

The International Forum for Teacher Educator Development (Info-TED)



InFo-TED meeting
Brussels, June 1, 2016



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

Strengthening the conditions for
professional learning of teacher educators



InFo-TED

<https://www.ntnu.edu/web/international-forum-for-teacher-educator-development/councilmembers>

International Forum for Teacher Educator Development (InFo-TED)

- Established at AERA 2013
- Norway, Netherlands, Belgium, England, extended with Scotland, Ireland, and with representatives from Israel, USA and Australia
- Mission: "*to bring together, exchange and promote research, policy and practice related to teacher educators' professional development so as to develop the professional identities and knowledge bases of those who prepare and support teachers as a means of advancing the state of teacher education in Europe and globally*".
- Meetings: twice a year and in between at conferences
- Activities: development conceptual model, conference presentations, development survey, conducting survey, writing papers, writing and submitting a funding proposal

For more information: <https://www.ntnu.edu/info-ted>

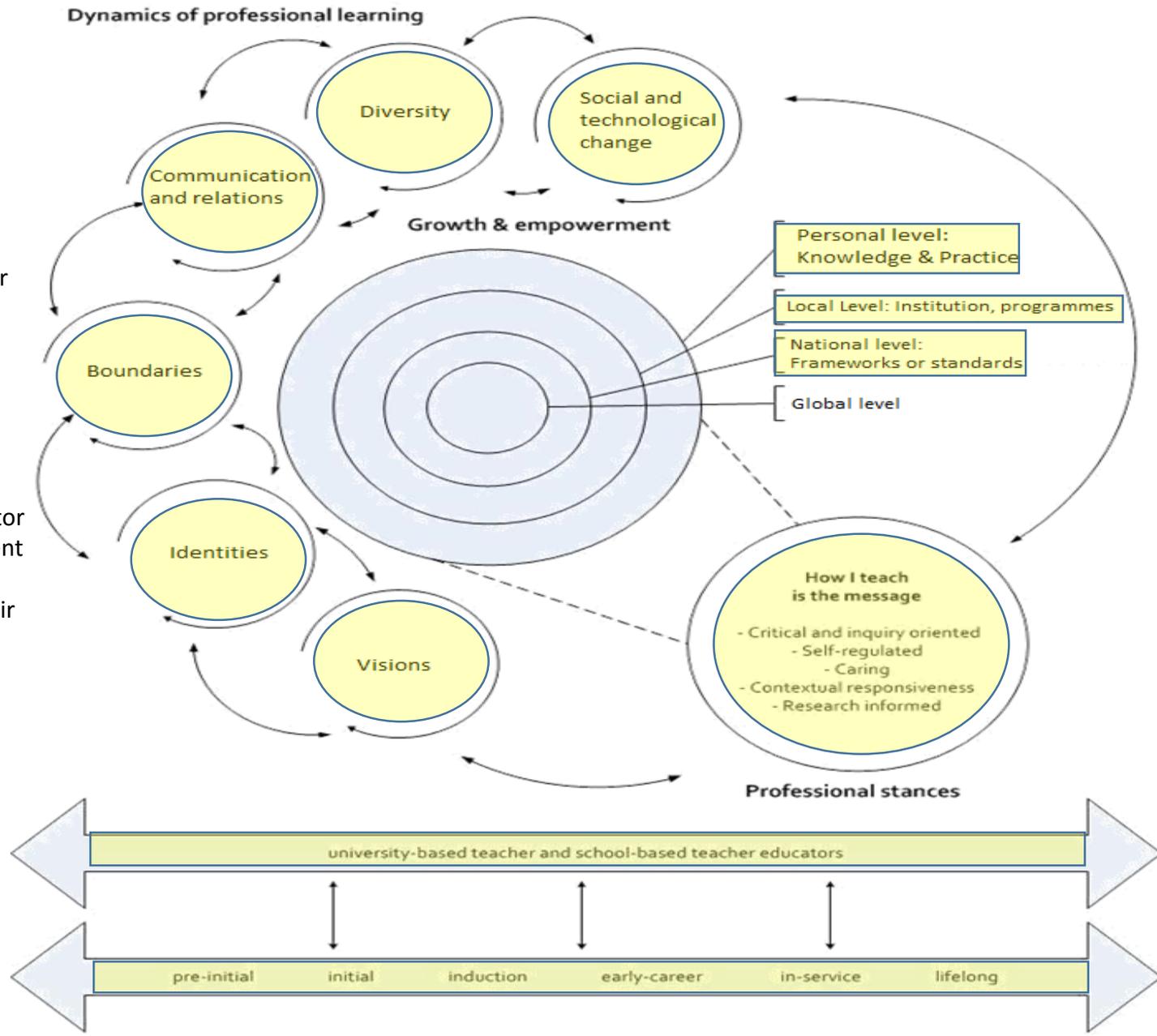
Teacher Educators' professional development

- 'linchpins in educational reforms' (Cochran-Smith, 2003)
- second order teaching (Murray and Male, 2005)
- pedagogy of teacher educators (Loughran, 2006)
- roles of teacher educators (Lunenberg, Dengerink, Korthagen, 2014): teacher of teachers, researcher (Tack & Vanderlinde, 2014), coach, curriculum developer, gatekeeper and broker.
- professional learning designs for various 'stages' of working as a teacher educator (Kosnik et al., 2011)
- 'multifaceted teacher educator' (Smith, 2011).

Also: Recognition of the need for professional development of teacher educators by policy makers (European Commission, 2013)

- Teacher educators form a special group of professionals
- Teacher educators' learning and development have been neglected
- There is more to be a teacher educator than having a PhD, disciplinary or educational
- Teacher educators can best learn from each other
- Teacher education is both generic and contextualized
- Induction of new teacher educators needed
- Research needed to develop understanding for TEs' professional knowledge base, their practices and their lives

Figure: A Conceptual Model of Teacher Educators' Professional Development



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

Individual practices are always situated in particular organisational contexts

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

Messages are related to, e.g. being critical and inquiry-oriented, self-regulated, contextual responsive, research-informed.

Teacher educators' professional development means thinking about both university and school-based teacher educators.

There is a non-exhaustive list of the content domains 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.

Teacher educators' practice is not only situated in a spatial context (organization, institute), but always also in a temporal context.