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Some background

- EU – the importance of well prepared and highly-qualified teacher educators: *Supporting the Teaching Professions for Better Learning Outcomes (2012)* and *Supporting Teacher Educators for Better Learning Outcomes (2013)*.

‘If teachers are the most important in-school factor influencing the quality of students’ learning, the competences of those who educate and support teachers must be of the highest order.’ (p.54)

Some European Initiatives

- The Netherlands a *'Professional Standard of Teacher Educators'* (VELON, 2012)
- Belgium -, the *'Flemish Teacher Educator Development Profile'*. (VELOV, 2012)
- England for instance, developed the *"Guidelines for the induction of newly appointed lecturers in Initial Teacher Education"* (Boyd, Harris, & Murray, 2007).
- Norway - NAFOL - the *'Norwegian National Graduate School in Teacher Education'* - (Østern & Smith, 2013).

InFo-Ted: An Agenda for Action

- Political developments and the missing conceptual dimension.
- No fixed recipe for being a good teacher educator, therefore the need for a forum where “we can share experiences, exchange ideas and research, and learn from each other”
- Info-TED is conceived.

The journey so far...

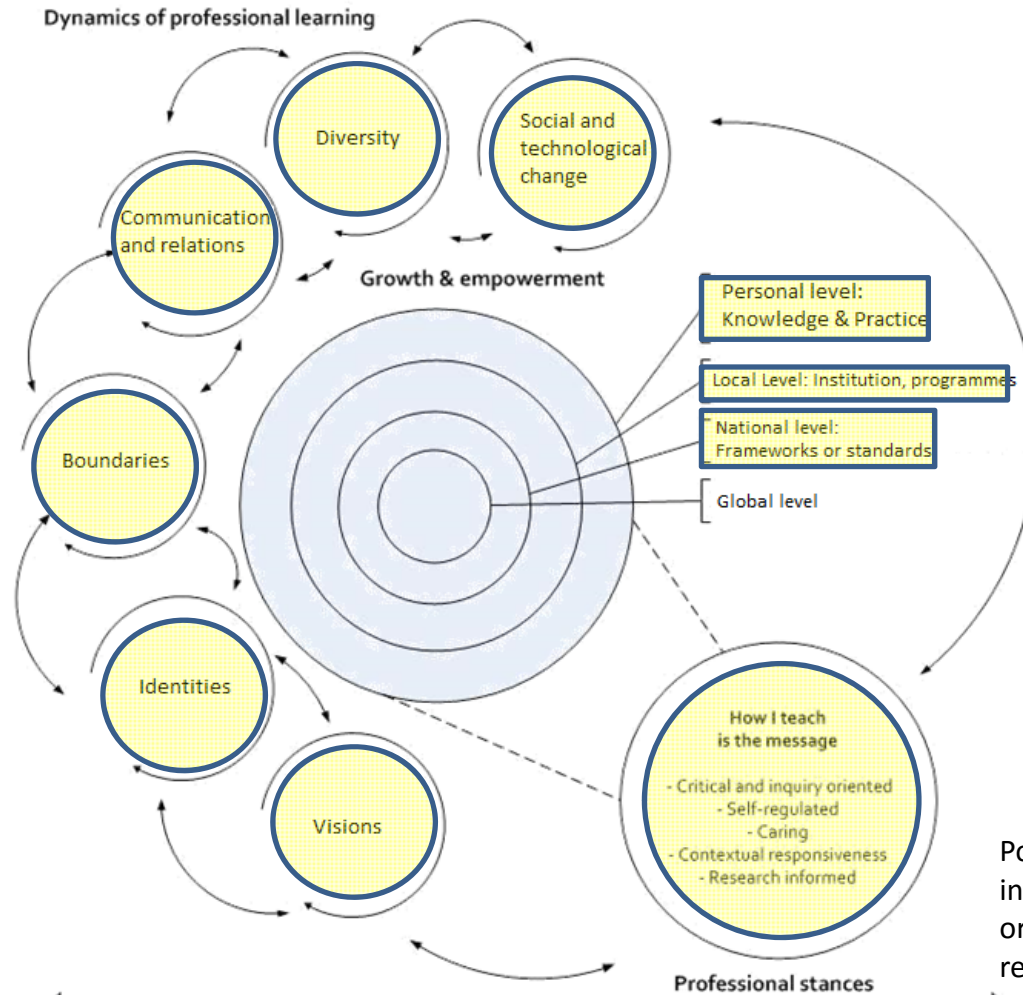
- Amsterdam, January 2014.
- Cork, June 2014.
- Trondheim, March 2015
- (Aberdeen October 2015)
- (Ghent?)

- The general aim of InFo-TED is to bring together people across the world the exchange research and practice related to teacher educators' professional development. As such, InFO-TED proposes concerted actions at institutional, national and international levels that create opportunities and incentives rather than requirements. More in particular, and in line with the conceptual framework, we set an agenda with the following key goals:

The Model

- The purpose of the model remains first of all descriptive and communicative. Our model should not be read as a normative “blueprint” (Kelchtermans, 2013) to prescribe professional development or to assess teacher educators’ professionalism (and to assess whether somebody meets or doesn’t meet the listed criteria for professional practice).
- Neither should the model be used in the accreditation of training programs for teacher educators.

Figure: A Conceptual Model of Teacher Educators' Professional Development



The left hand side of the model provides a non-exhaustive list of the content domains that we believe ought to be included in opportunities for teacher educator professional development.

The central goal of teacher educator development is their empowerment to successfully (or more successfully) design and enact their practices.

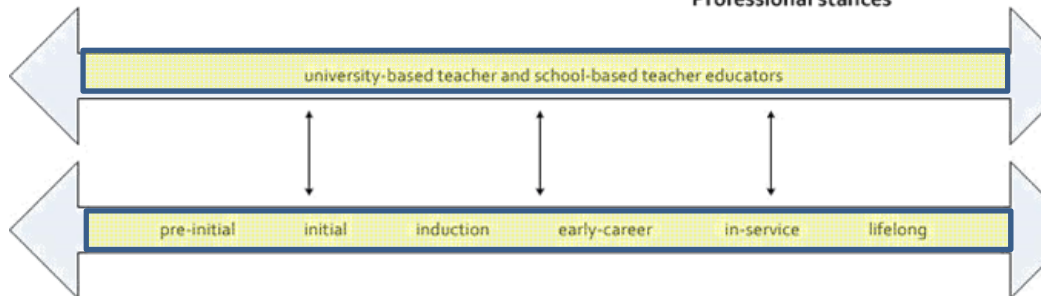
With the last line we stress the importance of thinking of teacher educators' practice as not only situated in a spatial context (organization, institute), but always also in a temporal context.

In the model the starting point for the professional development of teacher educators is their practice.

Individual practices are always situated in particular organisational contexts

The practices by the teacher educators in their diverse organisational contexts are framed and influenced by policy measures (including national frameworks or guidelines, standards, evaluation procedures, etc.).

Possible messages are related to, for instance, being critical and inquiry-oriented, self-regulated, contextual responsiveness, research-informed, etc.



The first arrow reminds us that thinking about teacher educators' professional development means thinking about both university and school-based teacher educators.

- The starting point for teacher educators' professional development should lie in teacher educators' actual practice.
- Not a “blueprint” approach.
- The InFo-TED conceptual model starts from the full appreciation of the work teacher educators are doing in the way they are doing it - or enacted practice.

References

- Boyd, P., Harris, P., & Murray, J. (2007). *Becoming a teacher educator: Guidelines for the induction of newly appointed lecturers in initial teacher education*. York: The Higher Education Academy.
- European Commission (2012). *Supporting the teaching professions for better learning outcomes*. Commission Staff Working Document SWD(2012) 374. Strasbourg: European Commission.
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- Östern, A. L. & Smith, A. (2013). Response of the National Graduate School for Teacher Education NAFO, to the call for a more research based teacher education in Norway. In A. L. Östern, K. Smith, T. Ryhaug, T. Krüger, & M. B. Postholm (Eds.) *Teacher education research between national identity and global trends*, (pp. 13–28). Trondheim, Norway: Akademia Publishing.

Contact and links



<http://www.ntnu.edu/info-ted>



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