InFo TED — International Forum for Teacher Educator Development

Personal, local, national and global level – Futher Reading

Contents

Connecting personal, local and global

Edwards, A. (2005). Relational agency: Learning to be a resourceful practitioner. *International Journal of Educational Research, 43*(2005), 168-182.
http://dx.doi.org/10.1016/j.ijer.2006.06.010

Professional practice is usually seen as developed and enacted within specific institutional settings. However, new forms of practice are being required which call for a capacity to work with other practitioners and draw on resources that may be distributed across systems to support one's actions. In this paper the concept of relational agency is described and illustrated with reference to a series of research studies. It is argued that relational agency leads to an enhanced form of professional agency which is of benefit to the objects of practice. The analysis is located within Cultural Historical Activity Theory (CHAT) and implications for CHAT are also discussed.

Murray, J. (2014). Teacher educators' constructions of professionalism: a case study. AsiaPacific *Journal of Teacher Education, 42*(1), 7-21.
http://dx.doi.org/10.1080/1359866X.2013.870971

This article addresses an under-researched area of teacher education by analysing teacher educators' constructions of their professionalism and the constituent professional resources and senses of identity on which that professionalism draws. The research is an embedded case study of 36 teacher educators in two Schools of Education in England, using questionnaires and interviews. The study is framed by a broadly sociological concern with the (re)production of social patterns and relations through teacher education. The findings show that three modes of professionalism were constructed by educators within the sample group, with each deploying professional resources and senses of identity in varying ways to position individuals as credible and legitimate practitioners within the field of teacher education. The paper argues that professionalism may well be influenced by the complex interrelationships among individual biography, institutional setting, and national imperatives for teacher education.
Keywords: professionalism; professional capital; professional resources; teacher educators

Townsend. T. (2011). Thinking and acting both locally and globally: new issues for teacher education. *Journal of Education for Teaching, 37*(2), 121-137.
https://doi.org/10.1080/02607476.2011.558263

Over the course of education's history, there have been four key shifts in the way in which education has been seen and organised. These are identified as Thinking and Acting Individually, Thinking and Acting Locally, Thinking Nationally and Acting Locally, and Thinking Internationally and Acting Locally. Each shift has seen a new set of imperatives for schools and teacher education. These changes now seem to be coming more frequently and the paper argues that, since we still have not achieved a quality education for all students, one further shift is needed, to Thinking and Acting both Globally and Locally. Such a move has implications for educational policy, and for both school and classroom practice. In turn, this shift identifies implications for the education of teachers and school leaders. The paper identifies what some of these changes might be and what teacher education needs to do to prepare teachers and school leaders for an increasingly complex future.
Keywords: teacher education; school leadership; educational change; global thinking; teacher capability; leadership styles

Global

Adamson, B. (2012). International comparative studies in teaching and teacher education. Review. *Teaching and Teacher Education, 28***(2012), 641-648.**
http://dx.doi.org/10.1016/j.tate.2012.02.003

This review of eight papers published in Teaching and Teacher Education over the past twenty years shows how the profession has been impacted by the forces of globalisation. The impact varies in different contexts, according to local factors. The review looks at papers that use explicit international comparisons as a means to bring local contextual characteristics into sharp relief, and discusses the values and pitfalls of this approach. The review concludes by suggesting a possible future agenda for international comparisons, one that seeks answers to the domestic challenges of the Millennium Development Goals and Education for All by looking for solutions overseas. However, international appropriation needs to remain highly sensitive to the cultural context of implementation.

Altbach, P. (2013). Globalization and forces for change in higher education. In P. Altbach (Ed.), *The International Imperative in Higher Education. Global Perspectives on Higher Education* **(pp. 7-10). Rotterdam / Boston / Taipei: Sense Publishers.**
https://dx.doi.org/10.1007/978-94-6209-338-6_2

What is globalization and how does it affect higher education policy and academic institutions? The answer is deceivingly simple and the implications are surprisingly complex. For higher education, globalization implies the broad social, economic, and technological forces that shape the realities of the 21st century. These elements include advanced information technology, new ways of thinking about financing higher education and a concomitant acceptance of market forces and commercialization, unprecedented mobility for students and professors, the global spread of common ideas about science and scholarship, the role of English as the main international language of science, and other developments. Significantly, the idea of mass access to higher education has meant unprecedented expansion of higher education everywhere— there are about 134 million students in postsecondary education worldwide, and many countries have seen unprecedented and sustained expansion in the past several decades. These global trends are for the most part inevitable. Nations, and academic institutions, must constructively cope with the implications.

Aubusson, P. & Schuck, S. (2013) Teacher education futures: today's trends, tomorrow's expectations, *Teacher Development: An international journal of teachers' professional development, 17***(3), 322-333.**
http://dx.doi.org/10.1080/13664530.2013.813768

Education is facing significant political and contextual challenges that will impact its future. This study employs a Delphi methodology to investigate teacher educators' views of current trends and their consequences for teacher education futures. Interviews were conducted with a sample of expert teacher educators drawn from eight countries. This provided international perspectives on both local and global trends. The data were analysed to identify and elaborate key themes reported by the participants. The article draws on these themes to develop brief narratives around current developments that the teacher educators argue will have a major impact on the future of teacher

education. These narratives are used to develop possible scenarios to inform thinking about teacher education futures.
Keywords: futures; scenarios; teacher education trends; teacher educators

Collinson, V. e.a. (2009). Professional development for teachers: a world of change. *European Journal of Teacher Education, 31*(1), 3-19.
http://dx.doi.org/10.1080/02619760802553022

As the industrialised world shifted to an interdependent and global society, formal schooling was quickly recognised as a major factor in achieving a knowledge society of lifelong learners capable of transforming and revitalising organisations. Teachers were encouraged to engage in learning together to improve teaching and, by extension, improve learning for the children in their care. This article identifies three emerging trends intended to broaden teachers' learning and enhance their practices through continuous professional development: glocalisation, mentoring, and re-thinking teacher evaluation. The body of the article indicates how these three trends are unfolding in Australia, England, Latvia, the Republic of Ireland, Scotland, Taiwan, and the USA. However, teachers cannot bring about necessary changes without organisational and systemic change; namely, collaboration with governmental agencies and other institutions. The authors suggest that transforming schooling in the twenty-first century depends on education policies being supported by expanded teacher participation in education policy-making, more coherent governmental policies across agencies, and collaborative, differentiated models for career-long continuing professional development.
Keywords: professional development; educational policy; educational practices

Dill, D.D. & Beerkens, M. (2013). Designing the framework conditions for assuring academic standards: lessons learned about professional, market, and government regulation of academic quality. *Higher Education, 65*(2013), 341-357.
http://dx.doi.org/10.1007/s10734-012-9548-x

The new demands of mass systems of higher education and the emerging environment of global academic competition are altering the traditional institutions for assuring academic standards in universities. As a consequence many nations are experimenting with new instruments for academic quality assurance. Contemporary government control of academic quality assumes three primary forms: ''oversight'' or direct regulation; ''competition'' or steering of market forces; and ''mutuality'' or professional self-regulation structured by the state. The challenge confronting all nations is to design a policy framework that effectively balances the forces of the state, the market, and the academic profession to assure academic standards in universities. Based upon the strengths and weaknesses observed in 14 policy analyses of innovative national instruments of professional self-regulation, marketbased regulation, and direct state regulation for assuring academic quality in universities, we outline the essential components of a national framework for assuring academic standards.
Keywords: Academic standards Academic quality assurance Higher education policy State regulation Market regulation Professional regulation Collective action

Gray, D.S. (2010). International perspectives on research in initial teacher education and some emerging issues. *Journal of Education for Teaching, 36*(4), 345-351.
https://doi.org/10.1080/02607476.2010.513839

To paraphrase Menter and Murray's (2009) introduction to the JET special issue in November 2009, in these times of international comparisons and educational league tables, it should come as no surprise that there is a great concern about initial teacher education. Fallon (2006) cites a number of studies to argue that one of the, if not the, most important influences on children's learning is the teacher. Thus, for governments to improve standing in international league tables, attention needs to be paid to the quality of the teachers produced by teacher education systems. As educators, however, our concerns are not so much with the standing in international league tables, but with the quality, including means and purposes, of our children's learning provision. Of course, governments would argue that that is their interest also and to suggest they are only concerned with international league tables is unnecessarily provocative, and that is probably true. However, what is clear from the literature is that globalisation and internationalisation are having a profound effect on education systems around the world, and often not in ways that can be viewed positively (Spring 2008; Tatto 2006). Globalisation and internationalisation being such a prominent feature influencing teacher education, this JET special issue brings together an international group of scholars based across the four continents of Asia, Australia, Europe and North America to provide international perspectives on research and issues in initial teacher education, drawing from their particular context. The impetus for this special issue grew from experiences of involvement in a major Scottish initiative in initial teacher education, the Scottish Teachers for a New Era (STNE) initiative. This initiative is based on the Teachers for a New Era (TNE) initiative in the United States, described later, and the cross-Atlantic networking and communication, as well as face-to-face conversations at international conferences that led to the increasing awareness that there were many issues impacting on initial teacher education internationally that were worthy of sharing in a journal special issue. Four of the papers in this special issue arise from the TNE initiatives (Ludlow et al.; Darling-Hammond et al.; Sosu et al.; Gray and Colucci-Gray), two from contributions made at international conferences and addressing teacher education research in Australia and New Zealand (Ure; Andreotti and Major) and the remaining two from communications in the academic arena dedicated to general trends in teacher education across continents (Korthagen; Tan et al.).

Miedema, S. & Bertram-Troost, G. (2015). The Challenges of Global Citizenship for Worldview Education. The Perspective of Social Sustainability. *Journal of Teacher Education for Sustainability,* *17*(2), 44-52.
https://doi.org/10.1515/jtes-2015-0010

In this paper the authors briefly present what their theoretical reflections and empirical research has yielded in respect to citizenship education and religious education. The theoretical as well as political and practical questions of the relationship of global citizenship and worldview education are scrutinized. The main focus is on the issue whether there is or could be a connection between the concepts of worldview education and global citizenship education from the point of view of inclusivity in respect to both concepts. Habermasís distinction between the concepts of democratic state citizenship and global or cosmopolitan citizenship is conceptually helpful. The authors also take into account the question of whether there is a certain educational, political or religious necessity on a national as well as global level to deal with this possible relationship as viewed through the lens of social sustainability.
Keywords: global citizenship education, democratic state citizenship, worldview education, inclusivity, social sustainability

Spring, J. (2014). *Globalization of Education: an Introduction*. **2nd edition. Abingdon, Oxon: Routledge.**

This text offers a comprehensive overview and synthesis of current research, theories, and models related to the intersection of global forces and education. Written in a signature clear, narrative style, it introduces the processes, institutions, and forces by which schooling has been globalized and examines the impact of these forces on schooling in local contexts.

Internationalisation

Sippel, C.M. (2017). *Understanding Teacher Educator Perspectives on the Internationalization of Teacher Education.* Dissertation. Minneapolis: University of Minnesota.
https://conservancy.umn.edu/handle/11299/190497

The purpose of this study was to examine the perspectives of teacher educators on the internationalization of their discipline. This study utilized both qualitative and quantitative methods, interviews, survey, and observation, to understand the views of the teacher educators in a homogenous and localized teacher education program. The study findings indicate that while the teacher educators in this case study are supportive of the internationalization of their discipline, a multitude of barriers prohibit its advancement. Perhaps most importantly the teacher educators saw themselves as one of the main barriers. They identified that they lack the appropriate background and experience to offer an internationalized program. It emerged that many of them are still experiencing a developmental trajectory in their own international understanding. This study helped to identify the stages of development for teacher educators and how institutions and discipline-specific organizations may engage teacher educators in the process of internationalization, especially making sure that efforts target teacher educators at the appropriate stage in their development. These lessons may be valuable for other teacher education programs, especially those with homogeneous and localized faculty demographics.

European

Caena, F. (2014). Comparative glocal perspectives on European teacher education. *European Journal of Teacher Education, 37*(1), 106-122.
http://dx.doi.org/10.1080/02619768.2013.845165

This article reports the findings of a PhD study, which offers comparative perspectives on teacher education in a period of reforms, inquiring into stakeholders' perceptions in English, French, Italian and Spanish contexts as case studies. The interaction of needs and constraints in European initial teacher education within higher education reforms, and the mediation between contrasting influences and diverse education cultures, are viewed as global phenomena: teacher education practices in different countries can be described as 'translations' of European policies, with innovative potential in glocal developments. This article explores some issues of the European dimension of teacher education, reporting the qualitative findings of the study, underpinned by a theoretical framework encompassing globalisation and social ecological studies. In the four case study contexts, the focus is on secondary teacher education; when a subject perspective is required, it concerns the area of modern languages, considering their transversal role in European education

policies. Findings from the national case studies come from a limited empirical sample, but can be of interest in showing emerging tensions and trends.
Keywords: educational policy; pre-service teacher education; secondary school teachers; teacher education curriculum; training needs

European Commission (2013). *Supporting Teacher Educators for better learning outcomes.* **Brussels: European Commission – Education and Training. 41 pp**.
https://ec.europa.eu/assets/eac/education/policy/school/doc/support-teacher-educators_en.pdf

Chapters: 1 Who are teacher educators? - Why are they important? - A profession increasingly in the public eye - A multi-faceted profession - Identity 2 A major challenge: coherent policy - The competences, professional learning and development of teacher educators - Communication, cooperation and collaboration - A fragmented institutional landscape - Moving forward 3 Professional competences and quality - Defining teacher educators' profiles - Professional knowledge and competences - Qualifications for teacher educators 4 Professional learning and development - Lifelong learning: a must for teacher educators - Selection and initial training – Induction - Continuous professional development - Delivering professional development for teacher educators - Policy conditions for teacher educators' learning 5 Improving our understanding of teacher education and teacher educators - Knowledge development - Policy exchange 6 Professional communities and associations 7 Responsibilities and roles of stakeholders - Key stakeholders - Roles and responsibilities - Social Dialogue 8 Conclusions Conclusions of the Peer Learning Conference 'Education2: Policy Support for Teacher Educators, Brussels, March 2012

European Commission / Public Policy and Management Institute (PPMI) (2017). *Preparing Teachers for Diversity: the Role of Initial Teacher Education. Final Report to DG Education, Youth, Sport and Culture of the European Commission.* **Brussels: European Commission.**
https://publications.europa.eu/en/publication-detail/-/publication/b347bf7d-1db1-11e7-aeb3-01aa75ed71a1/language-en

Chapters: 2. The need for better teacher preparedness for diversity 2.1. Challenges and opportunities of diversity in Europe 2.2. Teacher competences for diversity 3. Mapping of the policy landscape 3.1. Understanding diversity in national education policy 3.2. Focus on ITE for diversity in national policy goals 3.3. Defining competences for diversity 3.4. Quality assurance policies in ITE and diversity 3.5. Funding diversity policies and initiatives in ITE 4. Policy implementation 4.1. Introduction: Implementing effective ITE for diversity 4.2. Integrating diversity into ITE curricula 4.3. Preparing teacher educators for diversity 4.4. Improving ITE selection processes 4.5. Induction programmes for diversity 4.6. Support measures to improve ITE for diversity.4.7. Providing alternative pathways to the teaching profession 5. Effectiveness and transferability of selected ITE initiatives and measures 5.1. Evidence on effectiveness of ITE programmes from the literature 5.2. Effectiveness and impact 5.3. Enablers for success 6. Conclusions and recommendations 6.1. Conclusions 6.1.1. National education policies in Europe need a paradigm shift in their approach towards diversity 6.1.2. Competence-based ITE systems are more likely to effectively prepare student teachers for diversity, provided competences for diversity are welldefined 6.1.3. Transversal and comprehensive curricular approaches help to better prepare student teachers for diversity 6.1.4. Well-prepared teacher educators are key for effective ITE for diversity; however, there are very few initiatives in Europe to prepare them appropriately 6.1.5. A number of support measures and initiatives are being implemented across Europe to help current ITE systems adjust to the needs associated with classroom and societal diversity 6.1.6. There is a need for a supportive culture for change to be

developed at all levels for policies on ITE for diversity to be successfully implemented 6.2. Recommendations 6.2.1. Recommendations for national policy-makers and ITE providers 6.2.2. Recommendations for EU-level stakeholders 6.2.3. Recommendations for improving the evidence base

Kelchtermans, G., Smith, K., & Vanderlinde, R. (2017): Towards an 'international forum for teacher educator development': an agenda for research and action. *European Journal of Teacher Education***, Published online: 04 Sep 2017.**
http://dx.doi.org/10.1080/02619768.2017.1372743

The outcomes of an international collaborative project are presented, involving experienced teacher educators and researchers from eight different countries, who engaged in a series of structured discussions on the professional development of teacher educators. We start with an overview of the needs in practice and policy, as well as the research interests, making structured opportunities for teacher educator development necessary. As a first outcome, we present a model to conceptualise teacher educator development, grounded in a study of the international literature and the systematic critical discussion of its findings by the participants in the project. The model facilitates international (research) collaboration, mapping and guiding initiatives in policy and practice by providing both an overview of the complexities of teacher educator development and a language to discuss them. The second – structural- outcome is the establishment of InFo-TED – the International Forum for Teacher Educator Development
Keywords Teacher educators; Professional development; Professional learning; conceptual model

Lunenberg, M., Murray, J., Smith, K., & Vanderlinde, R. (2017). Collaborative Teacher Educator Professional Development in Europe: Different Voices, One Goal. *Professional Development in Education, 43***(4). 556-572**
http://dx.doi.org/10.1080/19415257.2016.1206032

In this article we present an embedded case study focused on the learning activities provided for and by us through our involvement in an international forum focused on the professional development of teacher educators. The aim of this research was to gain more insight into the complicated processes of professional learning across national borders. Data included personal narratives about learning and documentary analysis of written accounts of the forums' activities. Following a collaborative self-study approach we utilised an interactive exploration of the data, using coding techniques derived from grounded theory. We conclude that our professional learning can be seen through two inter-related perspectives. The first perspective is the interplay between our own learning and the ways in which we want to support colleagues in their professional development. The second perspective is the reciprocal effect of working in national as well as in transnational contexts. By studying our professional learning processes we developed insights into how a shared communal international forum can be established without losing individual voices and national perspectives. Moreover, through our involvement in an international forum we also continue to develop our own self-understanding as 'educators of teacher educators'.

Piesanen, E., & Välijärvi, J. (2010). *Teacher Education Curricula in the EU. Final Report.* **EU Education and Training 2010. Jyväskylä: University of Jyväskylä, Finnish Institute for Educational Research. 124 pp.**
https://jyx.jyu.fi/bitstream/handle/123456789/47654/ec2.pdf?sequence=2

Chapters: 1 Introduction 2 General context of the study 2.1 Concepts of skills and competences 2.2 Teachers' skills and competences in international discussion 2.3 Teacher education and economic growth 2.4 Background to the project 2.5 TE systems in the Member states 2.5.1 Initial TE 2.5.2 Induction 2.5.3 Teachers' in-service education 3 Implementation of the study 3.1 Objectives and outputs 3.2 Method and data collection 3.3 Phases of the study 3.4 About the data collection 3.5 Teachers' skills and competences in EU documents 3.7 Description of the empirical data 4 Teachers' skills and competences in te documents in the eu countries 4.1 Definition of teachers' skills and competences 4.2 Teachers' competences in initial TE 4.3 Teachers' competences in induction and in-service TE 4.4 Definition of TE curricula 4.5 Organisation of TE 4.6 Summaries of the case studies A. Catalonia B. Estonia C. Finland D. France E. Italy F. Romania G. Scotland G. Conclusions concerning the case studies 4.7 The main findings of the results 5 Conclusions and recommendations on te policy 5.1 Conclusions 5.1.1 Definition of competences required to work as a teacher 5.1.2 Definition of TE curricula 5.1.3 Organisation of Teacher Education 5.2 Recommendations on TE policies 5.3 Suggestions for further research 5.4 Improving European principles in TE

Schratz, M. (2014). The European Teacher: Transnational Perspectives in Teacher Education Policy and Practice. *C.E.P.S. Journal, 4*(4), 11-27.
https://www.pedocs.de/volltexte/2015/10057/pdf/cepsj_2014_4_Schratz_European_teacher.pdf

The future role of teachers in Europe will contribute to raising the awareness of a new expectation of what it means to be a "European Teacher". If there is unity in diversity through national identities, the question remains: what makes a teacher "European"? Answering this unusual question, one encounters several aspects that have strong national traits of what it means to teach in a particular country (e.g. political culture), which still does not enable teachers to easily move their employment from one country to another because of differences in career structure, teacher education, selection and recruitment, etc. However, there are many similarities in general teacher competences that are required throughout Europe and beyond. This paper looks at teacher professionalism from various perspectives, attempts to discern the "Europeanness" in teachers' work and mobility as a goal, and highlights particular policy development areas necessary to stimulate further discussions. The depiction of a European Doctorate in Teacher Education concludes the paper.
Keywords: teacher professionalism, European dimension, mobility, teacher education and competences, teacher education policies

Snoek, M. (2003). The Use and Methodology of Scenario Making. *European Journal of Teacher Education, 26*(1), 9–19.
https://doi.org/10.1080/0261976032000065607

In Europe the educational system is under constant revision. Based on the changes in society, education and teacher education are forced to adapt themselves to changing circumstances. Often these changes are lagging behind the changes outside schools and are motivated by the problems of today or yesterday. Forward-thinking strategies are hardly developed in education. Scenarios are powerful tools to create new perspectives on the future of (teacher) education, stimulating reflection, creativity and imagination. Scenarios can be helpful both for deciding on institutional or (inter)national policies on teacher education and for facilitating individual learning processes of teacher educators and organisational learning processes. From this point of view scenarios are not a goal in themselves, but by-products of a learning process. A methodology is presented for the development of scenarios, as used by the ATEE-RDC19.

Vanassche, E., Rust, F., Conway, P. F., Smith, K., Tack, H., & Vanderlinde, R. (2015). InFoTED: Bringing policy, research, and practice together around teacher educator development (PDF). In: *International teacher education: promising pedagogies* **(Part C) (pp. 341-364). Emerald Group Publishing Limited.**
https://doi.org/10.1108/S1479-368720150000022015

This chapter is contributed by InFo-TED, the International Forum for Teacher Educator Development. This newly established community brings together people from across the world to exchange research, policy, and practice related to teacher educators' professional learning and development. We define teacher educators broadly as those who are professionally involved and engaged in the initial and on-going education of teachers. Our contention is that while there is general agreement about the important role played by teacher educators, their professional education is understudied and under-supported. Here, we elaborate the rationale for this initiative, delineate our conceptual framework, and provide examples of steps taken in Belgium, Ireland, and Norway to develop the professional identities and knowledge bases of those who educate and support teachers, and conclude with implications for a scholarly study agenda having to do with research, policy, and practice relating to teacher educators' professional development.

Multi-national

Bentley, P.J. & Kyvik, S. (2012). Academic work from a comparative perspective: a survey of faculty working time across 13 countries. *Higher Education, 63***(2012), 529-547.**
http://doi.org/10.1007/s10734-011-9457-4

Sociological institutional theory views universities as model driven organizations. The world's stratification system promotes conformity, imitation and isomorphism towards the ''best'' university models. Accordingly, academic roles may be locally shaped in minor ways, but are defined and measured explicitly in global terms. We test this proposition using data on the allocation of working time between academic tasks at research universities in thirteen countries: Argentina, Australia, Brazil, Canada, China, Finland, Germany, Hong Kong, Italy, Malaysia, Norway, UK, and the USA. We find that working time patterns differ significantly across countries, suggesting that conditions of academic work remain heavily dependent on national higher education traditions. Faculty members holding the highest professorial rank share more in common, with generally stronger interests in research and a greater time dedication to research over teaching. However, in countries with comparably steep academic hierarchies, professor positions typically entail significantly fewer teaching hours and more administration.
Keywords Higher education Academic profession Working time Workloads Isomorphism

Conway, P.F., Murphy, R., Rath, A. & Hall, K. (2009). *Learning to teach and its implications for the continuum of teacher education: a nine-country cross-national study.* **Dublin: Teaching Council Ireland. 363 pp.**
http://www.nbctwave.org/uploads/6/1/8/1/6181665/learningtoteach-conwaymurphyrathhall-2009_10344263.pdf

Darling-Hammond, L. (2017) Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education, 40***(3), 291-309. DOI:**
http://doi.org/10.1080/02619768.2017.1315399

This article describes teacher education in jurisdictions around the world that have welldeveloped systems for teacher development. It examines teacher education policies and practices in Australia (with a focus on Victoria and New South Wales), Canada (with a focus on Alberta and Ontario), Finland and Singapore within the context of recruitment, preparation, induction, ongoing professional development and collective improvement of practice. It compares these practices with those in the United States, and evaluates challenges countries face in transforming their teacher development systems.
Keywords Teaching; teacher education; teacher development; international education

Klink, M. van der, Kools, Q., Avissar, G., White, S. & Sakata, T. (2016). Professional Development of teacher educators: what do they do? Findings from an explorative international study. *Professional Development in Education*.
http://doi.org/10.1080/19415257.2015.1114506

The attention being devoted to teacher educators as professionals and their professional development is unquestionably increasing. Whilst much of that attention is being directed at teacher educators in different countries, international comparisons have been quite rare to date. The research question addressed in this study was: 'Do experienced teacher educators from different countries differ in their concerns, professional development activities and developmental goals?' Interviews were conducted with 25 participants from 10 different countries, all of whom were experienced teacher educators. Teacher educators' concerns varied in the course of their careers. During their induction their primary focus tended to be on survival, whereas later on in their careers their concerns became linked to their own professional identity and their students as individuals. Participants from all the participating countries were involved in a range of developmental activities. A large majority was involved in research-related activities which they perceived as an important tool in their professional development. All the participants had plans for their further professional development but sometimes foresaw hindrances to the realisation of those plans, such as a lack of resources and time. The interview data did not provide evidence to suggest clear country-specific differences. In fact, the opposite would appear to be the case: teacher educators from different countries seem to have similar concerns, and their current professional development activities and plans for future development are also quite comparable.
Keywords: professional development; teacher educators; international comparison; international research

Lunenberg, M., Loughran, J., Schildkamp, K., Beishuizen, J., Meirink, J. & Zwart, R. (2007). Self-study in a Community of Learning Researchers: what can we do to help teachers/teacher educators benefit from our research? *European Educational Research Journal, 6*(4), 411-423.
http://dx.doi.org/10.2304/eerj.2007.6.4.411

This article reports on the results of an intensive summer course in which a community of learners, consisting of three teaching and teacher education academics and 17 European PhD students in the field of education, conducted a collective self-study. The international collective self-study offered a unique opportunity to go beyond parochial and local perspectives on the process of research and knowledge creation. The central question in this summer course was: 'What can we, as researchers, do to help teachers/teacher educators benefit from our research and what can be learned through this research on research?' The participants first studied relevant literature about the – relatively new – concepts of selfstudy and a community of learners. Secondly, they studied and discussed their own research projects through the lens of a self-study methodology. The critical study and

discussions of both literature and the research projects resulted in a list of 15 guidelines. In addition, the doctoral students experienced and learned that forming a community of learners can be an effective environment for collaborative inquiry learning and that conducting a collective selfstudy can be an effective way of carrying out research

Maandag, D.W., Deinum, J.F., Hofman, A.W.H. & Buitink, J. (2007). Teacher Education in schools: an international comparison. *European Journal of Teacher Education, 30*(2), 151- 173. http://dx.doi.org/10.1080/02619760701275552

Learning at the workplace is an important development in teacher education in secondary education. In this study we look at the school-linked models for teacher education that exist in England, France, Germany, the Netherlands and Sweden. The characteristics of these models and their possible consequences for the quality of teachers are investigated. We observed among others a substantial variation between countries on matters of integration between the institution and the school, the emphasis on academic or practical training, embedding of teacher education and duration of teacher education.

Tatto, M.T. (2015). The role of research in the policy and practice of quality teacher education: an international review. *Oxford Review of Education, 41*(2), 171-201 https://doi.org/10.1080/03054985.2015.1017405

The stated goal of current education reform is the redesign of education systems in pursuit of quality. Systems that consistently 'come out on top' have excited much interest in uncovering the features that have contributed to their success; notably among these is the preparation of future teachers. Research on teacher education quality assurance processes has begun to provide evidence that common features shared by successful systems include the design of teacher education programmes around criteria such as that set by accreditation requirements, in part because they are intended to help shape programmes' intentions and approach, curriculum design, and outcomes. An important question for the field of teacher education is how to boost the research on diverse approaches' outcomes to improve programme design as indicated by successful practice, while taking into account the role of economic and socio-cultural factors in the process.

Tatto, M.T. (2013). *Research and Teacher Education: the BERA-RSA Inquiry: The role of research in international policy and practice in teacher education***. London: British Educational Research Association. 27 pp.**

Chapters: 1 Introduction 2 The Role of Research in Teacher Education 2 Four Country Cases 4 Finland 6 Singapore 7 USA 8 Chile 10 Conclusion 12 References 14 Exhibit 1 Demographics Exhibit 2 Common Set of Interventions and Interaction with the State Exhibit 3 Unique Set of Interventions and Interaction with the State Exhibit 4 Institutional Requirements to Complete Teacher Education Exhibit 5 Practicum Activities in Teacher Education Exhibit 6 Typology of Teacher Education in the Four Countries Appendix 1 Key Aspects of Education Systems in the Four Countries Results of international assessments and other similar evaluation projects have energized education reform across the globe by providing feedback to systems on their performance. The general goal of education reform has become the redesign of education systems in pursuit of larger learning gains for increasingly diverse student populations. Systems that consistently 'come out on top' have excited much interest in uncovering the features that have contributed to their success. Evidence that the professional preparation of teachers has been found to be a key factor in the effective

implementation of complex curricula, has in turn resulted in increased interest in teacher education implementation in successful countries. Exploration into this area, however, reveals wide variability in the structure, content and character of teacher education, yet recent large-scale comparative studies of teacher education, such as TEDS-M, reveal common features shared among successful programmes, such as emphasis on content and pedagogical knowledge, strong links between theory and practice, and an inquiry orientation. In addition, rigorous selection and graduation requirements and careful induction into the profession seem to add to the strength of programme design. Nevertheless current teacher education policy in countries such as England and the US, among others, continues to be influenced more by ideology, politics and tradition than by evidence of what works as shown by rigorous research. An important question for the field of teacher education is how to boost the use of research results to influence teacher education design as indicated by successful practice. This paper shares current research findings on models of teacher education in systems that, according to the McKinsey Report of 2010, range from excellent to fair, highlighting those features characterizing teacher education in the successful countries. The evidence shows that systems that perform at high levels have made efforts to develop teaching as a profession by developing highly coherent and structured programmes typically requiring graduate-level education for future teachers (or equivalent), encouraging a strong (inquiryoriented) link between theory and practice around curriculum and instruction, and developing effective partnerships between universities and schools. Preparing teachers in this manner allows the system to devolve instructional responsibility to teachers, and makes it possible for them to tailor instruction to a growingly diverse student population, and to continue learning and innovating from and with peers.

Australia – Canada

Williams, J. & Grierson, A. (2016). Facilitating Professional Development during International Practicum: Understanding our Work as Teacher Educators through Critical Incidents. *Studying Teacher Education, 12*(1), 55-69.
http://dx.doi.org/10.1080/17425964.2016.1143812

This collaborative self-study details the experiences of an Australian teacher educator and a Canadian teacher educator, who led teacher candidates on international practicum placements to the Cook Islands and Kenya respectively. Focusing on critical incidents, they collaboratively analyzed dilemmas that occurred when providing professional development sessions for local teachers during these placements. These dilemmas required the teacher educators to think deeply about their beliefs and practices in these contexts. Findings from the study included the teacher educator's tendency to make assumptions about good teaching and learning practices that were reflective of their personal pedagogical values and beliefs; their discomfort with their perceptions of some neo-colonial practices within these international practicum sites and uncertainty about how to navigate the resultant tensions; and, the need to view the work of teacher educators though a new cultural lens when working in transnational contexts. Implications for teacher educators working with local hosting teachers during international placements include the need to understand and acknowledge the complexity of this dimension of teacher educators' work, and for teacher educators to engage in parallel learning journeys with the teacher candidates they accompany. This involves critically reflecting on the experiences, assumptions, and beliefs that they bring to their new contexts, as well as adopting a global perspective and a deep consciousness of how one is perceived by others who are culturally, racially, or linguistically different.

Keywords Professional development; international practicum; critical incidents; teacher educator professional learning

Australia – New Zealand – United Kingdom

Kandlbinder, P. & Peseta. T. (2009). Key concepts in postgraduate certificates in higher education teaching and learning in Australasia and the United Kingdom. *International Journal for Academic Development, 14*(1), 19-31.
http://dx.doi.org/10.1080/13601440802659247

Since the first postgraduate certificate in higher education teaching and learning was offered in Australia in the late 1970s, similar courses have become a major part of academic development in universities in Australia, New Zealand and the United Kingdom. This paper describes the outcomes of a survey designed to determine the key higher education teaching and learning concepts developed in such certificates, the readings recommended, and the challenges participants face in their learning. An email survey consisting of four open-ended questions was emailed to coordinators of certificates in higher education teaching and learning programs in 147 institutions spanning Australia, New Zealand and the UK. Based on responses from 46 programs, this paper reports on the concepts of higher education teaching and learning emerging from the survey results, the scholarly readings associated with each concept as reported by coordinators, as well as the challenges experienced by course participants learning these key concepts.
Keywords: key concepts; higher education; teaching and learning; graduate certificates in higher education teaching and learning

Belgium (Flanders) – The Netherlands

Ceulemans, C., Struyf, E., & Simons, M. (2016). Handig instrument of sturend mechanisme? Over de werking van beroepsstandaarden voor leraren en lerarenopleiders. (Handy instrument or steering mechanism? About professional standards for teachers and teacher educators).*Tijdschrift voor Lerarenopleiders, 37*(4), 53-64.
http://www.lerarenopleider.nl/velon/ledensite/files/2016/12/37_4_06Ceulemans_etal.pdf

Op 20 jaar tijd groeiden beroepsstandaarden voor leraren en lerarenopleiders uit tot een vaste waarde in het onderwijsveld in Nederland en Vlaanderen. Beleidsmakers, onderwijsonderzoekers en beroepsgroepen van lerarenopleiders zien er een handig instrument in om de kwaliteit van en de waardering voor hun beroep te bevorderen. Tegelijk maken dit soort instrumenten het mogelijk om opleidingsprogramma's en nascholingstrajecten voor leraren en lerarenopleiders te ontwerpen en te beoordelen. Daarmee is het vanzelfsprekend geworden om (spreken over) leraar-zijn en leraar-worden te verbinden met (het spreken over) een lijst met competenties. Wat zo evenwel uit het zicht verdwijnt, is dat deze lijsten meer 'doen' dan ons enkel een werkinstrument of een referentiekader aanreiken. Van beroepsstandaarden gaat ook een soort sturende werking uit waardoor ze ontegensprekelijk worden. Door deze sturende werking naar de voorgrond te halen, wil dit artikel een aanzet bieden om onze geroutineerde manier van omgaan met beroepsstandaarden te herbekijken.

England – Ireland – Scotland

Czerniawski, G., Gray, D., MacPhail, A., Bain, Y., Conway, P., & Guberman, A. (2018): The professional learning needs and priorities of higher-educationbased teacher educators in England, Ireland and Scotland, *Journal of Education for Teaching.*

Against a rapidly changing policy landscape for teacher education, exacerbated by 'Brexit' in the UK, findings are presented from an electronic survey of 272 higher-education based teacher educators in England, the Republic of Ireland and Scotland about their experiences of, and priorities for, professional learning. While the data generated were mainly quantitative data, qualitative features were embedded within the survey design. Both types of data have been used to draw out complexities that emerge when exploring a professional group of educators responsible for the preparation of a future generation of teachers. The findings are presented and discussed in relation to the professional demographics of the sample, research expectations placed on them and teacher educators' priorities for professional learning. Given the unique occupational position of teacher educators, their importance in the quality of teacher education and the lack of formal focus on their professional development, our starting point for teacher educators' professional development lies in their practice situated and positioned within global, regional, national and local policy contexts.
Keywords Teacher education; teacher educators; teacher training; professional development; professional learning; Ireland; Scotland; England

England – Scotland

Deem, R. & Lucas, L. (2007). Research and teaching cultures in two contrasting UK policy contexts: Academic life in Education Departments in five English and Scottish universities. *Higher Education, 2007***(54), 115-133.**

The paper explores academic staff and departmental research and teaching cultures in the Education Departments of five universities in Scotland and England, countries with increasingly diverging public policies in respect of education. The relationship between research and teaching, how the purposes of universities are defined and the status of research in Education are current UK higher education policy preoccupations. Data is drawn from interviews with 40 academics, observation of department settings, documentation and websites. The analysis draws on the work of Bourdieu, considering the changing habitus of individual academics, their departmental and academic subject context and the forms of symbolic capital now required in Scottish and English Education departments in response to new policies affecting their academic field. The paper also utilises recent literature on the research–teaching relationship. The career trajectories of respondents, their habitus and the forms of symbolic capital that they bring to academic life are examined, as are the extent to which the teaching and research cultures in each of the five departments studied mirror each other and whether these also reflect the two different policy contexts. The themes how academic cultures are shaped and research/teaching connections viewed have international as UK relevance.
Keywords: Departmental cultures; Bourdieu; Academic life; Research assessment Exercise; Policy; Gender; Habitus; Symbolic capital; Research and teaching; Collaborative academic work; Vocational subjects; Higher education policy

Ellis, V., McNicholl, J., Blake, A., & McNally, J. (2014). Academic work and proletarianisation: A study of higher education-based teacher educators. *Teaching and Teacher Education, 40*, 33–43.
http://dx.doi.org/10.1016/j.tate.2014.01.008

This article reports on a one year, mixed methods study of 13 teacher educators at work in English and Scottish higher education institutions. Framed by cultural–historical activity theory, itself a development of a Marxian analysis of political economy, the research shows how, under conditions of academic capitalism, these teacher educators were denied opportunities to accumulate capital (e.g. research publications, grants) and were proletarianised. The reasons for this stratification were complex but two factors were significant: first, the importance of maintaining relationships with schools in the name of 'partnership' teacher education; and, second, the historical cultures of teacher education in HE.

England – Netherlands – Norway

Murray, J., Lunenberg, M., & Smith, K. (2017).Educating the Educators: Policies and Initiatives in European Teacher Education. In Michael Peters, Bronwen Cowie, Ian Menter (Eds.), *A Companion to Research in Teacher Education,* pp. 651-666. Singapore: Springer Publishers.
to Research in Teacher Education.
http://dx.doi.org/10.1007/978-981-10-4075-7_44

After analysis of international policies for teacher educators' professional development, this chapter uses case studies of teacher educators' professional development in the Netherlands, England and Norway, contextualised within the changes to each teacher education system since 2010, to consider broad issues for pan-European teacher education.

Hungary – Poland

Symeonidis,V., & Gajewska-Dyszkiewicz, A. (2017). Revealing the hidden profession? recent developments to support teacher educators in Europe: The cases of Hungary and Poland. In: L. Rasiński, T.Tóth, & J. Wagner (eds). (2017). *European perspectives in Transformative Education*. Wroclaw: University of Lower Silesia Press. Innsbruck: EDiTe.
https://opub.dsw.edu.pl/bitstream/11479/295/1/European_Perspectives_in_Transformative_Education.pdf

This paper aims to examine the contemporary European policy debate on supporting teacher educators and to analyse against this backdrop current advances in their professional status in two post-socialist countries and members of the EU: Hungary and Poland. In a thorough desk research supplemented by interviews, the motives, directions and key actors behind recent developments in the feld are being identifed and compared. Although in neither of the two countries an ofcial regulation defning the teacher educator profession so far exists, the extent to which teacher educators are being considered and addressed as a distinct occupational group difers substantially between them. In Hungary, a grounded self-understanding and support of teacher educators is facilitated by the activities of the Hungarian Association of Teacher Educators, as well as research eforts to defne a competence framework for teacher educators. In Poland, however, teacher educators as a separate professional group remain vastly unrecognised, both by policy and by the milieu itself. Mapping this hidden profession – its contours and internal structure – might prove an

interesting and dynamic process, with both EU recommendations and in-country explorations, bearing potential to shed light on it.
Keywords: teacher educator, European policy, professional profle, teacher educators' competences, teacher educators' networks.

Israel – United States of America

Shagrir, L. (2015) Factors affecting the professional characteristics of teacher educators in Israel and in the USA: a comparison of two models. Compare: A Journal of Comparative and International Education, 45(2), 206-225.
http://dx.doi.org/10.1080/03057925.2013.828395

The objective of this research study was to identify the factors affecting the professional characteristics of teacher educators by comparing two models of teacher education. The research findings revealed four major focal points that have an impact on professional characteristics: the operational model adopted by the institution where teacher educators work; the breadth and depth of teacher educators' research and scholarship and the degree to which such scholarship is required as part of the assessment criteria; the cooperation between the training institution and the practical field (i.e., the schools where the students do their practice teaching); and the informal relationships between teacher educators and their students. The novelty of the study resides in the fact that these points affect teacher educators' professional characteristics and that focusing on these characteristics facilitates a comprehensive view of methods, tools and directions that may expedite the professional development of teacher educators.
Keywords: teacher education; teacher educators; professional characteristics; narrative research

National

Australia

Briant, E., & Doherty, C. (2012). Teacher educators mediating curricular reform: anticipating the Australian curriculum. *Teaching Education , 23*(1), 51-69.
http://dx.doi.org/10.1080/10476210.2011.620605

Many education systems are experiencing a re-scaling and consolidation of governance through rolling national agendas of standardisation and centralisation. The present article considers the case of Australia as it moves towards implementing its first national curriculum, to explore how teacher educators plan to retain pedagogical space for debate, diversity and contestation of such systemic curricular reform. The present article reports on an interview study conducted with nine teacher educators across the four curriculum areas included in the first wave of the Australian curriculum: English, science, mathematics and history. The analysis reveals how teacher educators reported professional dilemmas around curricular design, and planned to resolve such dilemmas between the anticipated changes and their preferences for what might have been. While different curricular areas displayed different patterns of professional dilemma, the teacher educators are shown to construe their role as one of active curriculum mediators, who, in recontextualising curricular reforms, will use the opportunity to reinsert both residualised and emergent alternatives in their students' professional value sets. The study also identifies a new set of dilemmas emerging around the

politicisation and standardisation of curriculum, and its impact on the teaching profession and teacher educators.
Keywords: teacher education curriculum; teacher thinking and knowledge; theories of teaching

Ling, L.M. (2017) Australian teacher education: inside-out, outside in, backwards and forwards? *European Journal of Teacher Education, 40*(5), 561-571.
http://dx.doi.org/10.1080/02619768.2017.1385599

Teacher Education in Australia seems to be in a dynamic and constant cycle of review and change. Policy governing teacher education has also been eminently changeable and dynamic. To some extent this stems from three year terms for governments where a short term and expedient political view is taken. There has also been ongoing centre-periphery tension between the Commonwealth government and the State governments regarding regulation and accreditation of teacher education programmes with there now being regulatory bodies at both national (Australian Institute of Teaching and School Leadership – AITSL) and state levels. Despite all of this, teacher education is still the butt of ongoing criticism and investigation and is now more highly regulated than ever. Since teacher education occurs within a university context, with the exception of that which is offered through some private providers or some Technical and Further Education (TAFE) providers, it is also at the whim of government funding policies impacting universities generally.
Keywords Teacher education; teacher development; teaching practice

Mayer, D. (2014). Forty years of teacher education in Australia: 1974-2014. *Journal of Education for Teaching, 40*(5), 461-473.
http://dx.doi.org/10.1080/02607476.2014.956536

In this paper, I analyse the history of teacher education in Australia from 1974 to the current policy moment in which questions are increasingly being asked about the quality of teaching and teacher education. Teacher education is, and has been, a highly scrutinised domain in Australia. Since the 1970s, we have seen more than 100 reviews of teacher education in Australia, with another one recently announced in 2014. I focus on three phases in the growth and development of teacher education in the past 40 years by considering the ways in which teacher education (and teaching) has been thought about at various points in time and analysing the related policies for funding governance and regulation. I finish by focusing on the current policy moment in Australia which is positioning teacher education as a 'policy problem' requiring a national solution and consider the role of research in, on and for, teacher education into the future.
Keywords: teacher education; teacher education policy, Australia

Nuttall, J., Brennan, M., Zipin, L., Tuinamuana, K. & Cameron, L. (2013). Lost in production: the erasure of the teacher educator in Australian university job advertisements. *Journal of Education for Teaching, 39*(3), 329-343.
https://doi.org/10.1080/02607476.2013.799849

This paper seeks to understand how persistent categories of written language in institutional texts support the cultural-historical production and re-production of teacher educators as kinds of academic workers in Australia. Fifty-seven job advertisements and allied materials produced by Australian universities were downloaded across a seven-month period. These texts were understood as key cultural artefacts not only for the recruitment process but in conveying what it means to be a teacher educator. A surprising finding was the almost complete absence of the 'teacher educator'

within these texts. Analysis revealed, instead, textual distinctions between the advertisements (shown to be preoccupied with the image and positioning of institutional priorities and the supporting materials) which were characterised by the language of Human Resources. Ambivalence around the work of research within teacher education was another notable feature, which is interpreted in relation to institutional anxieties about the Australian government's Education in Research for Australia initiative.
Keywords: teacher educators; Australia; academic work; higher education policy

Ryan, M., & Bourke, T. (2016). Spatialised metaphors of practice: how teacher educators engage with professional standards for teachers. *Critical Studies in Education.* DOI: https://doi.org/10.1080/17508487.2016.1185641

Pre-service teacher educators, both nationally and internationally, must negotiate a plethora of expectations including using Professional Standards to enhance teacher quality. In Australia, the recent Teacher Education Ministerial Advisory Group (TEMAG) report highlighted weak application of Standards in Initial Teacher Education (ITE). However, recent reports suggest that many education stakeholders feel positive about the implementation of the Australian Professional Standards for Teachers (APSTs). This study responds to these differing viewpoints by exploring how teacher educators in a large metropolitan university in Australia account for the use of Standards in their work. Discourse analysis techniques in conjunction with socio-spatial theory make visible particular metaphors of practice as teacher educators negotiate the real-and-imagined spaces of regulated teacher education programmes. The findings highlight the importance of investigating the utility of Standards in the lived experiences of teacher educators, as they are responsible for preparing quality, classroom ready graduates
Keywords: Initial teacher education; professional standards; spatial theory; teacher educator

White, S. (2018). Teacher educators for new times? Redefining an important occupational group. *Journal of Education for Teaching*. https://doi.org/10.1080/02607476.2018.1548174

Teacher educators are an occupational group currently experiencing increased scrutiny by international policy makers and researchers alike. This occupational group however is increasingly difficult to define and identify in a complex, internationally changing teacher education policy reform environment. The question posed is an enduring one: who is a teacher educator? The answer is more complicated. To better understand this occupational group, a literature review and local policy analysis study using the Australian context was conducted to reveal more about their identity; career trajectories and; professional learning needs. Analysis revealed that three sub-groups belonging to the broader teacher educator occupational group have emerged as a result of shifting teacher education policies. Namely, university-based; school-based and community-based teacher educators, each with an important role to play and each positioned differently within the research and policy landscape. Findings suggest that all three groups are important to educating teachers across their career and to best meet the needs of all students for new times. Recommendations are made for future research and practice into how these groups can work collectively together, within and across the multiple sites of learning to teach.
Keywords: Teacher educators; teacher education; policy; partnerships

Belgium – Flanders

Commissie Beleidsevaluatie Lerarenopleidingen / G. Biesta (2013). *Beleidsevaluatie Lerarenopleidingen.* (Policy evaluation teacher education) **Brussel: Vlaams Ministerie van Onderwijs en Vorming, Departement Onderwijs en Vorming.**
https://onderwijs.vlaanderen.be/sites/default/files/atoms/files/2013-10-05-rapport-beleidsevaluatie-lerarenopleidingen.pdf

Chapters: 2. Bespreking evaluatievragen 2.1 Hoe ziet het Vlaams landschap m.b.t de lerarenopleidingen eruit? 2.2 Welke studenten/cursisten starten (niet) in de lerarenopleidingen? 2.3 Welke mogelijkheden bieden de lerarenopleidingen aan voor zijinstromers en met welk resultaat? 2.4 Hoe gaan lerarenopleidingen om met het diverse studenten/cursistenpubliek? 2.5 Hoe heeft het decreet het curriculum van de lerarenopleidingen beïnvloed? 2.5.1 Hoeveel opleidingen maken gebruik van de mogelijkheid 30 studiepunten van de SLO te laten indalen? Hoe heeft dit het curriculum en de aantrekkingskracht van deze opleiding beïnvloed? 2.5.2 Hoe wordt de wijziging van 3 naar 2 onderwijsvakken ervaren naar competenties van de afgestudeerden van de lerarenopleiding bachelor in het onderwijs: secundair onderwijs? Hoe heeft het de curricula beïnvloed? 2.5.3 Hoe wordt de basiscompetentie 'de leraar als onderzoeker' in het curriculum ingebouwd? In welke mate wordt de basiscompetentie 'de leraar als onderzoeker' gerealiseerd? 2.5.4 Hoe wordt de stagecomponent vorm gegeven/ervaren? 2.5.5 Zijn de lerarenopleidingen afgestemd op de steeds wijzigende onderwijspraktijk? 2.5.6 Welk beleid voeren de lerarenopleidingen naar internationale mobiliteit van studenten/cursisten en docenten? 2.6 Welke leraren leveren onze lerarenopleidingen af? 2.7 Is de financiering van de SLO billijk en voldoende? 2.8 Professionalisering 2.8.1 Hoe gaan lerarenopleidingen om met professionalisering van lerarenopleiders? 2.8.2 Hebben de expertisenetwerken/het regionaal platform bijgedragen tot de kwaliteit van de lerarenopleidingen? 2.8.3 Hoe gaan lerarenopleidingen om met professionalisering van opgeleide leraren? 2.9 Welke zijn de belangrijkste toekomstige uitdagingen voor de lerarenopleidingen? 3. Samenvattende conclusies en beleidsaanbevelingen 3.1 Inleiding 3.2 Conclusies en beleidsaanbevelingen 3.2.1 Volledige, betrouwbare en eenduidige informatie 3.2.2 Instroom, toelating, selectie, en ondersteuning van studenten/cursisten in de lerarenopleiding 3.2.3 Zij-instroom 3.2.4 Diversiteit van de studentenpopulatie in de lerarenopleiding 3.2.5 Het curriculum van de lerarenopleiding 3.2.6 Competenties 3.2.7 Financiering van de specifieke lerarenopleiding 3.2.8 De professionalisering van lerarenopleiders 3.2.9 Expertisenetwerken/Regionale platforms 3.2.10 Aanvangsbegeleiding 3.2.11 De gelijkwaardigheid van de verschillende trajecten binnen de specifieke lerarenopleiding 3.2.12 Schaalgrootte van instellingen en opleidingen

Meeus, W., Cools, W., & Placklé, I. (2017). Teacher educators developing professional roles: frictions between current and optimal practices. *European Journal of Teacher* Education, 46, 1-17.
http://dx.doi.org/10.1080/02619768.2017.1393515

This article reports on a study of the professional learning of Flemish teacher educators. In the first part, an exemplary survey was conducted in order to compile an inventory of the existing types of education initiatives for teacher educators in Flanders. An electronic survey was then conducted in order to identify the professional needs of teacher educators in Flanders. The third part of the study focused on how the professional learning of teacher educators can evolve throughout their careers. This topic was examined by organising focus groups with teacher educators at two international conferences for teacher educators. Flemish teacher educators devote considerable attention to professional learning, and they are able to meet their needs through the broad range of existing courses and programmes offered within the educational system. Nevertheless, there is still room for

improvement in the alignment of professional learning with the needs and career stages of teacher educators.

Brazil

Marcondes, M.I., Leite, V.F.A., & Ramos, R.K. (2017). Theory, practice and research in initial teacher education in Brazil: challenges and alternatives. *European Journal of Teacher Education,* *40*(3), 326-341.
http://dx.doi.org/10.1080/02619768.2017.1320389

The main goal of this paper is to discuss initial teacher education in the Brazilian context, by presenting three educational experiences that prioritise the connection between theory, practice and research in initial teacher education. The paper is the result of a literature review and a document analysis. The theoretical framework for this paper includes the concepts of reflective practice and research, critical thinking, collective collaborative educational processes for the professional development of student teachers, and joint research as well as activities between university and schools. We briefly present and discuss National Curricular Guidelines, two initial teacher education experiences, and the Government Grant Programme for Initial Teacher Education, the so-called PIBID. The paper concludes that the integration of theory, practice and research is of paramount importance for the improvement of initial teacher education. A discussion of the remaining challenges and possibilities for initial teacher education in Brazil are also discussed.
Keywords Initial teacher education; reflective practice; research

Canada

Hales, A. & Clarke, A. (2016). So you want to be a teacher educator? The job advertisement as a construction of teacher education in Canada. *Asia-Pacific Journal of Teacher Education, 44*(4), 320-332.
http://dx.doi.org/10.1080/1359866X.2016.1193842

This article contributes a Canadian perspective to a growing body of international research investigating teacher education, specifi- cally as a category of academic work exemplified in employment advertisements. By investigating how Canadian employment advertisements in teacher education are constructed as mediating artefacts in the relationship between potential candidates and their goal of gaining an academic position, we attempt to identify contradictions inherent to systems of human activity, and surface institutional priorities regarding faculty hiring policies and the staffing practices within Canadian teacher education programs. Our study surfaces both similarities and differences with concurrent WoTE (Work of Teacher Education) investigations in the United Kingdom, Australia and New Zealand regarding the teacher education as a form of academic labour, echoing their characterisation of the increasingly "precarious space" occupied by teacher education in post-secondary institutions.

Howe, E.R. (2014). A narrative of teacher education in Canada: multiculturalism, technology, bridging theory and practice. *Journal of Education for Teaching 40*(5), 588-599.
http://dx.doi.org/10.1080/02607476.2014.956540

This narrative paper investigates a number of enduring and emerging themes reflecting teacher education in Canada over the past 40 years, including changes in information and communication

technology, bridging gaps in theory and practice, English as a second language, French immersion and multicultural teacher development. Canadian teacher education programmes have become famous for their long-standing commitment to public education and social welfare. This paper examines the way in which over the past four decades such a commitment has led to effective leadership, multiculturalism, racial tolerance and global citizenship education, as well as comprehensive curriculum, teaching and learning, all figure prominently in Canadian teacher education.

Keywords: Canada; teacher education; multicultural education; technology; narrative inquiry

Chile

Montecinos, C., Walker, H., & Maldonado, F. (2015). School administrators and university practicum supervisors as boundary brokers for initial teacher education in Chile. *Teaching and Teacher Education, 49***, 1-10.**
http://dx.doi.org/10.1016/j.tate.2015.02.011

The study examines school administrators' perspectives on a central problem of the schoolbased component of initial teacher preparation: the distance between schools and universities. Data obtained through in-depth interviews and focus groups with administrators (N = 51) from 36 schools were analyzed using Wenger's (2000) theory of inter-organizational learning. Findings suggest that an expansion of the roles supervisors and school administrators have traditionally played in the practicum may help reduce this gap. As brokers for their respective institutions they can coordinate actions by gaining access to the meanings each community assigns to practices and acknowledging the competence each brings to the practicum.

China

Zhu, H. (2010). Curriculum reform and professional development: a case study on Chinese teacher educators. *Professional Development in Education, 36***(1-2), 373-391. DOI:**
http://dx.doi.org/10.1080/19415250903457604

This paper describes a study on teacher educators' professional development in the context of national curriculum reform in China. It explains the background of the implementation of the new curriculum of basic education and its impacts on teacher education. Also, it reviews the professional standards of teacher educators in some developed countries, and develops an analytical framework of teacher educators' professional development. Based on the data collected from the faculty, administrators and pre-service teachers of a national normal university in China, the paper illustrates the current curriculum of teacher education and highlights significant teacher educators' professional practices. After analyzing the major issues emerging from the investigation, the author suggests further research regarding the development of a sustainable curriculum of teacher education and steering standards for teacher educators' professional development.

England

Alexiadou, N. & Essex, J. (2016) Teacher education for inclusive practice – responding to policy. *European Journal of Teacher Education, 39***(1), 5-19.**

This article draws on research in one teacher education course in England and examines the ways in which the programme prepares student-teachers for inclusive practice in science teaching. We frame our analysis by drawing on aspects of institutional mediation of official policy in teacher education, as well as theories around inclusion and critical pedagogy. Using data from official sources, lecture material, and interviews, we argue that in order to achieve real inclusion in teacher education programmes, we need pedagogies of praxis that move beyond (and sometimes against) the official policy definitions of inclusion, and draw instead on a more critical approach to the formation of future professionals.
Keywords: inclusive practice; initial teacher education; education policy; England

Brown, T., Rowley, H. & Smith, K. (2016). *The beginnings of school led teacher training: New challenges for university teacher education. School Direct Research Project. Final Report.* **Manchester: Manchester Metropolitan University.**
https://e-space.mmu.ac.uk/602385/2/School%20Direct%20Research%20Report.pdf

Executive Summary x Introduction x Literature Review x Teacher education in England x Methods x Analysis of Findings x Local market conditions shape teacher education provision x School led-training is altering the balance of power away from universities x The composition of universities' contribution to teacher training is changing x The composition of trainee pedagogical experience is being reconfigured x Conceptions of pedagogical subject knowledge vary between schools and universities x New research priorities are redefining teacher educator professionalism x Future Implications x A distinctive role for universities in teacher education x Outputs from Project x Publications x Presentations

Eliahoo (2017). Teacher educators: proposing new professional development models within an English further education context. *Professional Development in Education, 43***(2), 179-193.**
http://dx.doi.org/10.1080/19415257.2016.1178164

At a time of increasing public and government focus on the quality of teacher education, little is known about the professional development needs of those who teach teachers in further education (FE). Yet they are crucial players. Efforts are intensifying across a significant number of countries to promote the professional development of teacher educators, but there is little support for new or experienced practitioners and no substantive professional standards regarding this role in English FE. This has an impact on the professional practice and career trajectories of teacher educators themselves. Based on a series of semistructured interviews, an online survey and focus groups, this mixed-methods study uses a sequential exploratory design. The study captures the voices of English FE teacher educators who identified mentoring, induction and a choice of continuous professional development sessions as important strategies to improve the effectiveness of their role over time. This article will propose flexible models of professional development, following an analysis of new and experienced teacher educators' needs in FE in England. The article recommends that new professional standards for teacher educators could be written collaboratively by practitioners, within a policy and institutional framework which supports the scholarship and research requirements of teacher educators.
Keywords: teacher educators; professional development; initial teacher training

Furlong, J., McNamara, O., Campbell, A., Howson, J. & Lewis, S. (2008). Partnership, Policy and politics: initial teacher education in England under New Labour. *Teachers and Teaching ,14*(4), 307-318.
http://dx.doi.org/10.1080/13540600802037728

Over the last 15 years, initial teacher education in England has been established as a national system, closely controlled by the government. One of the consequences of this move is that teacher education is now intimately bound up with changing national politics and policy priorities which reach down into the finest of detail of provision. In this paper, we focus on the way in which politics and policy have impacted on one of the defining features of teacher education provision in England – that of 'partnership'. In particular we examine the way in which the concept and practice of partnership has been transformed in line with New Labour's 'Third Way' politics. In order to do this, we reflect on our recent evaluation of the National Partnership Project, an initiative established by the Training and Development Agency for Schools to increase the quality and quantity of schools' involvement in initial teacher education.
Keywords: teacher education; partnership; New Labour; policy

Jackson, A., & Burch, J. (2016). School Direct, a policy for initial teacher training in England: plotting a principled pedagogical path through a changing landscape. *Professional Development in Education, 42*(4), 511-526.
http://dx.doi.org/10.1080/19415257.2015.1052090

This paper explores the role of teacher educators in schools and universities in England and the changes that have arisen within the field of initial teacher training (ITT) as a result of the Coalition Government's (2010–2015) School Direct initiative. The discussion which follows and the conclusions suggested are live, current and of pivotal interest to all universities with ITT programmes, as well as all schools involved in the delivery of ITT, and to all parties with a policy interest in the supply of effective teacher education. After setting the context, the discussion starts with a critical examination of ITT policy in England over the course of the last 20 years. We then consider troubling binaries inherent in teacher education and go on to explore insights from research: the importance of beliefs; the problem of enactment; and the theory/practice divide. These insights are then used to craft the enabling constraints for third-space activity designed to set in motion a hybridisation process from which a new breed of teacher educator could emerge. We suggest that university and school colleagues working together in collaborative partnership can provide a principled pedagogical path through a changing landscape of education policy.

Murray, J. (2014). Teacher educators' constructions of professionalism: a case study. AsiaPacific *Journal of Teacher Education, 42*(1), 7-21.
http://dx.doi.org/10.1080/1359866X.2013.870971

This article addresses an under-researched area of teacher education by analysing teacher educators' constructions of their professionalism and the constituent professional resources and senses of identity on which that professionalism draws. The research is an embedded case study of 36 teacher educators in two Schools of Education in England, using questionnaires and interviews. The study is framed by a broadly sociological concern with the (re)production of social patterns and relations through teacher education. The findings show that three modes of professionalism were constructed by educators within the sample group, with each deploying professional resources and senses of identity in varying ways to position individuals as credible and legitimate practitioners within the field

of teacher education. The paper argues that professionalism may well be influenced by the complex interrelationships among individual biography, institutional setting, and national imperatives for teacher education.
Keywords: professionalism; professional capital; professional resources; teacher educators

Thomas, L. (2018). The value of the academic award in initial teacher education: key stakeholder perceptions of the masters level Postgraduate Certificate in Education in two English universities. *European Journal of Teacher Education, 41*(2), 246-261.
http://dx.doi.org/10.1080/02619768.2018.1429399

The Postgraduate Certificate in Education (PGCE) has been a successful and popular initial teacher education (ITE) programme since the 1950s, with the masters level PGCE being successfully embedded within universities in England since 2007 and having high levels of student satisfaction. Recent White Papers, policy and reviews have undermined the academic award in ITE, however, favouring school-led initial teacher training and the minimum, essential professional award. Located within the Secondary ITE phase in two English universities, this article presents the value of studying education and the academic award at pre-service level via key stakeholder perceptions from interviews with teacher–educators and student–teachers within a case study. Findings highlight improvements to student–teachers' knowledge and practice; enjoyment in working at a higher academic level; improvements to the ITE programme overall, including student– teacher support and student–teachers' articulation of knowledge and practice; and enhanced opportunities for employability, career advancement and gaining a Master's degree.
Keywords: initial teacher education (iTE); initial teacher training (iTT); masters level (M level) study; postgraduate certificate in Education (pGcE); student–teachers; teacher–educators

Finland

Malinen, O-P., Väisänen, P. & Savolainen, H. (2012). Teacher education in Finland: a review of a national effort for preparing teachers for the future, *The Curriculum Journal, 23*(4), 567-584.
http://dx.doi.org/10.1080/09585176.2012.731011

The quality of teachers is one of the most frequently cited factors explaining the quality of an education system. This article discusses the nature and role teacher education plays as a part of the Finnish education system. Teacher education in Finland is a highly competitive field of masters' degree university studies and is provided in universities all across the country. Students are selected through two-phase entrance exams which emphasise, in addition to academic qualifications, the candidates' personal suitability and motivation for teacher's work. Elementary-class-teacher education, which is discussed in more detail, includes a strong practical and research orientation. The Finnish school system's approach in responding to the demands of increasing standards is to put a lot of trust in teachers and local education authorities to deliver good outcomes instead of centralised norms and consequential accountability. One Finnish solution is also the extensive learning support system; for example, by special education, which can also be regarded as a challenge for the future with regard to the universally agreed goals of inclusive education.
Keywords: teacher training; competencies; educational system; initial teacher education; student selection; PISA; Finland; inclusive education; practice teaching

Tryggvason, M.-T. (2009). Why is Finnish teacher education successful? Some goals Finnish teacher educators have for their teaching. *European Journal of Teacher Education, 32*(4), 369-382.

In recent years, Finnish research-based teaching, according to international surveys, has been shown to lead to excellent results. Previous research has demonstrated that teacher education has often had difficulties in incorporating theory into practice, and that the effects of teacher education on the prior beliefs and views on teaching and learning of student teachers have been weak. The aim of the present qualitative study was to find out how the Finnish teacher education system deals with these problems by investigating the current goals Finnish teacher educators have for their own teaching in theoretical courses. A total of 18 teacher educators were interviewed in five focus groups on different teacher education programmes in Finland. The interview results showed that Finnish teacher educators transmit theoretical and pedagogical aspects by using them in their own teaching, which is research-based. They also aim to educate reflective and exploring teachers by using a variety of methods in their own pedagogy. The exemplary role the Finnish teacher educators have can be helpful in influencing prospective teachers' behaviour and thinking.
Keywords: Finland; teacher educator; teaching in teacher education

Westbury, I., Hansen, S-E., Kansanen, P. & Björkvist, O. (2005). Teacher education for research-based practice in expanded roles: Finland's experience. *Scandinavian Journal of Educational Research, 49*(5), 475-485.
http://dx.doi.org/10.1080/00313830500267937

Preparing teachers for a research-based professionalism has been the central mission of teacher education in Finland since the mid-1970s. More recently, as a result of such national policy developments as school-based curriculum development and local decision-making, the conception of teachers' work and professionalism has expanded. Drawing on experience within the teacher education programmes at the University of Helsinki and A˚ bo Akademi University, this paper discusses some of the programmatic issues that these developments have raised in class-teacher, i.e. ''elementary'', teacher education programmes. We focus in particular firstly on the research thesis that is a part of every teacher education programme in Finland, and the hallmark of the researchbased professional ideal; and, secondly on the emerging issues that derive from the need to incorporate the expanded understanding of the teacher's role within the curriculum of teacher education.
Keywords: Curriculum of teacher education; Research-based teaching; Student teaching; Teacher education

Hong Kong

Katyal, K.R., & Fai, P.M. (2010). Paradigms, perspectives and dichotomies amongst teacher educators in Hong Kong. *Journal of Education for Teaching ,36*(3), 319-332.
https://doi.org/10.1080/02607476.2010.497395

This paper argues that the concepts, beliefs and understandings of local and nonlocal teacher educators in a Hong Kong university are grounded in their own cultural cognition and antecedents. It presents the viewpoint that contemporary notions of good practice were compromised when applied to a context that is strongly influenced by the tenets of Confucianism. Thus the conclusion is that the contingencies of teaching and learning contexts are sufficiently different to compromise the goal of having pre-constructed notions of good teaching. The alternative is that university tutors and future

researchers reconceptualise good teaching practices within a context that gives it meaning and purpose.
Keywords: teacher education; perceptions and beliefs of teacher educators; role modelling; building teacher knowledge; pedagogical content knowledge of teacher educators; Confucian heritage cultures; teacher education

Ireland

Chróinín, D.N., O'Sullivan,M., & Tormey, R. (2013). Teacher educators' perspectives on the implementation of beginning teacher standards for physical education in Ireland: developing and regulating the profession? *European Journal of Teacher Education, 36*(3), 261-278.
http://dx.doi.org/10.1080/02619768.2012.696191

The physical education teacher education community in Ireland has developed Beginning Teacher Standards for Physical Education (BTSfPE) at the post-primary (secondary) level. This study explored teacher educators' perspectives on how the BTSfPE could be implemented and considered the possible impact on the profession within the discourses of power. Data collection involved semi-structured interviews with teacher educators in physical education (n = 13). Data were analysed inductively and trustworthiness issues were considered. Participants suggested that the teaching standards could serve as a developmental tool to guide individual teacher education programmes and beginning teachers as well as an assessment function to support quality assurance and to hold programmes accountable. The teacher educators were committed to addressing issues of quality and status in physical education in Ireland. However, an agreed vision of how the teaching standards would be used to develop and regulate the profession is necessary to ensure that the intended benefits emerge.

Furlong, C., & O'Brien, M. (2019). An Exploration of Teacher Educator Identities Within an Irish Context of Reform. In: J. Murray, A. Swennen, A., & C. Kosnik (eds.), *International Research, Policy and Practice in Teacher Education.* **pp. 47-61. Switzerland: Springer Nature.**
https://doi.org/10.1007/978-3-030-01612-8_4

As teacher education undergoes reform in many jurisdictions, who teacher educators are, their lives and their work, continue to be in the spotlight internationally while remaining relatively underexplored in the Irish context. The research from which this chapter draws is an attempt to address this lacuna. Performativity and accountability agendas globally and the European economic austerity landscape have set the scene for a radical reform agenda in initial teacher education (ITE) in Ireland. From a largely autonomous college-based system of provision at primary level, now ITE is subject to stronger regulation and oversight by the Irish Teaching Council and through a rationalisation of ITE within higher education. Drawing on a phenomenological approach and in depth interviews with ITE educators across five education departments in Ireland, we decode their experiences, values and concerns relative to changing contexts. We explore the diverse pathways, values and experiences that construct them as teacher educators in the present, and gain insight in to the strength of former professional identities. Bourdieu's metaphor of habitus and field enables us to make sense of distinctions in values and practices across the subfields of initial teacher education and to explain why practitioner teacher identity continues to be privileged in the context of this policy agenda.

Gleeson, J., Sugrue, C., & O'Flaherty, J. (2017). Research capacity and initial teacher education reform: Irish experiences, international perspectives. *Teaching and Teacher Education, 62*(2017), **19-29**.
https://doi.org/10.1016/j.tate.2016.11.001

As globalisation intensifies and economies struggle to address 'austerity', educational reform continues unabated. In the case of initial teacher education (ITE) the pendulum swings between practice and research with a growing emphasis on teacher educators' expertise. International ITE discourses provide an important context for recent Irish policy and reforms. Against this backdrop, the findings of a systematic study of the research capabilities and activities of ITE faculty are critically analysed and discussed. The evidence indicates a considerable mismatch between policy intentions and teacher educators' current capacities. Policy implications are identified and discussed and their possible significance for other systems considered.
Keywords: Initial teacher education policy Practice and reform Teacher educators' research capacity and activity Voice of teacher educators.

Sahlberg, P. (2012). *Report of the International Review Panel on the Structure of Initial Teacher Education Provision in Ireland*: **Review conducted on behalf of the Department of Education and Skills. Dublin: Department of Education and Skills.**
https://www.education.ie/en/Publications/Education-Reports/Report-of-the-International-Review-Panel-on-the-Structure-of-Initial-Teacher-Education-Provision-in-Ireland.pdf

Introduction 1 Background to the Review 2 Terms of Reference 3 Current International Trends in Initial Teacher Education 4 Current Irish Provision for Initial Teacher Education 5 Conclusions and General Observations 6 Specific Recommendations on Restructuring Initial Teacher Education 7 Supplementary Issues

Solbrekke, D. T., & Sugrue, C. (2014). Professional accreditation of initial teacher education programmes: Teacher educators' strategies—Between 'accountability' and 'professional responsibility'? *Teaching and Teacher Education, 37*, **11–20.**
https://doi.org/10.1016/j.tate.2013.07.015

National audit systems have emerged to assure their publics about the quality of pre-service programmes. This paper investigates and critically discusses accounts from interviews with four Irish teacher educators on their experiences with a professional accreditation process through the multi-focal lens of professional responsibility, accountability, survival and coping strategies. Evidence indicates that key actors' navigations between the logic of accountability and responsibility enables them to construct multiple performance scripts of teacher education programmes. We conclude that creative coping through the construction of multiple performance scripts are a vital element of promoting and sustaining professional responsibility among teacher educators.

Israel

Katz, E. & Coleman, M. (2005). Autonomy and accountability of teacher-educator researchers at a college of education in Israel. *Innovations in Education and Teaching International, 42*(1), **5-13.**
https://doi.org/10.1080/1470329500048754

This paper describes a study of the extent of teacher-educators' engagement in research and their attitudes and beliefs towards academic autonomy and accountability, in relation to research. The findings from a survey questionnaire and a set of unstructured interviews indicate that at most 25% of faculty at the college are involved in research. It was found that the more respondents are engaged in research and the more highly qualified they are, the more they are likely to expect to be regarded as autonomous professionals. Furthermore, the accountability of teacher-educator researchers tends to be directed by norms, codes of practice and sets of values that are professionally imposed.

Japan

Suzuki, S. (2014). Toward professionalisation or de-professionalisation? Teacher education over the past 40 years: a Japanese retrospection. *Journal of Education for Teaching 40*(5), 524-542. http://dx.doi.org/10.1080/02607476.2014.956538

In this paper, I will discuss how to enhance Japanese teacher education. After sketching teacher education from the mid-1940s to the 1960s, I sum up the main topics people discussed through each decade of the 1970s, 1980s, 1990s. Illustrating some of the current topics of teacher education in the first decade of the new century, I discuss what they would create by way of introducing a new type of Graduate School into the teacher education institutions, which raises the question whether Graduate Schools heighten teachers' professionalism or not. In conclusion, I propose an ideal network for promoting teaching expertise.
Keywords: professional graduate school; teaching certificates; open entry to teacher education Area Education Network; National Council on Education; conservative turn

Korea – South

Hwang, H. (2014). The influence of the ecological contexts of teacher education on South Korean teacher educators' professional development. *Teaching and Teacher Education, 43*, 1-14. http://dx.doi.org/10.1016/j.tate.2014.05.003

This study is designed to explore how the ecological context of teacher education influences affect South Korean teacher educators' professional development. Research findings reveal that South Korean teacher educators' concerns about their professional development are mainly related to conducting research influenced by global, political, social, and institutional influences together. The global influences permeate lower contextual levels in order and appear as concrete policies affecting teacher educators' work. As a result of an environment that favors academic achievement in various levels of the ecological contexts of teacher education, South Korean teacher educators desire more international academic communication.

Myanmar

Borg, S., Clifford, I., & Phyu Htut, K. (2018). Having an EfECT: Professional development for teacher educators in Myanmar. Teaching and Teacher Education, 72(2018), 75-86. https://doi.org/10.1016/j.tate.2018.02.010

As part of Myanmar's current educational reforms, the EfECT project aimed to improve the competence of pre-service teacher educators in Education Colleges across the country. Drawing on baseline and exit measures collected through questionnaires, tests, observations, interviews and written reflections, this paper examines the impact of the two-year project on 1647 teacher educators' propositional knowledge of teaching methodology, practical teaching skills, reflective abilities and professional confidence. Overall, but not exclusively, the outcomes of the project in relation to these issues were positive, and these results are analysed critically with particular attention to the tools used to measure project impact.

Keywords: Myanmar Initial teacher education Teacher educators Teacher competence Development projects British Council

Netherlands

Dengerink, J. (2019). Lerarenopleiders in ontwikkeling. Een surveystudie naar het werk en de professionaliseringsbehoeften van lerarenopleiders in het hoger onderwijs. (Teacher educators developing themselves. A survey-study on the work and professional learning needs of teacher educators in higher education)**. *Tijdschrift voor Lerarenopleiders, 40*(1), 1-17.** https://registratiesite.brlo.nl/CMS/RPP/Organizations/1/Shops/1/Media%20Libraries/2/Lerarenopleiders%20in%20ontwikkeling%20(TVL-2019-40-1-01).pdf?mode=normal

Dit artikel gaat over het werk, de professionaliseringsbehoeften, de waardering van professionaliseringsmogelijkheden en de onderlinge relaties daartussen van lerarenopleiders werkzaam bij universiteiten en hogescholen. Het is gebaseerd op een survey onder 350 Nederlandse lerarenopleiders. Deze survey maakt deel uit van een internationale survey in zes landen van het International Forum for Teacher Educator Development (InFo-TED). Een dergelijke survey heeft in deze omvang internationaal en in Nederland niet eerder plaats gevonden. De data geven een beeld van de diversiteit in en complexiteit van het werk van lerarenopleiders en hun behoeften aan professionele ontwikkeling. Dit artikel beschrijft de belangrijkste overeenkomsten en enkele significante verschillen tussen Nederlandse lerarenopleiders en hun buitenlandse collega's en tussen Nederlandse lerarenopleiders onderling. Uit de studie blijkt dat de meeste Nederlandse lerarenopleiders ook de begeleiding van ervaren leraren, naast onderwijs en/of onderzoek, in hun takenpakket hebben. Terwijl vrijwel alle lerarenopleiders in de andere landen een voltijdaanstelling hebben, zijn in Nederland (bij universiteiten ook relatief kleine) deeltijdaanstellingen gebruikelijk. Het aantal taken per lerarenopleider verschilt echter nauwelijks. Professionalisering in curriculumontwikkeling en in het verrichten van praktijkgericht onderzoek vinden vrijwel alle categorieën lerarenopleiders belangrijk. Meer aandacht voor ontwikkelmogelijkheden voor beginnende lerarenopleiders, vooral degenen met een deeltijdaanstelling, blijft nodig. Ook zijn meer gerichte ontwikkelmogelijkheden voor niet-gepromoveerde lerarenopleiders die onderzoek begeleiden en/of verrichten en voor meer ervaren lerarenopleiders die ervaren leraren begeleiden en die functioneren in complexe netwerken gewenst.

Koster, B., Dengerink, J., Korthagen, F. & Lunenberg, M. (2008). Teacher educators working on their own professional development: goals, activities and outcomes of a project for the professional development of teacher educators. *Teachers and Teaching , 14*(5), 567-587. http://dx.doi.org/10.1080/13540600802571411

This article reports on the professional development of teacher educators within the context of a national project, 'Professional Quality of Teacher Educators,' where a professional standard and a

standards-based procedure of (self-)assessment and professional development have been created and effectively implemented. This project offered a unique opportunity to analyze the goals, activities and outcomes of the process of professional development of teacher educators in a situation in which this development is promoted by the professional group as a whole. In our research, we used 25 completed portfolio's made by teacher educators participating in the standards-based procedure of (self-)assessment and professional development. We found that teacher educators, participating in this procedure, prefer the development of their knowledge and skills over the development of their attitudes and beliefs. For their professional development, the teacher educators experiment with new activities within the worksituation and interact with colleagues within their professional community, more than that they study theory or reflect on their work. The participating teacher educators experience a positive impact at the personal level (change in cognition and behavior). More than one-third of them share outcomes with others. Above, they report a more positive self-esteem and more enthusiasm for teacher education. This article may motivate other countries or institutions to invest in the professional development of teacher educators. Further research is necessary on the essence of the professional qualities of teacher educators and the relation of their professional development with student learning.
Keywords: teacher educators; professional standards; professional development; selfassessment

Swennen, A., & Lorist, P. (2016). De invloed van de kennisbases en kennistoetsen op de identiteit en autonomie van lerarenopleiders. (The Influence of the knowledge base and knowledge assignments on the identity and autonomy of teacher educators). ***Tijdschrift voor Lerarenopleiders, 37*(4), 43-52.**
http://www.lerarenopleider.nl/velon/ledensite/files/2016/12/37_4_05SwennenLorist.pdf

In deze bijdrage aan dit themanummer van het Tijdschrift voor Lerarenopleiders verkennen we hoe gedurende de afgelopen tien jaar de ontwikkeling en invoering van kennisbases en kennistoetsen in het hbo (pabo, tweedegraads en eerstegraads opleidingen) de identiteit en autonomie van de beroepsgroep lerarenopleiders heeft beïnvloed en nog steeds beïnvloedt. Het doel van het artikel is het bevorderen van de discussie over de invloed van de ontwikkeling van verplichte kennisbases en kennistoetsen, en wat deze ontwikkeling betekent voor individuele lerarenopleiders en lerarenopleiders als beroepsgroep. We baseren ons op verschillende bronnen. In de eerste plaats op documenten en websites van de overheid en andere betrokken organisaties, zoals de Onderwijsraad, de Vereniging Hogescholen en 10voordeleraar. In de tweede plaats gebruiken we gegevens uit een eerder onderzoek van een van ons (Swennen, 2012) over de ontwikkeling van de identiteit en professie van lerarenopleiders. Ten derde baseren we ons op onze eigen kennis van ontwikkelingen in het opleiden van leraren van de afgelopen dertig jaar, waar we beiden nauw bij betrokken waren en zijn.

Swennen, A. & Volman, M. (2016). Teacher educators' struggles for monopoly and autonomy over teacher education in the Netherlands, 1990-2010. In: T.A. Trippestad, A. Swennen, & T. Werler (Eds.). *The Struggle for Teacher Education: International Perspectives on Governance and Reforms.* London: Bloomsbury Academic.
https://www.bloomsbury.com/uk/the-struggle-for-teacher-education-9781350089341/

In this chapter we explore recent struggles for the primary teacher education curriculum and the role primary teacher educators play in these struggles and how these affect their autonomy. We view the struggles for the curriculum as a contest between different groups. As we focus on groups within education we regard the struggle for the curriculum as an interprofessional contention struggle for

monopoly and autonomy, in which teacher educators try to gain or maintain control over the curriculum they have to teach and compete struggle for autonomy. The outcomes of the study reveal that the autonomy of teacher educators has decreased and that teacher educators play a minor part in the struggle for the curriculum. The reasons for the decrease of autonomy of teacher educators may be the lower status of primary teacher education within Higher Education and teacher education. Teacher educators acknowledge that the interference of the government decreases their autonomy, but they accept changes and incorporate them in their work in ways they find tolerable.

New Zealand

O'Neill, J. (2017) A biographical experience of teacher education in Aotearoa New Zealand.
European Journal of Teacher Education, 40(5), 589-600.
http://dx.doi.org/10.1080/02619768.2017.1385057

The article analyses initial teacher education (ITE) policy and practice in Aotearoa New Zealand over forty years. Central to the local ITE context was the incorporation of the 'monotechnic' colleges of teacher education into the university sector in the 1990s and 2000s, following New Zealand's structural adjustments to the state education sector in 1989 and 1990. Policy ideologies of 'marketisation' and 'professionalisation' raised expectations of the abstract knowledge base and competencies that university-based teacher education graduates would acquire, while simultaneously degrading the rich immersion in cultural, curriculum and subject studies and learning by doing that were the hallmark of the former colleges. Indigenous staff and students arguably suffered most during the incorporation years. The final section looks to New Zealand's future demographic, environmental and socio-economic imperatives and asks how ITE can be recast to enable teacher educators and beginning teachers to face the realities and challenges of the decades ahead.
Keywords: Teacher education; education policy; teacher professionalisation; te reo Māori me ōna tikanga; te tiriti o Waitangi

Northern Ireland

Nelson, J. (2010). Religious segregation and teacher education in Northern Ireland. *Research Papers in Education, 25(1), 1-20.*
http://dx.doi.org/10.1080/02671520802298464

This paper surveys the extent of religious segregation in teacher education in Northern Ireland and notes that there are elements of separation within a general context of (increasing) common teacher education. With reference to liberal and communitarian theories the case for separate teacher education is considered. It is acknowledged that a case can be made for forms of separate teacher education in a liberal society but that certain limits or expectations should apply. A common teacher education is found to be desirable but it is suggested that in order to justify its dominant status in a plural environment it must be accommodating of religion, encourage dialogical engagement around concepts of shared fate and cultivate a sense of community.
Keywords: teacher education; religious education; liberalism; common education; communitarianism; religious segregation

Norway

Elstad, E. (2010) University-based teacher education in the field of tension between the academic world and practical experience in school: a Norwegian case. *European Journal of Teacher Education, 33*(4), 361-374.
http://dx.doi.org/10.1080/02619768.2010.504948

Teacher education at the university has to relate both to the school and to academia. Since these two worlds have values that to some extent diverge, teacher education is placed in a field of tension between the requirement to adapt to academic standards, norms, and values and the requirement to maintain a close professional relationship with the practice of teaching in schools. This article gives an account of a Norwegian experience of this field of tension. The purpose of this article is to discuss, interrogate, and identify problems inherent in the tensions between academia and the proximity to the field and the need for robust knowledge production through research and the 'tips for teachers' approach. Teacher education has shown adaption to the structures of the university but also developments that point in another direction; this divided culture requires a sharper focus on the complexity of the inherent issues involved.
Keywords: academic staff; attitudes; teacher education; teacher educators; theory practice relationship; educational practices

Haugaløkken, O.K. & Ramberg, P. (2007). Autonomy or control: discussion of a central dilemma in developing a realistic teacher education in Norway. *Journal of Education for Teaching, 33*(1), 55-69.
http://dx.doi.org/10.1080/02607470601098310

The introduction of the collaborative partnership model in initial teacher education at the Norwegian University for Science and Technology has paved the way for activities and components in its professional training that closely relate to the field of practice and meets the need to attain the more 'here-and-now'-oriented objectives of the teacher education programme. The evaluation of the model reveals, however, that considerable work remains to be done before one can say that the education programme has achieved the national objectives set for a suitable training for the profession. This concerns the students' acquisition of educational theory, which is considered to be a prerequisite to the development of autonomy in the teaching profession. While a solid foundation of educational theory will be of importance for the students' future professional growth, teacher education must also include elements associated with control, thus ensuring the school system's implicit function as the bearer of society's values and culture

Munthe, E., Svensen Malmo, K.-A. & Rogne, M. (2011). Teacher education reform and challenges in Norway. *Journal of Education for Teaching, 37*(4), 441-450.
https://doi.org/10.1080/02607476.2011.611012

Teacher education in Norway is nationally regulated and is currently undergoing extensive changes. This paper briefly outlines the various education routes for teachers and some of the ongoing work to improve teacher education, but concentrates mainly on the reform that has come the farthest: initial teacher education for grades 1–7 and grades 5–10. The background to this reform, the main changes made to teacher education through this reform and some of the challenges being dealt with are presented. Controversies abound in teacher education, and the one that is particularly brought to the forefront in this paper is the relationship between designing programmes that enable the development of skills and also enhance becoming a teacher: the character-forming significance of teacher education.

Keywords: teacher education reform; initial teacher education; programme design; skill development; character development

Smith, K. (2011). The multi-faceted teacher educator: a Norwegian perspective. *Journal of Education for Teaching: International research and pedagogy, 37***(3), 337-349.**
http://dx.doi.org/10.1080/02607476.2011.588024

Within the broad theme of this special issue, the current article describes a turbulent Norwegian teacher education context in which two new teacher educators start work in a university. Like other nations, Norway is affected by international educational trends, some of which have a reductive impact on the teaching profession and on teacher education. The article discusses the many roles teacher educators have to hold and presents what the local context, a university's teacher education department, does to support new colleagues in developing individual roles and identities as teacher educators which enable them to fit into the local culture and requirements. The article examines some of the many frustrations that teacher educators often feel are rooted in local, national and international movements, before it concludes with a quest for developing programme identity that builds on the strength of having a diverse staff of teacher educators.
Keywords: teacher education in Norway; roles of teacher educators; changes in teacher education; professional knowledge of teacher educators; professional learning of teacher educators

Ulvik, M., & Smith, K. (2019). Teaching About Teaching: Teacher Educators' and Student Teachers' Perspectives from Norway. In: J. Murray, A. Swennen, & C. Kosnik (eds.), *International Research, Policy and Practice in Teacher Education***. (pp 123-137). Singapore: Springer Nature.**
https://doi.org/10.1007/978-3-030-01612-8_9

In this chapter we address the question of how to prepare student teachers for professionalism in teaching. We especially focus on higher education-based teacher educators and their role in promoting integration between theory and practice, which is frequently perceived as a challenge in teacher education (Korthagen F, J Educ Teach 36(4):407–423, 2010; Kvernbekk T, Informal Logic 32(3):288– 305, 2012). The chapter draws on a study, in a Norwegian context, that investigated teacher educators' competence as seen from their own and student teachers' perspectives (Ulvik M, Smith K, Uniped 39(1):61–77, 2016). Competence is here understood as the knowledge and skills that teacher educators need to do their job.

Russia

Valeeva, R.A., & Gafurov, I.R. (2017). Initial teacher education in Russia: connecting theory, practice and research. *European Journal of Teacher Education, 40***(3), 342-360.**
https://doi.org/10.1080/02619768.2017.1326480

This paper explores initial teacher education (ITE) in Russia, its organisation and content in the light of international literature. Changes in the political, socio-economic and cultural life of Russia in recent decades have defined a completely different model of teacher education. This model has evolved through key policy documents including the 'Conception of pedagogical education development support (2013; http://minobrnauki.rf/documents/3871); 'The teacher professional standard' (2013; http://www.rosmintrud.ru/docs/ mintrud/orders/129/), and, in 2014, the 'Comprehensive programme to improve the professional skills of educational institutions teaching

staff (http://www.consultant.ru/document/cons_doc_LAW_166654/). These documents have led to important changes in teacher education policy with serious consequences in terms of structure and curriculum. A key objective of this paper, therefore, is to examine the structure and curriculum of ITE in Russia within competency-based approach. The article also explores how the research dimension is integrated in ITE programmes, as well as new concepts and approaches linking theory and practice. In outlining the new model, the approach to teacher education followed by Kazan Federal University is used an illustrative example.

Keywords: Russia; initial teacher education; practice; research; theory

Saudi Arabia

Borg, S., & Alshumaimeri, Y. (2012). University teacher educators' research engagement: Perspectives from Saudi Arabia. *Teaching and Teacher Education, 28*(3), 347–356.
https://doi.org/10.1016/j.tate.2011.10.011

This paper examines university teacher educators' engagement with and in educational research. Survey results collected from eighty-two teacher educators at a leading university in Saudi Arabia pointed to modest levels of research activity and also suggested that these individuals held largely technical views of what research is. Their assessments of their institutional research culture also signalled a perceived gap between the research productivity expected of them and the support they received from their university. The implications of these findings for promoting research activity among university teacher educators, where this is considered desirable, are discussed.

Scotland

Gray, D. & Weir, D. (2014). Retaining public and political trust: teacher education in Scotland. *Journal of Education for Teaching, 40*(5), 569-587.
http://dx.doi.org/10.1080/02607476.2014.956541

This paper traces the key periods, players and events which have contributed to the shaping of the current landscape of teacher education in Scotland. Starting with the Wheatley Report and the formation of the General Teaching Council (Scotland) in the 1960s through to the most recent Donaldson Review of Teacher Education, we examine ebb and flow amongst GTCS, government, colleges of education and universities. Following its own trajectory, Scottish Education resisted and rejected policies emanating from an 'English' ideology, capitalised on respect for and influence of the GTCS, and successfully moved teacher education's base from autonomous colleges to high-status universities. At the core of teacher education in Scotland is the continuing desire for partnership-working amongst key stakeholders: local and national government, GTCS, schools, teacher education institutions, teaching unions, parents and pupils. A teaching profession of trained graduates, underpinned by university-led subject study, is now moving steadily towards Masters-level professional learning for all. Although having faced some troubled episodes, this period has also been characterised by remarkable stability and consensus and, although still tackling the improvement agenda suggested by the recent Donaldson review, teacher education in Scotland has retained a high degree of public and political trust.

Keywords: teacher education; education policy; partnership; higher education

Menter, I. (2011). Four 'academic sub-tribes', but one territory? Teacher educators and teacher education in Scotland. *Journal of Education for Teaching, 37*(3), 293-308.
http://dx.doi.org/10.1080/02607476.2011.588018

This paper takes a sociocultural approach to questions around the professional identity of teacher educators in Scotland. Through an analysis of the historical trajectory of Scottish teacher education and its institutions, it is suggested that there are four distinctive groups of staff currently working in the university departments that provide all of the initial teacher education. The professional backgrounds and experiences of these four groups are illustrated by data drawn from a series of interviews with Scottish teacher educators. The members of each of the four groups tend to have different relationships both with the academy and with the teaching profession. As they develop their careers as teacher educators, the continuously changing institutional environment may create different pressures on them, some of these emerging as identity conflicts, even though they are all working within the same 'territory' of teacher education.
Keywords: Scotland; teacher educators; professional identities

Menter, I., Hulme, M., Elliot, D. & Lewin, J. (2010). *Literature Review on Teacher Education in the 21st Century*. Edinburgh, Scottish Government, Education Analytical Services, Schools Research. 114 pp.
https://www.gov.scot/publications/literature-review-teacher-education-21st-century/pages/0/

Chapters: 1. Introduction - Aim, background and objectives - Scope of the review - Review methods - Nature and quality of data sources - Structure of the review 2. Teacher education in scotland - Introduction - Significant developments in teacher education - The policy context - Current strengths - Weaknesses - Areas for improvement – 3. Teacher education and professionalism - Introduction - Approaches to teacher education - Enhancement of professionalism - The effective teacher: standards and competences - The reflective teacher - The enquiring teacher - The transformative teacher - The future of teacher professionalism - Implications for Scottish teacher education 4. Teacher education, collaboration and professional support - Introduction - Entry requirements for teacher education - Partnership arrangements with schools - Mentoring, induction and early professional development - Continuing professional development - Collaborative approaches to curriculum design and evaluation - Recognising accomplished teachers - Professional development of teacher educators - Implications for Scottish teacher education 5. Professionalism and pupil outcomes - Introduction - Research linking teaching education and pupil outcomes - Summary - Implications for Scottish teacher education 6. Evaluating the impact and effectiveness of teacher education - Introduction - Research - Inspection and self-evaluation - School-level evaluation of teacher education - Implications for Scottish teacher education 7. Conclusions

Menter, I. & Hulme, M. (2012) Teacher education in Scotland – riding out the recession?, *Educational Research, 54*(2), 149-160.
http://dx.doi.org/10.1080/00131881.2012.680040

Background: Teacher education in Scotland has developed its own trajectory for many years and this distinctiveness appears to have increased since the creation of the Scottish Parliament in 1999. Teachers' pay and conditions were addressed in 2001 by the agreement A teaching profession for the 21st century. This agreement led to a number of innovations in teacher education and development. More recently, there has been a report of the Review of Teacher Education in Scotland by Graham Donaldson and a committee is currently reviewing teachers' pay and conditions. *Purpose:* This article

examines the extent to which the development of teacher education in Scotland has been affected by the global financial crisis and its impact on the provision of public services. Three policy contexts are explored in turn, those of politics and economics, education and teacher education, so that the analysis moves from the wider societal perspective towards the specifics of teacher education. *Sources of evidence*: The article draws on a close analysis of relevant policy documents, including those produced by the Organisation for Economic Cooperation and Development, the Scottish Government and the General Teaching Council for Scotland. Additionally reference is made where appropriate to a wide range of published research and to reports such as the Review of Teacher Education in Scotland. *Main argument:* The ways in which teacher education policy in Scotland is developing is a result of the interaction between history, culture and politics played out at a national level under the wider influence of UK, European and global affairs, both economic and political. There are real tensions in the current conjunction of policies and trends, which create major challenges for all those involved. The promotion of career-long professional learning and enhanced school autonomy proceed alongside the review of teachers' professional conditions (McCormac Review), high levels of intermittent employment among new teachers, fluctuations in student numbers and staffing in university Schools of Education, and contracting resource to support school-level curriculum development and continuing professional development. The social partnership achieved between employers and practitioners is under increasing strain; and relations of partnership between universities and schools are subject to increasing critical scrutiny. Teaching in a time of crisis creates new challenges, and the need for innovative approaches to enduring challenges, in the short and longer term. *Conclusions:* The longstanding commitment to explicit values in Scottish culture and education is all the more important in a context where pressures for accountability and efficiency are greater than ever.
Keywords: teacher education; Scotland; accountability; policy; financial crisis

South Africa

Chetty, R. & Lubben, F. (2010). The scholarship of research in teacher education in a higher education institution in transition: Issues of identity. *Teaching and Teacher Education, 26*(2010), 813-820.
http://dx.doi.org/10.1016/j.tate.2009.10.018

This paper examines perceptions of professional and organizational identity of teacher educators in a 'new' University of Technology in South Africa, resulting from several recent mergers of colleges of education and colleges of technology mainly serving formerly disadvantaged students and schools. The findings show that most staff consider teaching and research as dichotomous. Research activities are seen to satisfy the institutional requirements for securing research funding and producing publications. Professional identities could be strengthened by a faculty-wide debate on the specific profile of teacher education in a University of Technology, resulting also in an agreed research ethos. Peer support in collaborative research groups with a focus on own practice is seen as an opportunity to strengthen research expertise.
Keywords: Teacher education Educational research Institutional transition Discursive identity Identity salience South Africa

Trinidad and Tobago

Yamin-Ali, J. (2017): Tensions in the work context of teacher educators in a School of Education in Trinidad and Tobago: a case study. *European Journal of Teacher Education*, **Published online: 26 Oct 2017.**
http://dx.doi.org/10.1080/02619768.2017.1393516

This research focuses on the perspectives of university-based teacher educators regarding their roles at a School of Education in Trinidad and Tobago. It investigates the tensions between their own expectations of the position they were employed for and their perspectives of the institution's expectations of them. This focus adds to the findings and perspectives of other researchers in the field, indicating that teacher educator roles and identities pose questions in international settings including developing countries. This research utilises a descriptive intrinsic case study approach. Semi-structured interviews were conducted with twenty-one participants and the data were analysed to ascertain in what ways their teacher educator experiences conflicted with their initial expectations of what their roles would have been. Findings indicate that teacher educators at this institution were challenged by expanded roles, conducting research, team work, and insufficient opportunity for growth. Implications are presented including suggestions for a range of necessary skills for teacher educators.
Keywords Teacher educator; role expectations; role challenges; teacher educator identities

Uganda

O'Sullivan, M.C. (2010). Educating the teacher educator – A Ugandan case study. International *Journal of Educational Development, 30*(2010), 377-387.
http://dx.doi.org/10.1016/j.ijedudev.2009.12.005

Who educates teacher educators? How are teacher educators educated and prepared for their roles and tasks? This article uses a review of a two-year full-time Diploma in Teacher Education (DTE) for teacher educators in Uganda to engage with these questions. The article begins with a presentation of the Ugandan teacher education context and a literature review, focusing mainly on teacher educator knowledge, preparation, roles and tasks. It then presents the review process and discusses the main findings that emerged, exploring their implications for the education of teacher educators in Uganda and internationally. The main implications concern the critical role of teacher education pedagogy, context, teacher educator knowledge, tasks and roles, reflective practice, practitioner research, and the background, capacities and education of the educator of teacher educators.

United Kingdom

Beauchamp, G., Clarke L., Hulmec, M., & Murray, J. (2015). Teacher education in the United Kingdom post devolution: convergences and divergences. *Oxford Review of Education, 41*(2), 154–170.
http://dx.doi.org/10.1080/03054985.2015.1017403

This paper examines the roles of research in teacher education across the four nations of the United Kingdom. Both devolution and on-going reviews of teacher education are facilitating a greater degree of cross-national divergence. England is becoming a distinct outlier, in which the locus for teacher education is moving increasingly away from Higher Education Institutions and towards an ever-growing number of school-based providers. While the idea of teaching as a research-based profession is increasingly evident in Scotland, Northern Ireland and Wales, it seems that England, at

least in respect of the political rhetoric, recent reforms and explicit definitions, is fixed on a contrastingly divergent trajectory towards the idea of teaching as a craft-based occupation, with a concomitant emphasis on a (re)turn to the practical. It is recommended that research is urgently needed to plot these divergences and to examine their consequences for teacher education, educational research and professionalism.
Keywords: teacher education; research; devolution; professionalism

British Educational Research Association (BERA). 2014. *Research and the Teaching Profession. Building the capacity for a self-improving education system. Final report of the BERA-RSA Inquiry into the role of research in teacher education.* **London: British Educational Research Association.**
ISBN: 978-0-946671-37-3 and www.bera.ac.uk

In this final report, we have gone further – testing the evidence offered in the interim report with a range of stakeholders – classroom practitioners, school leaders, senior inspectors, local and national policymakers – and probing in greater depth the distinctive situations in each of the four jurisdictions that make up the UK. From these investigations we offer a vision, some guiding principles and four sets of clearly targeted recommendations, each set to be applied in a particular jurisdiction. We also offer some observations about comparative and UK-wide activity. In so doing we have moved from an emphasis on evidence in the interim report to a focus on action in this document. This is, of course, the essence of what we are saying educational professionals in the UK need to be able – and must be enabled – to do, whatever the national setting they work in and whatever the educational challenges and statutory frameworks they are required to address.

Lucas, N. (2007). Rethinking Initial Teacher Education for Further Education Teachers: From a standards-led to a knowledge-based approach. *Teaching Education, 18***(2), 93-106.**
http://dx.doi.org/10.1080/10476210701325077

This paper is a critique of the initial teacher education (ITE) of further and adult education teachers in the UK. It argues that the employer-led, national standards model in the UK is not the basis for ITE and professional development because it takes no account of learning in the workplace, disregards the multi-specialist and professional dimensions of professional practice and marginalizes the importance of knowledge. In the critique of the "standards-led model" the paper draws upon research and ideas on work-based learning, seeing the learning of teachers in the workplace as a complex relationship with many "experts" in multiple, often conflicting learning contexts. The paper stresses the importance of seeing work-based learning as more than just "learning by doing" to one that sees it as an intentional structuring of participatory activity. In other words, a "pedagogy of the workplace" . Finally the paper suggests that learning is not just a process of "participation", but a learning zone where different types of knowledge and pedagogy are learnt and transformed. In highlighting the importance of knowledge the paper draws upon theories of professional knowledge that suggests that certain types of knowledge cannot be gained in the workplace alone, therefore focusing on the issues of the different types of knowledge, their acquisition and their transformation or recontextualisation.

Murray, J., Campbell, A., Hextall, I., Hulme, M., Jones, M., Mahony, P., Menter, I,, Procter, R. & Wall, K. (2009). Research and teacher education in the UK: Building capacity. *Teaching and Teacher Education, 25***(2009), 944-950.**
http://dx.doi.org/10.1016/j.tate.2009.01.011

The need for capacity-building in teacher education in the UK has been raised as a serious issue by a number of commentators. Tensions about the place of research in teacher education have persisted for many decades, but following changes to the core funding mechanisms in the UK, the maintenance of education research bases within many universities has become increasingly tenuous. This paper provides an analytical account of an initiative conducted by the Teacher Education Group (TEG) to build research capacity in teacher education. With reference to a review of the national contexts for research in the UK and research on teacher educators, the article argues that, in order to build research capacity initiatives we need to provide motivation and new types of networking opportunities for researchers, as well as developing their expertise. In developing this argument, the article also explore the relationships between national policy changes, institutional research cultures and individual habitus and agency in research capacitybuilding. The paper also describes a new initiative in England, the Teacher Education Research Network (TERN).

Keywords: Teacher education research Research capacity-building National policy Institutional development Early and mid career researchers Network learning

United States of America

Cochran-Smith, M. (2008). The new teacher education in the United States: directions forward. *Teachers and Teaching: theory and practice, 14*(4), 271-282.
http://dx.doi.org/10.1080/13540600802037678

There is now unprecedented emphasis on teacher quality in the USA and in many nations around the world with extremely high expectations for teacher performance. Based on the assumption that education and the economy are inextricably linked, it is now assumed that teachers can – and should – teach all students to world-class standards, serve as the linchpins in educational reform, and produce a well-qualified labor force to preserve the nation's position in the global economy. This article builds on the argument that during the late 1990s and into the early 2000s, a 'new teacher education' emerged in the USA, which was constructed as a public policy problem, based on research and evidence, and driven by outcomes. This new teacher education is both for better and for worse. The article suggests that the trends that characterized the emergence of the new teacher education have continued and intensified, especially in light of larger national and global policy and political issues. Cochran-Smith argues that education scholars who care about public education need to build on the most promising aspects of the new teacher education, but also challenge its narrowest aspects by working with others both within and against the system to change the terms of the debate.

Keywords: teacher education; teacher quality; teacher education policy

Cochran-Smith, M., Ell, F., Grudnoff, L., Haigh, M., Hill, M. & Ludlow, L. (2016). Initial teacher education: What does it take to put equity at the center? Review. *Teaching and Teacher Education, 57*(2016), 67-78.
http://dx.doi.org/10.1016/j.tate.2016.03.006

Four tasks involved in making equity the centerpiece of initial teacher education. Task 1: Conceptualizing inequality/inequity and teacher education's role. Task 2: Defining practice for equity. Task 3: Creating equity-centered programs tailored to local history of inequality. Task 4: Researching equity-centered teacher education. This article addresses the question: What would it take to put equity front and center in initial teacher education? Drawing on research and innovative

programming, the authors argue there are four essential tasks: conceptualizing educational inequality and the role of teacher education in challenging inequality; defining practice for equity; creating curricula and structures that are equity-centered and tailored to local patterns of inequality; and, engaging in research for local improvement and theory building about the conditions that support candidates' equity practice. The article conceptualizes each of these tasks and illustrates how they have been addressed in one context.
Keywords: Teacher education Diversity Equity

Cochran-Smith, M., Keefe, E.S., & Carney, M.C. (2018). Teacher educators as reformers: competing agendas. *European Journal of Teacher Education, 41***(5), 572-590.**
http://dx.doi.org/10.1080/02619768.2018.1523391

Most of today's reforms of initial teacher education programs, policies, and practices have positioned teachers and teacher educators as the objects, rather than the agents of reform. In contrast, this article focuses onteacher educators as reformers by analyzing three approaches to reform that are initiated, developed, and promoted by teacher educators themselves: entrepreneurial reform, managerial reform, and democratic reform. The article concentrates primarily on teacher educators as reformers in the US, but also includes examples from other countries. For each approach, the article considers: who the teacher educator reformers are and how they are positioned; how they construct the 'problem' of teacher education; what reforms they advocate as the 'solution'; and, how these are related to larger policy and political agendas. The article argues that this kind of analysis is critical to understanding the current discourse of reform and the competing agendas that dominate the politics of teacher education.
Keywords: Teacher educators; teacher education; education reform; entrepreneurial reform; democratic education

Dinkelman, T. (2011). Forming a teacher educator identity: uncertain standards, practice and relationships. *Journal of Education for Teaching, 37***(3), 309-323.**
https://doi.org/10.1080/02607476.2011.588020

Drawing on his own experience as an illustrative case, the author examines the interplay of external influences and internal sense-making to explore aspects of teacher educator identity. Framed by attention to institutional, discursive and affinity perspectives on identity development, he argues that research and practice contexts in research-intensive schools and colleges of education in the USA contribute to uncertain conditions for the development of professional identity in the field of teacher education. Given an environment that sends mixed messages about the standards that most matter to knowing and acting in teacher education, teacher educators are encouraged to recognise their agency in claiming a sense of professional self, work with colleagues and students to cultivate deliberative inquiry spaces to shed light on the mystery of university-based teacher education, and explore the relationships embedded in the practice of teacher education that prompt recognition of what it means to be a teacher educator.
Keywords: teacher education; teacher educator; identity; standards; teacher education practice; social studies; teacher educator development

Fuller, E.J. (2013). Shaky Methods, Shaky Motives: A Critique of the National Council of Teacher Quality's Review of Teacher Preparation Programs. *Journal of Teacher Education, 65***(2013), 63-76.**
https://doi.org/10.1177/0022487113503872

The National Council on Teacher Quality's (NCTQ) recent review of university-based teacher preparation programs concluded the vast majority of such programs were inadequately preparing the nation's teachers. The study, however, has a number of serious flaws that include narrow focus on inputs, lack of a strong research base, missing standards, omitted research, incorrect application of research findings, poor methodology, exclusion of alternative certification programs, failure to conduct member checks, and failure to use existing evidence to validate the report's rankings. All of these issues render the NCTQ report less than useful in efforts to understand and improve teacher preparation programs in the United States. The article also suggests alternative pathways NCTQ could have undertaken to work with programs to actually improve teacher preparation. The article concludes by noting that the shaky methods used by NCTQ suggest shaky motives such that the true motives of NCTQ for producing the report must be questioned.
Keywords: preservice education, educational policy, education reform

Hammerness, K., & Klette, K. (2015). Indicators of quality in teacher education: looking at features of teacher education from an international perspective. *International Perspectives on Education and Society, 27*(2015), 239-277.
http://dx.doi.org/10.1108/S1479-367920140000027013

In the United States, policy discussions of teacher education in relationship to teacher quality have tended to focus more closely around debates about the nature of teacher preparation and the need for quality teachers to possess advanced degrees or certification. The field is in need of an array of indicators a set of powerful, well-researched indicators that can be applied to large public universities as well as small regional private colleges, from university-based programs to "alternative" programs and to more "hybrid" programs. These indicators need to be relevant for teacher certification across a variety of age-ranges and developmental stages. In this chapter, we build on a growing conversation about practice in teacher education and efforts on the part of researchers to identify key features of powerful teacher education. We propose that quality teacher education is designed around a clear and shared vision of good teaching; it is coherent in that it links theory with practice and offers opportunities to learn that are aligned with the vision of good teaching; and it offers opportunities to enact teaching. While these features are supported for the most part by growing consensus in the literature (National Research Council, 2010; NCATE, 2010), there is also an emerging empirical base that provides support for the value of these features as well.
Keywords: Teacher education; teacher preparation; professional development

Hopkins, M., & Spillane, J.P. (2014). Schoolhouse Teacher Educators: Structuring Beginning Teachers' Opportunities to Learn About Instruction. *Journal of Teacher Education, 65*, 327- 39,
http://dx.doi.org/10.1177/0022487114534483

While few would disagree that a key component of educating teachers to teach happens on the job, research rarely explores the schoolhouse as a site for teacher education. This study thus focuses on inservice as distinct from preservice teacher education and explores how beginning teachers' learning about mathematics and literacy instruction was supported within 24 elementary schools in two midwestern school districts. A mixed methodology was used in this exploratory study, including social network and interview data analysis, to examine beginning teachers' advice- and information-seeking behaviors related to mathematics and literacy. Findings revealed that formal organizational structures inside schools were critical for shaping beginning teachers' opportunities to learn about instruction, including grade level teams and formal leadership positions.

Imig, D., Wiseman, D. & Imig, S. (2011). Teacher education in the United States of America, 2011. *Journal of Education for Teaching, 37*(4), 399-408.
https://doi.org/10.1080/02607476.2011.611006

Teacher education in the USA is faced with an uncertain future. Unprecedented efforts on the part of government, philanthropic foundations, social entrepreneurs, professional societies and others are reshaping the enterprise. Warring camps have emerged to promote decidedly different visions for teacher education, with university-based teacher education challenged for its cost, focus, effectiveness, structure and format, and ideological orientation. Teacher education has become a topic for national debate and the array of alternative models and structures and those who represent them make it difficult to predict a likely outcome. Research remains inconclusive regarding directions to be pursued and the appeals to expertise and professionalism are largely ignored by policy makers and others. Traditional coalitions of supporters have fractured and there is a decided absence of political and professional support for traditional teacher education. The authors identify half a dozen challenges that confront the schooling of children and youth and appeal for teacher educators to lead efforts to address each of these needs.
Keywords: assessment; accountability; accreditation; pre-service preparation; professional development; Race to the Top; No Child Left Behind; traditional teacher education; alternative routes to teacher education

Murray, F.B. (2005). On building a unified system of accreditation in teacher education. *Journal of Teacher Education, 56*(4), 307–317.
https://doi.org/10.1177/0022487105279842

As of September 2003, there are officially two recognized accreditors for teacher education programs in the United States, each with a distinctly different approach to accreditation. The Teacher Education Accreditation Council (TEAC), the more recently developed accreditor, has been criticized for promoting "accreditation shopping," lacking standards, illegitimacy, insensitivity to diversity, and divisiveness. TEAC's position on each of these issues is explicated along with an analysis of other issues that in contrast to the foregoing, are genuine and truly distinguish the two accreditors. An exploration of the differences and similarities between TEAC and the National Council for Accreditation of Teacher Education suggests the ingredients of a unified accreditation system.
Keywords: accreditation, teacher education, TEAC, NCATE

Zeichner, K. (2016). I*ndependent Teacher Education Programs. Apocryphal Claims, Illusory Evidence*. Boulder, Colorado: National Education Policy Center, School of Education, University of Colorado. 29 pp.
https://nepc.colorado.edu/publication/teacher-education

The following four specific recommendations are based on those findings: • State and federal policymakers should not implement policies and provide funding streams that promote the development and expansion of independent teacher education programs unless and until substantive credible evidence accrues to support them. There currently is minimal evidence. • State policymakers should be very cautious in authorizing "teacher preparation academies" under a provision in the new federal education law (Every Student Succeeds Act, or ESSA). Such authorization would exempt those programs from the higher standards for teacher preparation that states typically seek to enforce for other teacher education programs. Policies should hold all teacher preparation programs to clear, consistent, and high standards. • Teacher education program quality should be

determined by an analysis of the costs and benefits of multiple outcomes associated with the programs. Policymakers should thus reject the argument made by two of these five programs (MTR and Relay) that the sole or overriding indicator of teacher and program quality should be students' standardized test scores. • State and federal policies that are designed to support the development of independent teacher education programs should include monitoring provisions to ensure that they do not contribute to a stratified system, where teachers serving more economically advantaged communities complete programs in colleges and universities to become professional educators, while teachers serving low-income communities receive only more technical, narrow training on how to implement a defined set of curricular, instructional and managerial guidelines.

Zeichner, K. & Conklin, H.G. (2015). Beyond Knowledge Ventriloquism and Echo Chambers: Raising the Quality of the Debate in Teacher Education. *Teachers College Record, 119*(4), 2017, p. - http://www.tcrecord.org ID Number: 18148, Date Accessed: 11/20/2015 10:08:06 AM. Also on: https://education.uw.edu/sites/default/files/profiles/documents/zeichner/Zeichner%20TCRFINAL.pdf

Background/Context: For over two decades, there has been a steady call for deregulating U.S. teacher education, closing down allegedly poor quality college and university programs, and creating greater market competition. In response to this call to disrupt the dominance of colleges and universities in teacher education, and because of the policies and funding allocations of the U.S. Education Department and private foundation funding, non-university providers of teacher education have proliferated in certain areas of the country. A critical aspect of the current call for greater deregulation and market competition in teacher education has been the declaration that university teacher education has failed. While there is no dispute about the need for improvements in the dominant college and university system of teacher education, it is also important to critically evaluate the warrants for the value of programs that critics claim should replace college and university programs. *Purpose*: The focus of this paper is to illustrate how research has been misrepresented to support policies and programs that would simultaneously reduce the role of colleges and universities in preparing U.S. teachers and support the expansion of the role of nonuniversity providers. We also examine the print news media's role in uncritically reproducing a narrative of failure about university teacher education and promoting the success of new non-university programs—attention that has served to inflate the public perception of these organizations and programs beyond what is warranted by the available evidence. *Research Design*: Four cases are presented that illustrate the efforts to manufacture a narrative of the failure of colleges and universities in preparing teachers, and to construct a narrative of success for the non-university programs that have been funded to replace them. The authors use the concepts of echo chambers and knowledge ventriloquism to show how this process operates. *Conclusions/Recommendations*: Following the presentation of the cases, specific recommendations are offered for raising the quality of the debates about the future of U.S. teacher education. These include greater transparency in the process of reform, better communication between researchers and stakeholders, using research that has been vetted to inform the debates, and genuinely exploring different policy options for teacher education

Regional

Jones, M., Stanley, G., McNamara, & Murray, J. (2011). Facilitating teacher educators' professional learning through a regional capacity-building network. *Asia-Pacific Journal of Teacher Education, 39*(3), 263-275.

This paper reports on the Teacher Education Research Network (TERN) initiative, which piloted a model for research capacity building in teacher education in the North West of England with the aim of providing early and mid career researchers from seven regional universities with opportunities for professional learning and development. It explores the intricate dynamics of the learning journeys undertaken by the participants and critically examines the structural, social and cultural factors involved in the navigation of the complex ecologies in which they were embedded as teacher educators and how this impacted on their learning. It concludes that initiatives such as TERN can result in academic learning and professional development, but in view of the internal and external pressures confronting education departments today it also raises pertinent issues with regard to the sustainability of such projects. As such the paper makes a strong contribution to the growing international literature on academic learning and professional development within a research capacitybuilding context.
Keywords: networking; professional learning; research capacity building; teacher education

Regional and Local Community Relations

Smith, R., & McCully, A. (2013). Organisational self-evaluation and teacher education for community relations in a transforming society? *European Journal of Teacher Education, 36*(3), 320-345.

During 2004, the School of Education at the University of Ulster embarked on an innovative three-year project designed to embed community relations objectives within initial teacher education. With the advent of more peaceful times in Northern Ireland, this was a precipitous time for initial teacher educators to review the preparation given to beginner teachers for teaching in an increasingly pluralist society emerging from conflict. The present paper reports on one very specific and time-limited element of the broader project. That is, development work designed to investigate the possibilities of using processes of self-review and evaluation as a lever for improvements in initial teacher education for community relations. Following a brief contextualisation, the background to, and the development of, a set of materials designed to support rigorous and systematic self-review of all aspects of provision in a university-based initial teacher education department is described. The Community Relations Index for Initial Teacher Education (Cr-ITE) was envisaged as being of use to initial teacher education establishments in order to help teacher educators take responsibility for rigorous learning from their practice, whilst placing inclusive values at the centre of organisational development. The final section includes further critical reflection on the role of organisational self-review in transforming teacher education for inclusion in a society emerging from longstanding communal conflict.

Educational partnerships

Waitoller, F.R.,. Kozleski, E.B. (2013). Working in boundary practices: Identity development and learning in partnerships for inclusive education. *Teaching and Teacher Education, 31*, 35–45,

There has been an increasing trend to promote partnerships for inclusive education that share responsibility for teachers' and students' learning. Yet, the complexities of collaborating across institutions and professions as well as the identity work that goes with it has been under theorized in inclusive education partnerships. Drawing from Cultural Historical Activity Theory (CHAT) and the literature on boundary practices, this paper advances theoretical tools to examine and further understand the work of inclusive education partnerships. We conceptualize partnerships as a fertile ground for learning and identity development as professionals work across institutional boundaries and face tensions and contradictions created by the overlap of different communities of practice and their respective policies and mediating tools. We illustrate theory with examples from our own work in a professional learning school for inclusive education and provide recommendations for teacher learning in teacher educati to learn and to engage with (more) new technologies; the emerging dynamics of each research group as they developed shared working practices; and the institutional climates, which supported or discouraged the individuals' engagement with both the technology and a regional Teacher Education Research Network that used this technology. In conclusion, we suggest that successful engagement with new technologies in future academic communities of practice might well benefit from a shared commitment to agreed working practices across the group and the provision of brokerage and championing of the technology by key individuals who are in the position to inspire, motivate and support others.

Local

Rust, F. O'Connell (1999). Professional conversations: new teachers explore teaching through conversation, story and narrative. *Teaching and Teacher Education, 15*(4), 367- 380.
https://doi.org/10.1016/S0742-051X(98)00049-3

Undergraduate students and recent graduates of an urban teacher education program came together regularly to talk about becoming reflective and effective teachers. Qualitative analysis of the conversations produced a rich picture of the complex learning at the heart of teaching. The study draws attention to factors in teacher education and schools that support and hinder new teachers' work in urban schools, and contradicts established developmental models of expertise. Additionally, the study highlights the potential of conversation and story telling to sustain teacher learning and inquiry and to meet local needs for teacher learning, teacher research, and teacher-directed professional development

Tunney, J.W. (2016). *A Model of Professional Development for Field-Based Teacher Educators: Addressing Historical Problems through Local Collaboration*. Dissertatie. Irvine CA USA: University of California.
https://escholarship.org/uc/item/3f70s5b5

Chapters: 1: Field Experience in Teacher Education 2: CHAT and a Tradition of Interventionist Research 3: The Mentoring Study Group Context and Design 4: Data and Methods 5: Overview of the Mentoring Study Group 6: Key Problems for Practitioners 7: New Tools and Concepts for Practice 8: A Model for Structured Collaboration 9: Involving Practitioners to Advance Theory and Practice

Institutional

Francis, A.T., Olson, M., Weinberg, PJ., & Stearns-Pfeiffer, A. (2018). Not Just for Novices: The Programmatic Impact of Practice-Based Teacher Education. *Action in Teacher Education, 40*(2), **119-132.**
https://doi.org/10.1080/01626620.2018.1424053

This article describes how a secondary teacher education program at a midsized university made the turn toward a practice-based program in teacher education. The authors argue that efforts to recenter the program around practices have not only improved opportunities for novice teachers, but also have provided teacher educators a programmatic framework for making substantive progress toward three attributes of quality teacher education: increased collaboration between teacher educators, greater coherence between courses and experiences, and improved legitimacy of university-based teacher education. The authors detail specific components of this program reform and explain how such efforts have resulted in valuable gains across each attribute. The authors also explain how they implemented these programmatic changes largely within existing course and field-experience structures, and without substantive new infusions of personnel or funding.
Keywords: Pedagogical innovation; practice-based teacher education; secondary teacher education program reform

Gilroy, P. (2013). The work of teacher education: policy, practice and institutional conditions. Editorial Special issue. *Journal of Education for Teaching: International research and pedagogy, 39*(3), **259-259.**
http://dx.doi.org/10.1080/02607476.2013.799843

Hoffman, J.V., & Duffy, G.G. (2016) Does Thoughtfully Adaptive Teaching Actually Exist? A Challenge to Teacher Educators. *Theory Into Practice, 55*(3), **172-179.**
http://dx.doi.org/10.1080/00405841.2016.1173999

In this article, we explore the roots of thoughtfully adaptive teaching in reflection. Drawing on the conceptual work of Dewey and Schon, we examine reflective practice in teaching as a tool for resistance against institutional pressures to standardize teaching practices. We describe 2 programs of research related to this topic. One program of research is focused on teacher adaptations to practice in the classroom. The second program of research is focused on coaching teachers to develop strategies for thoughtfully adaptive teaching. We draw on the work of Janks around deconstruction and reconstruction for critical teaching practices.

Hadar, L., & Brody, D.L. (2018). Individual growth and institutional advancement: The in-house model for teacher educators' professional learning. *Teaching and Teacher Education, 75*(2018), **105-115.**
https://doi.org/10.1016/j.tate.2018.06.007

The in-house model provided support for adapting pedagogic innovation.
Teacher educators showed self-confidence and professional resilience.
Teacher educators expressed a feeling of belonging and a sense of commitment.
Teacher educators constructed collective responsibility for students' learning.
The community supported institutional transformation into a learning organization.

Hökkä, P., Eteläpelto, A. & Rasku-Puttonen, H. (2012). The professional agency of teacher educators amid academic discourses. *Journal of Education for Teaching,38*(1), **83-102.**

Agency has been seen as fundamental in the renegotiation of professional identities. However, it is unclear how teacher educators exercise their professional agency in their work, and how multiple discourses frame and restrict the practice of their professional agency. This study examines how teacher educators practise agency in negotiating their professional identities amid the multiple discourses emerging from the academic context of their work. The aim was to investigate educators' locally expressed professional agency in the context of the more global discourses that may construct teacher educator identities. The analysis made use of applied thematic discursive analysis to address patterns of talk relating to teacher educators' manifestations of agency within their work as teachers and researchers. Professional agency was found to be strong in the construction of their teacher identity. By contrast, the construction of their researcher identity was subjugated, complex and characterised by a lack of resources. Furthermore, teaching and researching were mainly described as two separate functions. In discussion these findings are analysed to show what they imply for the renegotiation of teacher educators' professional identities and for the development of teacher education in an academic institution.
Keywords: professional agency; researcher identity; research-based teacher education; teacher educator; discourse analysis

Hökkä, P., Rautiainen, M., Silander, T., & Eteläpelto, A. (2019). Collective Agency-Promoting Leadership in Finnish Teacher Education. In: J. Murray, A. Swennen, A., & C. Kosnik (eds.), *International Research, Policy and Practice in Teacher Education.* **pp. 15-29. Switzerland: Springer Nature.**

Globally, there is a political and social consensus that teacher education is a key priority for the twenty-first century. However, studies have so far paid little attention to a crucial issue, namely, leadership in teacher education. This chapter contributes to discussion on transforming teacher education practices by focusing on leadership practices in a particular Finnish teacher education department. Adopting a subject-centred sociocultural approach, we elaborate the main challenges, insights, and lessons learned, as perceived by the four leaders of the department, in efforts to move towards more innovative and collaborative practices. We argue that teacher education leaders currently require competencies to support professional agency and to lead the identity work of their staff. In addition, leaders need the resources to build collective leadership practices while renegotiating their own professional identities. Overall, we highlight the importance of what we term collective agency-promoting leadership in developing teacher education practices.

Ludlow, L., Mitescu, E., Pedulla, J., Cochran-Smith, M., CAnnady, M., Enterline, S. & Chappe, S. (2010). An accountability model for initial teacher education. *Journal of Education for Teaching,* *36***(4), 353-368.**

The pressure for accountability in higher education is extremely high. Some advocate accountability systems that use standardised measures of student learning and noncognitive outcomes; others argue that locally developed measures provide a better fit with the unique mission of institutions. We first describe a general 'proof of possibility' accountability model for initial teacher education that relies upon locally developed, programme-specific assessments. We then illustrate how such a

model may respond to claims made by an institution, demonstrate student learning, and inform programmatic changes.
Keywords: accountability; longitudinal; teacher education; surveys

McAnulty, J., & Cueanca, A. (2014). Embracing Institutional Authority: The Emerging Identity of a Novice Teacher Educator. *Studying Teacher Education, 10*(1), 36-52.
http://dx.doi.org/10.1080/17425964.2013.862493

This self-study explores the emerging identity of a first-time teacher educator using a framework that views identity as natural, institutional, discursive, and affinity. This framework provided an opportunity to unpack empirically how these various strands of identity intersected within the classroom of a novice teacher educator. Situated in the context of an elementary social studies methods classroom, this study reveals various struggles with the institutional authority of being a teacher educator. Issues such as how preservice teachers perceive a novice teacher educator, the acknowledgment of lack of experience, and the process of negotiating institutionalized and systemic power within the classroom are discussed. Because this study also featured a mentor professor as a critical friend, the implications of self-study work and mentoring first-time teacher educators are also featured in the discussion section. Considering the importance of identity in shaping the practice of new teachers, this self-study reveals the importance of further complicating the emerging and evolving identities of new teacher educators. Keywords: first-time teacher educator; identity This article addresses the teacher educator's role in defining and facilitating teacher wellbeing. It does so by first exploring the literature on teacher well-being, resilience, resistance, morality and professional dispositions. It then examines the policies and rhetoric of two countries, the USA and England, as examples of a global tilt towards the excessive promotion of institutional well-being at the expense of individual teachers. It concludes with specific recommendations at the university programme and teacher educator levels for bringing individual and institutional well-being into better balance. These include: innovating sustained and reciprocal university–school partnerships; helping new teachers become 'mindful' rather than solely resistant; analysing cases of teaching to become more aware of macro vs. micro influences; and facilitating skills in taking oppositional stances, including within the teacher educator's own classroom.
Keywords: teacher education; teacher development; teacher resilience; teacher well-being

McNicholl, J., Ellis, V., & Blake, A. (2013). Introduction to the special issue on the work of teacher education: policy, practice and institutional conditions. *Journal of Education for Teaching: International research and pedagogy, 39*(3), 260-265.
http://dx.doi.org/10.1080/02607476.2013.799844

Parker, D.C., Pushor, D., & Kitchen, J. (2011). Narrative inquiry, curriculum making, and teacher education. In: J. Kitchen, D. C. Parker, D. Pushor (Eds). *Narrative Inquiries into Curriculum Making in Teacher Education.* **Advances in Research on Teaching Volume 13. Bingley, West Yorkshire, UK: Emerald Group**
https://doi.org/10.1108/S1479-3687(2011)00000130004

This is a book for teacher educators. It is also a book for teacher candidates and educational stakeholders who are interested in using storied practice in teacher education. It is about teacher educators and teacher candidates as curriculum makers (Clandinin & Connelly, 1992) who engage in narrative inquiry practice.

Schnellert, L., Richardson, P., & Cherkowski, S. (2014). Teacher Educator Professional Development as Reflexive Inquiry. *LEARNing Landscapes, 8*(1), 233-250.
https://www.learninglandscapes.ca/index.php/learnland/issue/download/Professional-Development-in-Education

Professional development for teacher educators must recognize and account for how aspects of our pedagogies often run counter to institutional, managerial, and bureaucratic demands. We need professional development that nurtures our minds, hearts, and spirits, and that is congruent with our values. In this paper, three teacher educators who co-teach an intensive, interdisciplinary, inquiry-based semester in a secondary teacher education program, explore how collaborative approaches to narrative forms of inquiry and reflexive analysis supported them to enact their learning, as well as helped them to surface the situated, complex, and emergent aspects of their own—as well as their students'—identities.

Snow, J., Dismuke, S., Zenkert, A.J., & Loffer, C. (2017). ReCulturing Educator Preparation Programs: A Collaborative Case Study of Continuous Improvement. *The Teacher Educator, 52*(4), 308-325.
https://doi.org/10.1080/08878730.2017.1341590

Teacher educators at one institution of higher education collaborated to reculture systems for a focus on continuous improvement even within mounting accountability pressures. A framework of social network theory allowed for themes to develop around layered interactions of faculty, processes, and professional capital. Findings focused on people, groups, and systems for sustaining a culture of continuous improvement.

Turley, S. (2005). Professional Lives of Teacher Educators in an Era of Mandated Reform. *Teacher Education Quarterly, 32*(4), 137-156.
https://files.eric.ed.gov/fulltext/EJ795334.pdf

This article addresses the topic of professional lives of teacher educators in an era of mandated reform from the perspective of a teacher educator at a large, comprehensive urban institution in California. Successively as director of student teaching for the elementary education program, coordinator for the secondary teacher preparation program, and associate dean, it has been a challenging part of my professional life over the previous nine years to participate with and lead faculty through several major mandates: a state classsize reduction initiative for grades K- 3, a mandate from the California State University system to increase the number of teacher candidates by 25 percent, concurrent national and state reviews of the college of education, and a complete overhaul of the elementary and secondary teacher preparation programs to meet new state credentialing standards. These mandates overlapped in purposes and chronology and, along with other initiatives and projects, served to keep the teacher education faculty in a perpetual state of reform, renewal and program development activity. My purpose in this article is to reflect on the conditions teacher educators labor under as they go about their professional lives in the overheated climate of mandated education reform of recent years, particularly when the mandates are multiple, have strict timelines, and carry high-stakes consequences. The article focuses on faculty participation from a time and workload perspective, since it is the intersection of time, workload and mandate that affects the intensity and quality of the effort to implement current mandates and also affects faculty willingness to engage in reform efforts called for in future mandates. I draw on personal experience, on observations of colleagues at my own institution, and on what I have learned from

colleagues at other institutions whom I meet at professional gatherings. The first section of the article develops a profile of the professional life of teacher education faculty. Then I discuss some of the key points of intersection of the professional lives of teacher educators and mandated education reform. Lastly, I look at some of the implications of mandated reform for policymakers and faculty and administrators in institutions of higher education (IHEs).

Webb, C. (2018). A narrative structure for teacher educator team analysis and development. *Research in Teacher Education, 8***(1), 12-17.**
https://www.researchgate.net/publication/326247074_A_narrative_structure_for_teacher_educator_team_analysis_and_development

United Kingdom (UK) teacher educators in the midst of professional practice changes have been reported to find benefit in being exposed to different theories with a view to resolving conflicting demands and developing new perspectives. This paper provides a synthesis of theories that can help teacher educator teams in universities to make sense of changes in practice together. The theoretical synthesis presented includes models of stages of team development, sense-making, experiential learning and complexity science principles. It is here argued that such a deftly applied synthesis can then facilitate higher education institution (HEI) education department teams to create individual narratives with a view to then sharing them with each other to develop a group narrative. The purpose and benefits of this would immediately be sought in improving team functioning and performance in order to create a more solid foundation from which individuals might even begin to engage in career development along the fellowship trajectory assumed by the UK Higher Education Academy (HEA). A key assumption this paper rests on therefore is that team functioning is a positive asset that is pivotal to individual career development and prerequisite impacts on teaching and learning, and leadership and management of coaching and mentoring with respect to these in a department or team. The contribution this paper makes therefore is a practical approach for analysing and further developing academic teams of teacher educators in a landscape of continual professional change, with a greater theoretical toolkit to draw from to achieve this
Keywords: Teacher Educator Department Team Development Improvement

Yendol-Hoppey, D., Hoppey, D., Morewood, A., Hayes, S.B., & Graham, M.S. (2013). Micropolitical and Identity Challenges Influencing New Faculty Participation in Teacher Education Reform: When Will We Learn? *Teachers College Record Volume 115***, 070304**
https://eric.ed.gov/?id=EJ1020154

Background/Context: Teacher education faculty face increasing pressure to simultaneously strengthen and reform teacher education programs while maintaining research productivity. The demands placed on teacher education programs to increase relevancy by strengthening clinical components of teacher preparation has once again reached the fore. The energy for this reform often rests on the shoulders of tenure-earning faculty who have developed as Engaged Scholars during their doctoral preparation and wish to continue this work as they enter the professoriate. *Purpose/Objective/Research Question/Focus of Study*: This article investigates and describes the experiences of new, tenure-earning faculty who sought working conditions that would support their involvement in reform oriented, clinically rich teacher education, and Engaged Scholarship. *Population/Participants/Subjects*: This is a qualitative study with seven participants who worked as assistant professors across four different research-intensive state universities. Each university has a history of involvement in either the Holmes Partnership or the National Network for Educational Renewal, organizations that target integrating faculty members into partnership schools making this

a part of their teacher education work. *Research Design*: This qualitative self-study, guided by a constructivist epistemology (Crotty, 1998, 2005), seeks to understand tenure-earning faculties' experiences as they enter the professoriate. This study makes use of interpretivism (Crotty, 1998) as a theoretical perspective. *Data Collection and Analysis*: This research uses focus group transcripts as the primary data source. Additional data sources include program artifacts such as meeting agendas and minutes, blog entries, and field notes that were used during the four taped focus groups to generate discussion related to research questions. *Findings/Results*: The study describes six challenges faced by new faculty who assume leadership in clinically rich teacher education reform, and identifies faculty identity and micro-political concerns as central to navigating challenges. These challenges include: (a) complications associated with negotiating workload, (b) entrée to schools, (c) negotiating roles, (d) negotiating Internal Review Boards and school district research policies, (e) influencing promotion and tenure policies, and (f) facilitating pockets of program renewal and innovation. *Conclusions/Recommendations*: This study suggests that while doctoral programs are now preparing new faculty who embrace clinically rich teacher preparation, they do not receive adequate support as they enter academia. Discussed are three assertions that must be resolved by university, college, and department leadership, as well as tenured colleagues, to support new faculty involvement in developing clinically rich teacher education reform.

Coming into academia

Dinkelman, T., Margolis, J., & Sikkenga, K. (2006). From Teacher to Teacher Educator: Reframing knowledge in practice. *Studying Teacher Education, 2*(2), 119-136.
http://dx.doi.org/10.1080/17425960600983155

This paper concludes our report of an investigation of two beginning teacher educators making the transition from classroom teacher to university-based teacher educator. The authors combined case study and self-study of teacher education practices to investigate features of the institutional context they encountered, the knowledge they employed in their decision-making, and the merging of their former identities as classroom teachers with their new identities as teacher educators. Our initial paper described the theoretical framework, methodology, and two categories of findings—institutional context and shifting role identification. This paper builds on those insights by addressing the frames of understanding and knowledge employed in this transition, and how these frames informed the decisions made in the arena of teacher education practice. We also explore the implications of these findings by discussing the need for support as educators make the transition from teacher to teacher educator.

Harrison, J. & McKeon, F. (2010). Perceptions of beginning teacher educators of their development in research and scholarship: identifying the 'turning point' experiences. *Journal of Education for Teaching, 36*(1), 19-34.
URL: http://dx.doi.org/10.1080/02607470903461968

This article highlights the blurring of boundaries as beginning teacher educators cope with the varying demands of teaching and research activities in higher education institutions (HEIs) in England. It suggests that the different forms of research and scholarly activities be made more transparent in order to support early professional learning in this area. Three cases of newcomers to higher education and working in different HEIs are examined over a two-year period. The concept of the 'turning point' as a betwixt state is adopted to help identify significant experiences which result in a developing sense of belonging (or not) to academic and scholarly life. Four different categories are

also deployed to highlight the case studies' understanding of being a university researcher. All the newcomers saw research as a route to developing themselves personally. Over time there was a shift for some toward establishing oneself in the field, with an indication of the institutional and national pull towards fulfilling academic requirements.

Keywords: research; scholarship; professional learning; communities of practice; beginning teacher educator; turning points

Personal

Positioning studies

Vanassche, E., & Kelchtermans, G. (2014). Teacher educators' professionalism in practice: Positioning theory and personal interpretative framework. *Teaching and Teacher Education, 44*, 117–127.
http://doi.org/10.1016/j.tate.2014.08.006

This study connects to the international call for research on teacher educator professionalism. Combining positioning theory with the personal interpretative framework, we examined the relationship between teacher educators' positioning and their teacher education practices. The interpretative analysis of qualitative data from twelve experienced Flemish teacher educators revealed three teacher educator positionings: a teacher educator of 'pedagogues', a teacher educator of reflective teachers, and a teacher educator of subject teachers. Each positioning constitutes a coherent pattern of normative beliefs about good teaching and teacher education, the preferred relationships with student teachers, and valuable methods and strategies to enact these beliefs

Personal Professional journeys

Smith. K. (2017). Learning from the past to shape the future. *European Journal of Teacher Education*.
http://doi.org/10.1080/02619768.2017.1385058

This paper is a personal narrative of a journey from teaching to teacher educator, and researcher. The first part of the paper tells the professional story which at first glance is a rather common trajectory into teacher education, whereas changing contexts has formed development, perceptions and actions. The story is followed by a discussion of the underlying principles that have served as a personal guide throughout my career. Next, the paper briefly presents some of the lessons learned from the long experience before finally some views on future directions for teacher education are mentioned. The main argument throughout the paper is that limiting the discussions to the structure of teacher education is not enough. Building strong relations through collaborations in the near and far context is essential to all working to improve education.