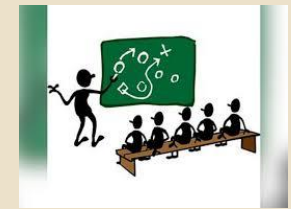
Teacher of teachers

Second order teaching

Transition from school to higher education proves to be difficult

Model, explicate and underpin

Explicating and underpinning proves to be difficult

Tensions and dilemma's

Supporting active learning

Berry, A. (2007). *Tensions in teaching about teaching: Developing practice as a teacher educator.* Dordrecht: Springer.
Loughran, J.J. (2006). *Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching*. Abington, UK: Routledge.
Murray, J. & Male, T. (2005). Becoming a teacher educator: Evidence from the field. *Teaching and Teacher Education, 21*(2), 125-142.

Researcher
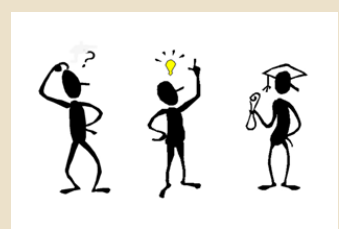
(New) universities focus more and more on this role
Teacher educators are ambivalent with regard to this role and with regard to the interpretation of this role

A research culture is often missing
Teacher educators often give priority to the role of teacher of teachers

The focus of research is unclear: subject/students and teachers/ teacher education practice
Studying one's own practice is productive (double dipping)

Gemmell, T., Griffiths, M., & Kibble, B. (2010). What kind of research culture do teacher educators want, and how can we get it? *Studying Teacher Education, 6*(2), 161-174.
Griffiths, V., Thompson, S., & Hryniewicz, L. (2010). Developing a research profile: Mentoring and support for teacher educators. *Professional Development in Education, 36*(1-2), 245-262.
Tack, H. & Vanderlinde, R. (2014). Teacher Educators' Professional Development: Towards a Typology of Teacher Educators' Researcherly Disposition. British Journal of Educational Studies 62(3), 297-315.

Coach (focus on school)

Local guide

Advisor with regard to curriculum and practice

Stimulator of reflection for transfer and of theoretical underpinning
Often missing …

Velzen, C. van & Volman, M. (2009). The activities of a school-based teacher educator: A theoretical and empirical exploration. *European Journal of Teacher Education, 32*(4), 345-367.
Crasborn, F., Hennissen, P., Brouwer, N., Korthagen, F., & Bergen, T. (2011). Exploring a two-dimensional model of mentor teacher roles in mentoring dialogues. *Teaching and Teacher Education, 27*(2), 320-331.

Curriculum Developer

Trends in curriculum development: competences, research-based, realistic, core practices, etc.

Teacher educators are often followers, and focus on the development of their 'own' parts of a programme

Struyven, K. & De Meyst, M. (2010). Competence-based teacher education: Illusion or reality? An assessment of the implementation status in Flanders from teachers' and students' points of view. *Teaching and Teacher Education, 26*(8), 1495-1510.

Korthagen, F., Loughran, J., & Russell, T. (2006). Developing fundamental principles for teacher education programs and practices. *Teaching and Teacher Education, 22*(8), 1020-1041.

Grossman, P., Hammerness, K. & McDonald, M. (2009). Redefining teaching, re-imagining teacher education. *Teachers and Teaching, 15*(2), 273-289.

Gatekeeper

Assessment is based on standards and profiles and is often concentrated on portfolio's and schoolpractices

The interpretation of standards differ. Assessment of portfolio's is often not summative and lacks validity. Assessment of school practices is often unclear: is it about practice or competences?

Delandshere, G. & Arens, S. A. (2003). Examining the quality of the evidence in pre service teacher portfolios. *Journal of Teacher Education, 54*(1), 57-73.
Smith, K. (2010). Assessing the practicum in teacher education – Do we want candidates and mentors to agree? *Studies In Educational Evaluation, 36*(1-2), 36-41.

Broker

Aim: Bridging the gap between theory and practice, between teacher education institutions and schools

Focus:

Support student learning

Create a third space (community)

Support inquiry

Focus on consistency and consolidation

He An E. (2009). Bridging the gap between teacher educator and teacher in a community of practice: a case of brokering. *System 37(2009)* 153-163.

Martin, S. D., Snow, J. L., & Torrez, C. A. F. (2011). Navigating the terrain of third space: Tensions within relationships in school-university partnerships. *Journal of Teacher Education, 62*(3), 299-311.

Professional development: Internal issues

Attention for (the development of) your personal characteristics

Fitting with gaps in your knowledge about being a teacher educator

Know institutional and school expectations (and rewards)

Participate in communities of learners in which inquiry is a central focus

Report about your (self-study) research, internally as well as externally – go public

Professional development: External issues

(National) frame of reference

Supportive context, cultural as well as practical

Solid partnership between school and teacher educator institutions

Programs focused on teacher educators

Opportunities to learn together with colleagues

Stimuli to focus on making behavior explicit, to reflect and to offer and receive productive feedback

Facilities and support to (collaboratively) study one's own practice

Strenghtening the learning of future teachers

What can you do to further bridge the gap between teacher education institutions and schools?

3. Teacher educators and collaboration between schools and universities/colleges

Literature review 2012-2016

	Teaching and Teacher Education	Professional Development in Education	Journal of Teacher Education	European Journal of Teacher Education	Studying Teacher Education	Total number of abstracts
Broker/ Coll. TEI and schools	4	3	1	4	5	17

Scotland, Australia, Norway, Trinidad & Tobago, Netherlands, USA, England, France, Chili, Ireland

Four groups of studies: theoretical studies (2), survey among schoolleaders (1), studies about triades (11), collaborative projects (3).

Concepts

Third space (Zeichner, 2010): for different ways to connect academic and practitioner knowledge, non-hierarchical interplay, blurring the divide.

Boundary crossing: horizontal movement among practitioners (Engestrom, Engestrom Karkainen,1995).

Survey Chili: 52 school leaders

In 90% of the schools supervision of students was experienced as a (main) responsibility of the teacher education institution.

Recommendations:
- STE should always be involved in observations.
- ITE should know more about the school, the teachers, the routines.
- Students and ITE should adapt to the school culture (clothing).
- ITE should do useful research in the school (that is showing interest)

In sum: engagement, feeling part of the team, co-ordination.

Montecinos, C., Walker, H., Maldonado, F. (2015). School administrators and university practicum supervisors as boundary brokers for initial teacher education in Chile. *Teaching and Teacher Education, 49*, 1–10.

Triades: mostly self-studies by ITE's

Institution-based teacher educator and school-based teacher educator need to observe student teachers together.

- Disconnections between expectations and experiences (are emotional, need more attention)
- Shared expertise and involvement need to be developed (in between, bridging)

- ITE need more insight in school organisation and culture
- STE need to develop a TE identity and more knowledge about observation (focus on patterns instead of incidents, unpacking)

Problem: TEI and schools structures do not support sharing responsibilities

Collaboration

Norway: Teacher Education Institute works with three schools at a school development programme.

USA: Science Teacher Educational Partnership, focus on the development of a model for collaboration

Scotland: Joint observation and related tripartite dialogue as key element in developing collaborative partnerschip and horizontal expertise in and for teacher education

Postholm, M. 2016). Collaboration between teacher educators and schools to enhance development *European Journal of Teacher Education, 39* (4), 452-470.
Jones, M., Hobbs, L., Kenny, J., Campbell, C., Chittleborough, G., Gilbert, A., Herbert, S., Redman, C. (2016). Successful university-school partnerships: An interpretive framework to inform partnership practice. *Teaching and Teacher Education, 60*, 108–120.

The Scottish example

- 10 ITE, 198 students and their STE (75% attendence)
- 12 half days for collaborative professional development: focus on co-construction (sometimes including students)

Results:
- More open dialogue
- Input from schools into the TE program
- Strenghtening of partnership between ITE and STE
- High approval of joint observations, medium approval of joined dialogue from STE (lack of skills?)
- No alligned collaborative research.

Mtika, P., Robson,D., Fitzpatrick, R. (2014). Joint observation of student teaching and related tripartite dialogue during field experience: Partner perspectives. Teaching and Teacher Education,39, 66-76.

Reflection on Scottish example

Solid partnership between TEI and schools with

- A focus on the students' learning
- Collaborative learning community, focus on being teacher educators, facilitated over a longer period of time
- Familiarity with institutional and school expectations and reciprocal input

But:

- More attention for unpacking skills and knowledge of STE seems needed
- Accompanying research only by ITE's

- Els' story

"Olaf Holzapfel (...) has long been interested in boundaries, demarcations, and frontiers—or, more precisely, in interstitial spaces, what is possible *in between*."

Thank you!

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