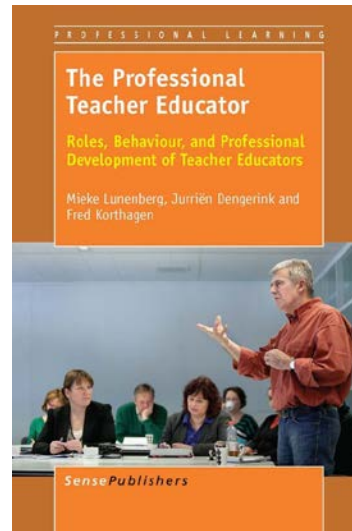


Approaches and conditions for teacher educator development. What works?



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

Review study

- Extensive analysis of international studies on teacher educators
- Six roles of teacher educators: Teacher of teachers, Researcher, Coach, Curriculum developer, Assessor, Broker
- Overview of studies on the professional development of teacher educators (only for the roles of Teacher of teachers, Researcher and Coach)

Additional: some recent studies

What works?

- Custom-made approach
- Several forms of support
- Stimulating context: frame of reference, research culture, strong partnership TEI's and schools



Custom-made approach

Take into account the diverse background of teacher educators:

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

Fit in with (gaps) in prior knowledge and experience

And with regard to professional development in the *role of researcher*: build on values and missions of teacher educators

- Byrd, D. R., Hlas, A. C., Watzke, J., & Valencia, M. F. M. (2011). An Examination of Culture Knowledge: A Study of L2 Teachers' and Teacher Educators' Beliefs and Practices. *Foreign Language Annals*, 44(1), 4-39.
- Silova, I., Moyer, A., Webster, C., & McAllister, S. (2010). Re-conceptualizing professional development of teacher educators in post-Soviet Latvia. *Professional Development in Education*, 36(1-2), 357-371.
- Van Velzen, C., van der Klink, M., Swennen, A., & Yaffe, E. (2010). The induction and needs of beginning teacher educators. *Professional Development in Education*, 36(1-2), 61-75.

Several forms of support

- Mentor (structural, non-hierarchical)
- Learning with colleagues (informal, peer observations)*
- Community of learners (breaking of isolation, improvement of teaching, professional development by inquiry)
- Programs focused on teacher educators
- Support for studying one's own practice

Recent study: 7 of 25 interviewed teacher educators wanted to become more international oriented, 2 wanted to improve their foreign language skills to become more active outside their country.

- Boei, F., Dengerink, J., Geursen, J., Kools, Q., Koster, B., Lunenberg, M., & Willemsse, M. (2015). Supporting the professional development of teacher educators in a productive way. *Journal of Education for Teaching*, DOI:10.1080/02607476.2015.1080403
- Van der Klink, M., Kools, Q., Avissar, G., White G., & Sakata, T. (2016): Professional development of teacher educators: what do they do? Findings from an explorative international study, *Professional Development in Education*, DOI: 10.1080/19415257.2015.1114506
- Murray, J. (2008). Teacher educators' induction into Higher Education: Work-based learning in the micro communities of teacher education. *European Journal of Teacher Education*, 31(2), 117-133.
- Lunenberg, M., Zwart, R. & Korthagen, F. (2010). Critical issues in supporting self-study. *Teaching and Teacher Education*, 26 (6), 1280–1289.
- Shagrir, L. (2010). Professional development of novice teacher educators: Professional self, interpersonal relations and teaching skills. *Professional Development in Education*, 36(1-2), 45-60
- Vanassche, E. (2014). *(Re)constructing teacher educators' professionalism: Biography, workplace and pedagogy*. Proefschrift KU Leuven.



Role specific support

- Teacher of teachers: Support second order teaching and explicit modelling
- Researcher: Provide role models, encourage collaboration, support writing and going public
- Coach: Support the move from being a local guide to becoming a schoolbased teacher educator (reflection – theoretical underpinning)

- 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.
- Geursen, J., de Heer, A., Korthagen, F. A. J., Lunenberg, M., & Zwart, R. (2010). The importance of being aware: Developing professional identities in educators and researchers. *Studying Teacher Education*, 6(3), 291-302.
- 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.
- Loughran, J.J. (2006). *Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching*. Abington, UK: Routledge.
- Loughran, J. & Berry, A. (2005). Modelling by teacher educators. *Teaching and Teacher Education*, 21(2), 193-203.
- Murray, J., & Male, T. (2005). Becoming a teacher educator: Evidence from the field. *Teaching and Teacher Education*, 21(2), 125-142.
- Smith, K. (2005). Teacher educators' expertise: What do novice teachers and teacher educators say? *Teaching and Teacher Education*, 21(2), 177-192.

Stimulating context: Availability of a frame of reference

- Ownership, no straightjacket

Examples: Development profile, Belgium (Flanders) and Professional standard, The Netherlands

- Knowledge base

Examples: The Netherlands, Israel

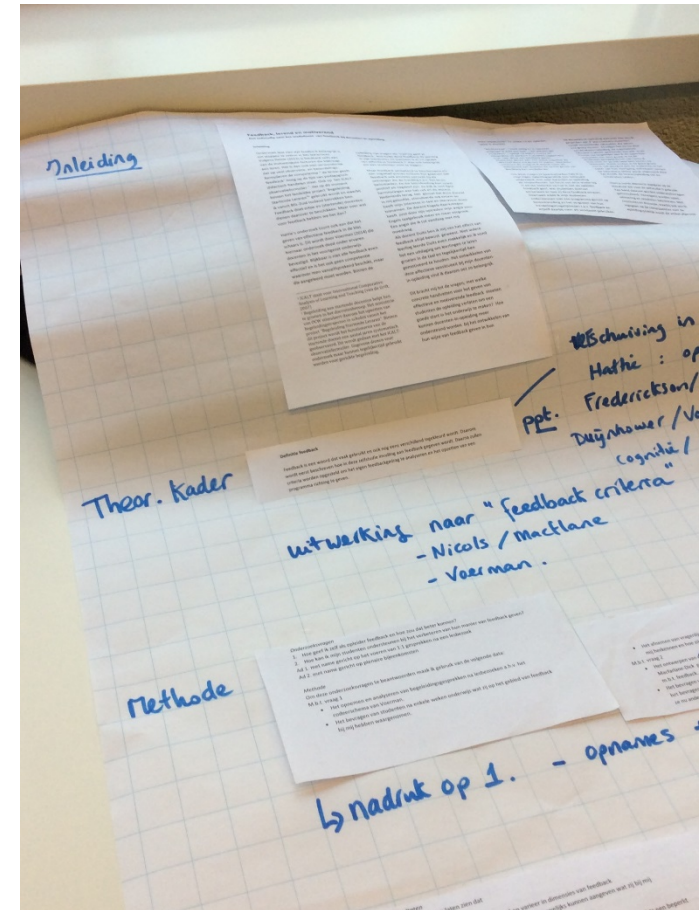
- Koster, B. & Dengerink, J. J. (2008). Professional standards for teacher educators: How to deal with complexity, ownership and function. Experiences from the Netherlands. *European Journal of Teacher Education*, 31(2), 135-149.
- Mets, B., & Van den Hauwe, J. (2013). Vlaamse lerarenopleiders weten waar naar to! Het ontwikkelingsprofiel als professionaliseringsinstrument. *Tijdschrift voor Lerarenopleiders* 34 (4), 31-42.
- Shagrir, L. (2010). Professional development of novice teacher educators: Professional self, interpersonal relations and teaching skills. *Professional Development in Education*, 36(1-2), 45-60

Stimulating context: Research culture

- Institutional reflection and reframing: what counts as research?
- Explicit institutional expectations and requirements
- Support, resources, time

Example: NAFOL, Norway

- 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.
- Houston, N., Ross, H., Robinson, J., & Malcolm, H. (2010). Inside research, inside ourselves: Teacher educators take stock of their research practice. *Educational Action Research*, 18(4), 555-569.
- Lunenberg, M., Zwart, R. & Korthagen, F. (2010). Critical issues in supporting self-study. *Teaching and Teacher Education*, 26 (6), 1280–1289.
- Smith, Kari. (2015) The Role of Research in Teacher Education. *Research in Teacher Education*. vol. 5 (2).
- 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



Stimulating context: Strong partnership TEI's and schools

- Acknowledge fading boundaries
- 'Broker':
 - Support student learning
 - Create a third space (community)
 - Support inquiry
 - Focus on consistency and consolidation

- He, A. E. (2009). Bridging the gap between teacher educator and teacher in a community of practice: A case of brokering. *System*, 37(1), 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.
- Poyas, Y. & Smith, K. (2007). Becoming a community of practice. The blurred identity of clinical faculty teacher educators. *Teacher Development*, 11(3), 313-334.
- Williams, J. (2014). Teacher Educator Professional Learning in the Third Space: Implications for Identity and Practice. *Journal of Teacher Education*, 65 (4), 315-326.

“I will never again take for granted the skills, expertise and knowledge required to be a teacher educator.” (Ritter, 2007, p. 107)



David Hockney, The Grand Canyon