Roles and professional development of teacher educators

Mieke Lunenberg
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1. A brief history of the growing attention for teacher educators
The start (1992-1993)


1993:
- S-STEP (Self-Study of Teacher Education Practices) established
- Publication of Ducharme’s book: *The lives of teacher educators*.
Who are we?

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

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

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.


Studying Teacher Education (2005)


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)


‘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).
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


A review study

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%

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Number of studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher of teachers</strong></td>
<td>67</td>
</tr>
<tr>
<td><strong>Researcher</strong></td>
<td>26</td>
</tr>
<tr>
<td><strong>Coach</strong></td>
<td>25</td>
</tr>
<tr>
<td><strong>Curriculum developer</strong></td>
<td>14 (no studies on professional development)</td>
</tr>
<tr>
<td><strong>Gatekeeper</strong></td>
<td>8 (no studies on professional development)</td>
</tr>
<tr>
<td><strong>Broker</strong></td>
<td>11 (1 study on professional development)</td>
</tr>
</tbody>
</table>
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*


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(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)*


Coach (focus on school)

Local guide

Advisor with regard to curriculum and practice

Stimulator of reflection for transfer and of theoretical underpinning

*Often missing* ...


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


Gatekeeper

Assessment is based on standards and profiles and is often concentrated on portfolio’s and school practices

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?

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

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
Strengthening 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

<table>
<thead>
<tr>
<th>Broker/Coll. TEI and schools</th>
<th>Teaching and Teacher Education</th>
<th>Professional Development in Education</th>
<th>Journal of Teacher Education</th>
<th>European Journal of Teacher Education</th>
<th>Studying Teacher Education</th>
<th>Total number of abstracts</th>
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<td>1</td>
<td>4</td>
<td>5</td>
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</tr>
</tbody>
</table>

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.

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.

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 partnership and horizontal expertise in and for teacher education


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The Scottish example

- 10 ITE, 198 students and their STE (75% attendance)
- 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
- Strengthening of partnership between ITE and STE
- High approval of joint observations, medium approval of joined dialogue from STE (lack of skills?)
- No aligned collaborative research.

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

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“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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