

Teacher educators' professional learning and development needs

Gerry Czerniawski – University of East London, UK

Ann MacPhail – University of Limerick, Ireland

Ainat Guberman – MOFET Institute Research Authority, Israel

InFoTED

InFo-TED is an international forum of teacher educators working to support the professional development of all teacher educators.

Current members are from England, Flanders/Belgium, Ireland, Israel, Netherlands, Norway Scotland, Australia and USA

The InFoTED Survey

- **Sections:**
 - (i) Roles and demographics
 - (ii) attitudes towards and actual involvement in research
 - (iii) professional learning opportunities and needs

The InFoTED Survey

- **Respondents**

- HE based TEs

- 562 in SurveyMonkey

- (& approximately 150 additional completed paper and pencil surveys from Flanders/Belgium, Israel and Netherlands)

Demographics

- University (74%) College (28%)
- PhD (53%) Masters (40%)
- Female (70%) Male (30%)
- Full-time (78%) Part-time (6%)
- Permanent (83%) Fixed term (10%)
- Primary (33%) Secondary (50%)
 Post 16 (21%) University (23%)
- 35-44 (24%) 45-54 (36%) 55-64 (28%)

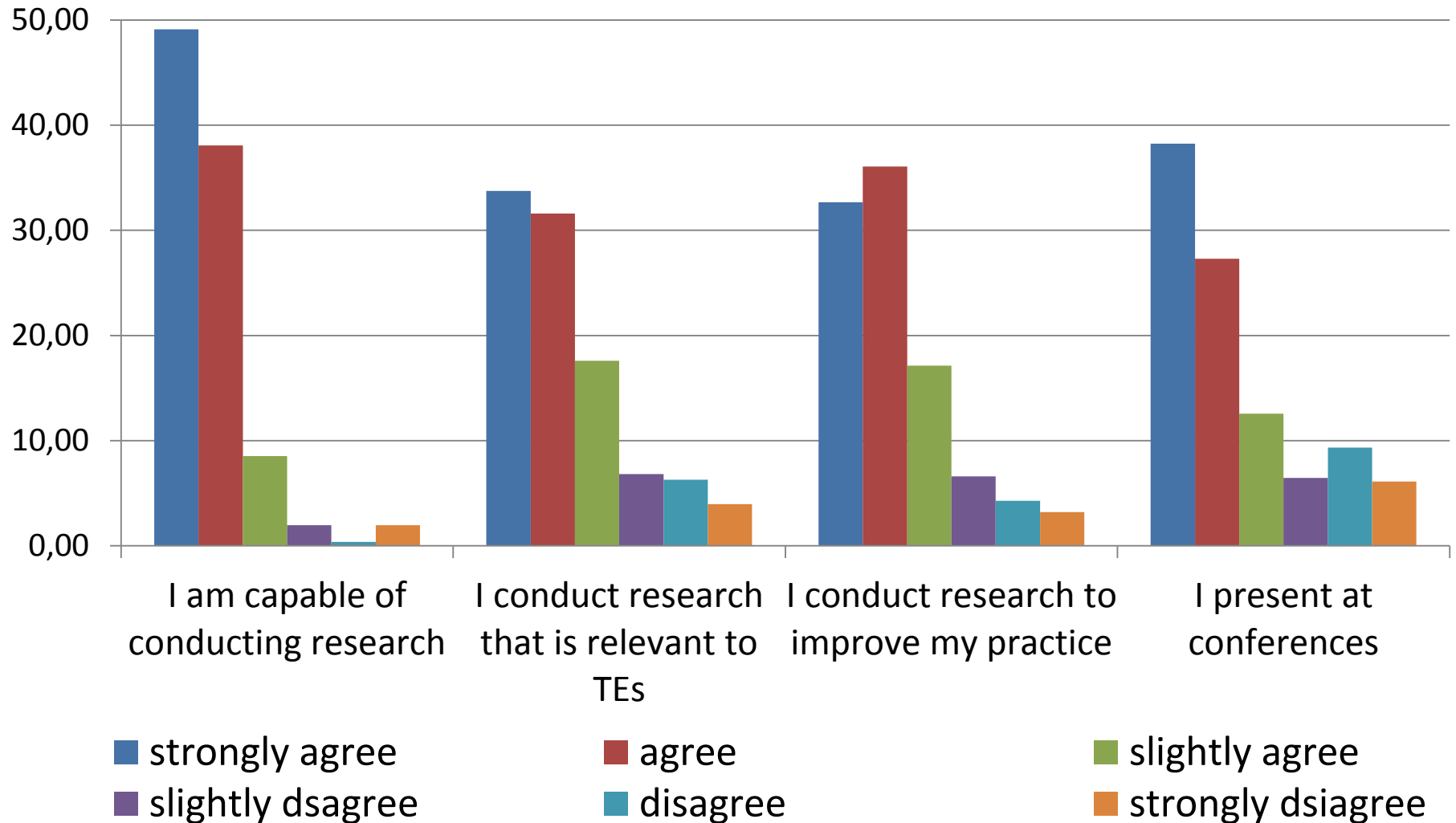
Identity Marker

Role	N	%
Teacher Educator	291	48.5
Teacher	129	21.5
Academic	121	20.2
Researcher	30	5.0
Mentor	29	4.8

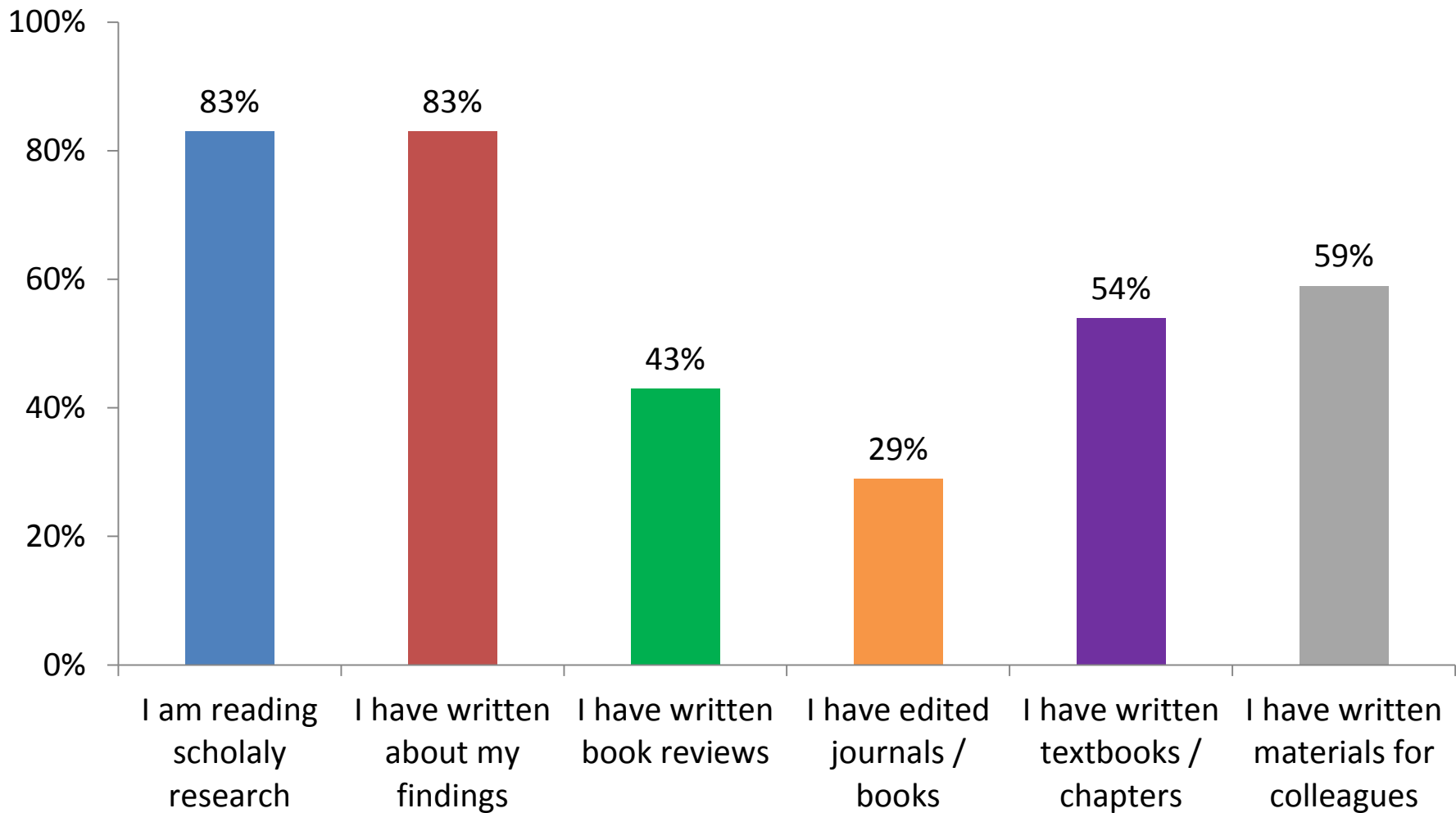
Attitudes toward Research

	M	SD
Research is essential for TE	5.29	.98
TEs have a responsibility towards their students to study their own practice	5.27	.99
TEs should conduct research to contribute to the wider knowledge base on TE	5.20	.98
TEs should regularly conduct research to improve their practice	5.11	1.03
TEs should investigate their own beliefs and practices	5.10	1.04

Research Involvement



Types of Research / Scholarly Activities



Satisfaction with professional learning opportunities to date

Answer Choices	Responses	
6 (extremely satisfied)	6.42%	33
5	10.70%	55
4	21.98%	113
3	32.88%	169
2	22.76%	117
1 (extremely dissatisfied)	5.25%	27

Interest in further professional learning

Answer Choices	Responses	
6 (very much)	44.16%	227
5	27.82%	143
4	18.87%	97
3	6.81%	35
2	1.56%	8
1 (not at all)	0.78%	4

What sorts of professional learning activities do you most value?

- Personal Reading ✓
- Informal learning conversations with colleagues ✓
- Visits to other schools/teacher education institutions ✓
- Action Research ✓
- Training activities within your own institutions ✗
- Observation by/of colleagues ✗
- On-line learning ✗

Factors influencing engagement in professional learning

- The extent to which the activity addresses teaching and learning ✓
- Knowledge of who the providers are ✓
- The location of the activity ✓
- The availability of staff to cover teaching/learning/normal work ✓
- The extent to which a salary rise might be one outcome from the learning activity ✗

Areas for further professional learning

Current developments & best practice in teacher education ✓

Curriculum Development ✓

Research Skills ✓

Scholarly writing (support for publication and bids) ✓

Technology & Social Media ✓

Areas for further professional learning

Time (writing, reading, engaging with CPD and research) ✓

Coaching and mentoring (Norway, Netherlands and Belgium) ✓

Specialization in academic administration ✗

What professional learning opportunities would best meet these needs?

- TIME!
- Targeted mentoring with experienced colleagues
- Conferences attendance
- Workshops
- Informal and ‘facilitated’ collaboration with colleagues
- Writing retreats

Initial Observations

- Although TEs don't identify themselves as researchers their attitudes toward research are very positive
- More than 85% claim they are capable of doing research
- About 67% say they are actively involved in research
- TEs are interested in further professional development

Initial Observations

- The most valued areas are: teaching and learning (including ‘Pedagogy’) & developments in teacher education, research skills and academic writing
- High value placed on collaborative professional learning
- Little demand for on-line professional learning and formal courses

Where now?

- Submission of abstract to AERA 2016
- ‘Clean’ data set including surveys not completed through Survey Monkey identifying inclusion and exclusion criteria
- Discussion on publishable outputs from the survey data
- 148 individuals have volunteered to participate in follow-up interviews
- Surveying school based TEs

Thank you!



Gerry Czerniawski – University of East London – email:
g.czerniawski@uel.ac.uk