HOGESCHOOL
UTRECHT

Life and work of teacher educators

Editors: **Peter Lorist and Anja Swennen**

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Volume 2
Life and work of teacher educators

Contents

Preface 3

Teacher educators worldwide 5

- Alain Fortier: the learning teacher educator 7
- Michal Golan: head of the MOFET Institute 11
- Yuri Hayase: a novice teacher educator 13
- Laila Niklasson: a sustainable teacher 17
- David Powell: a reluctant teacher educator 19
- Leah Shagrir: teacher educator and researcher 23
- Agnieszka Szplit: teacher-in-action 25
- Elizabeth White: passionate about professional learning 29
- Jennifer Yamin-Ali: the beneficiary of serendipity 31

Final remarks 35

Further reading 37

The editors 38

Preface

I am glad to present the second brochure of this series, especially because of its international scope. Teacher education has a long and rich history, and is as ever at the heart of our societies. While the first brochure was produced within the Dutch context, this second brochure tells the personal stories of teacher educators from around the world. We learn from this that as teachers are central to good education, teacher educators are central to good teacher education. Both teachers and teacher educators develop themselves during their career in various ways to be able to address the developments in educational science, educational practices and society.

I like to thank the colleagues that share their personal stories and Peter Lorist and Anja Swennen who collected and edited this brochure. I wish all readers pleasure and inspiration reading this brochure. Reactions and feedback are of course very welcome.

Dick de Wolff,
Dean Faculty of Education, HU University of Applied Sciences

'Through working as mentors and supervisors they maintained relationship with their own teacher educator institute and they were asked to become a teacher educator. Just like that.'

'While the teacher educators indicate that they were happy and proud to work in teacher education, the first years were far from easy for them.'

Teacher educators worldwide

This is the second brochure in the series "The work and lives of teacher educators". The focus of the first brochure was on Dutch teacher educators from different generations. This second one has its roots in the Research and Development Community (RDC) of the Association of Teacher Education in Europe (ATEE) "Professional Development of Teacher Educators" (PDTE, see: http://pdte.macam.ac.il/). In a workshop at the ATEE 2014 conference in Glasgow, the teacher educators interviewed each other about their life and work and a selection of these teacher educators sent us their stories. The teacher educators in this brochure come from very different parts of the world: Canada, Israel, Japan, Poland, Sweden, Trinidad and Tobago and the UK. Yet, they are all members – for a longer or shorter period – of the RDC PDTE.

There is still limited attention for teacher educators worldwide. For example: only four countries – Flanders, Hungary, the United States and the Netherlands - have associations for teacher educators. Policy documents for teaching and teacher education hardly mention teacher educators. There is an exception: in 2013 the European Union published the excellent policy document "Supporting Teacher Educators" (European Commission, 2013). Unfortunately, this document has as far as we know had little influence on national and international policies. One of the reasons for this limited attention may be that the systems for teacher education worldwide are closely connected to historical and cultural systems of education in national contexts. The development of teacher education is closely related to the needs and ambitions of individual countries, and even regions within countries. As a result the structure and contents of teacher education differ substantially between and also within countries (Snoek & Žogla, 2009). In some countries teacher education is mainly situated in traditional universities, in other countries it is part of Universities of Applied Science, while in some countries teacher education colleges are still independent institutions. In some parts of the world teachers have to study for a degree in their subject before they can take a course for a teaching degree, while in other parts the learning of a subject and the (subject) pedagogy are an integrated course. Another difference between countries is the place of school placement of the future teachers. In countries like England and the Netherlands teacher education and schools work in partnerships to educate teachers, while in other countries school placement is a limited part of teacher education (Van Velzen, Bezinna, & Lorist, 2009).

Having said this, it is remarkable that the teacher educators in this brochure who work in these very different systems tell stories that have more similarities than differences. One of the similarities is the way teacher educators "prepare" themselves for being a teacher educator. Most teacher educators in this brochure took additional courses, up to PhD-level, often while working as teachers. Teacher educators like to study and like the educational environment and more than one developed good relationships with their university teachers.

An interesting similarity is also the way the teacher educators were recruited. For most of them this is characterized by the "knock on the door" that Sandra Acker (Acker, 1997) describes. Almost all teacher educators worked as teachers and worked as mentor or supervisor with student teachers. Through working as mentors and supervisors they maintained relationship with their own teacher education institute – or other teacher education institutes – and they were asked to become a teacher educator. Just like that.

While the teacher educators indicate that they were happy and proud to work in teacher education, the first years were far from easy for them (See also Van Velzen, Van der Klink, Swennen, & Yaffe, 2010). They report that there were no induction programs and no or very little formal support for teacher educators. As beginning teacher educators they had to learn to teach in teacher education and develop an identity of teacher educator on their own or with the support of direct colleagues. This reflects the research of Jean Murray (Murray, 2005) who found that teacher educators depend on micro-communities (their direct colleagues) for their professional development. Becoming a teacher educator is often the responsibility of the teacher educators themselves and can be a lonely enterprise.

But teacher educators are also people who create chances to enhance their careers and to contribute to the improvement of teacher educators. By working hard and collaborating with their colleagues – not to forget working with the student teachers – the teacher educators in this brochure managed to develop into experienced teacher educators. Now, they not only play an important role in their own teacher education institutes, and within their national contexts, but they also became part of the community of teacher educators internationally by collaborating with colleagues internationally through projects, visiting conferences like ATEE and being a member of the RDC "Professional Development of Teacher Educators". Like the teacher educators which were studied by Edward Ducharme more than twenty years ago (Ducharme, 1993), the teacher educators in our brochure lead fulfilling, though sometimes busy and challenging, professional lives.

Alain Fortier: the learning teacher educator

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Personal story

My name is Alain Fortier. I work at Laval University in Québec, Canada, as a preservice teacher educator and I am responsible for the in-school training practicum of university student teachers who are developing elementary level classroom management competencies. Looking back at my journey gives me the opportunity to identify who, along the way, were the people whose influence and openness made me the teacher educator that I am today. It also provides me with an opportunity to reflect on this 25 year-long journey and identify key moments, situations or decisions I made that show coherence along the way.

I must admit that as an adolescent, I was not very interested in school, learning-wise. I didn't understand the efforts needed in order to learn. Sport was my thing. And then, as a 20 year-old history major, having some time to spare between classes, I decided to go to the university sport complex and sat in the bleachers as a basketball course was being taught. That is when it struck me! I realized that it was possible not only to love sports, but to make a living out of it by teaching it. Teaching it. It was probably the beginning of my journey. At the time of graduation, new physical educators had to wait 5, 10, even 15 years to get a steady job. I decided not to wait all these years and applied for graduate studies to pursue a master's degree. These years became critical for me. Instead of teaching, I was thinking about teaching, developing my opinions about teaching and constructing an idea of how teaching should be done. I was building arguments to support a certain way of teaching. It became even more obvious when I joined an action research project led by Dr. Pauline Desrosiers. The project focused on ways physical education teachers used formative evaluation in class as an integrated part of their everyday teaching. Through this project I learned that it was possible to work with teachers who were interested in reflecting on their teaching to improve, and also interested to serve as models for how to teach. These years as a graduate student had an immense impact on my career. It opened to me the field of teacher practices; it made me develop the professional language used in schools, and opened my eyes to the multiple expressions of formative evaluation used in classes or more broadly, on the multiple expressions of teaching.

At the end of my doctoral work, during which time I conducted research on the phenomenology of secondary school students helping each other to learn, I was facing the same problem I had to face when I graduated from my bachelor's degree: unemployment. I finally got a job as a preservice teacher supervisor for classroom teachers at a university, based 300 km away from home. This job allowed me to visit more than 100 schools all over the province of Quebec, even more classrooms and to meet participating teachers. The variety of contexts, teaching styles, teaching strategies and types of relationships developed between teachers and students that I experienced and witnessed provided me with a wide range of experiences and a deep understan-

'Of course, my competencies were developing, but were developing on a trial and error basis, in the action of everyday supervision.'

Alain Fortier



ding of the job of an elementary classroom teacher. And so, even if I had never taught at the elementary level, I believed, then, that I was quite competent as a teacher educator.

Of course, my competencies were developing, but were developing on a trial and error basis, in the action of everyday supervision. Sometimes, I had good student teacher supervision days, sometimes, not so good supervision days and I did not really know why. Something was missing, but I could not put my finger on it. It is then that I met and started working with Dr. Serge Desgagné who, at that time, was conducting a collaborative project with high school teachers aimed at elaborating a semester-long teaching practicum. Through that project and other work I did with Dr. Desgagné, I learned to highly respect the work that teachers do every day of the school year. Thus, I started to build a profound respect for teachers' own logic, own context, own stage of professional development, and recognize that they act with their "context-sensitive" intelligence in order to make it work. It helped me establish a more constructive relationship with the teachers I encounter, and also helped me consider the intelligence, logic, context and stage of development of my student teachers. It prevented me from putting my students in a position where they could be inclined to negatively judge the teachers they work with. That ingredient, the respectful collaborative mind-set, has guided my work as a teacher educator for the past fifteen years.

National context of teacher education in Québec, Canada

Teacher education takes place in the university system and is taken care of by Faculties of Education across the province of Québec. Every student teacher must do four practicum periods during the four years of the teacher education program, one practicum each year. Of course, student teacher responsibilities increase from one practicum to the next, from simple observation during the first practicum to a full class teaching autonomy during the last practicum. They also increase in time spent in schools. Here, in Québec, the supervision structure is assumed by a triad composed of the student teacher, the experienced teacher who welcomes the student teacher in his school and class and a university supervisor who is aiming at bridging school and university cultures. During practicum two, three and four, student teachers are visited by the university supervisors, at least twice every practicum. To ensure coordination between a team of university supervisors of a given practicum, we also have four days of workshops, every year.

At Laval University, fifteen years ago, we created a School Network of 225 eligible elementary and secondary schools where the student teachers can complete their teaching practicum. By doing this, we have strengthened the partnership between associated schools and the university and have increased the ease of communication between collaborative teachers and university supervisors, because we work with the same large nucleus of school teachers every year. We also put in place a workshop program for school teachers, aiming at developing the collaborative teachers' competencies. We work together one day, every year, and the government provides funds to support this important annual meeting.

'I decided to take the challenge.'

'The most important development took place in the team meetings.'

Michal Golan



Michal Golan: head of the MOFET Institute

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Personal story

I was born in a Kibbutz, a communal way of living, in Israel. As children we were an important part of the work force, mainly in agriculture. In my youth I never thought of becoming a teacher. I completed my military service in 1967 and came back to the Kibbutz. A month later the 6 days war broke out. The Kibbutz was heavily bombed and I found myself taking care of kindergarten children who's teacher, a holocaust survivor, could not cope with the situation. I somehow felt "at home" being with young children and told the head of the local educational authority that one day I might want to study to become a teacher. We were the first generation to be born in the Kibbutz and at that time the Kibbutz was thirsty for young educators to replace the older ones. The head embraced the idea and on the weekly Kibbutz meeting, despite my hesitations, I was nominated to be sent to study at the teacher education college. I studied early childhood education which included kindergarten and studied for my first and second grade.

When I was working as a teacher colleagues often sent student teacher to learn with me. These students were bringing cases and examples from the college to my classroom and one day my former teacher educator invited me to come and teach at the college. I was frightened and flattered at the same time but I decided to take the challenge. I shared my hesitation with my former teacher educator and she promised to mentor me personally (she was then head of the department).

My socialization into teacher education was nourished more by critical persons than critical moments. I was privileged to be part of a supportive team. At that time team work was part of how we worked and we collaborated in detailed lessons/course planning, for reflection and analysis, for ideological discussions and peer learning. We used to dedicate a lot of time to meet with colleagues who taught different subjects and we felt that we, teacher educators and field experience instructors, were jointly responsible for the students' growth, and we definitely saw this as our mission.

The most important development took place in the team meetings, which were dedicated to short time and long-time planning, case analysis and very often we would invite a colleagues who taught the various parts of the curriculum to present their field of expertise so that we could enhance our teaching. I also used the fact that I worked at an academic institute to take courses, sometimes with my students.

I was very attentive to my students and very critical with myself so I can say that the students were my most significant teachers. When I joined the college, to have a teacher certificate and field experience were the most important criteria. A few years later there was a demand for academic degrees and I used my studies for BA, MA and E.D. to widen my theoretical and practical knowledge.

At that time the courses at MOFET were a great help and also I was supported by my

peers in other colleges. I would like to end my story with a wise old Jewish saying: "I have learnt from all my teachers but most of all from my students".

National context of Israel

Initial teacher training in Israel takes place in universities and colleges. Universities qualify teachers for junior and senior high schools, and they focus on disciplinary knowledge domains. Initial Teacher Training Colleges (ITTCs) prepare teachers mainly for early childhood and primary school systems. There are 23 academic ITTCs in the country, varying in size and spirit mainly according to geographical location, political, religious and ethnic orientations. Ever since Israeli ITTCs received academic recognition (in 1981), they are obliged to follow the guidelines of the Israeli Council for Higher Education.

Prominent changes are taking place in Israel in recent years and they have a significant influence on the position and status of ITTCs. The status of the teaching profession is deteriorating, causing a serious decline in student enrolment. The colleges face a fragile political and economic situation and serious governmental budget cuts and their survival relies mainly on student tuition. While the colleges must survive under almost impossible conditions, they are accused both of admitting students having inadequate standards and of failing to equip them for the profession. The failure of schools in achieving desirable standards is very often attributed to the level of teaching and teachers.

Different ways of explaining and coping with the problems are constantly being suggested and are contributing to the feeling of confusion and uncertainty among head teachers, teachers and teacher educators. The frequent political changes in the Ministry of Education and the desire to show quick, impressive and attractive changes do not help in establishing continuous programmes and in achieving the stability needed for long-term planning.

Yuri Hayase: a novice teacher educator

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Personal story

While I was undergraduate student I studied for my teacher license and had teaching practice for three weeks. I thought it was too short for prospective teachers. Besides this, I felt that the teacher education system in Japan was not systematic. As my major was comparative education I choose "Finnish teacher education" as research topic for my bachelor thesis to think about what good teacher education is; my interest was especially on initial teacher training. I started research on Finnish teacher education and went to graduate school. When I was in the second year of my doctoral course, my senior recommended me to apply as postdoctoral fellow at the university. I worried about my research at that time because I conducted research that was not connected to the real situation in schools and teacher education.

A lot of experiences made me the teacher educator who I am today. I have watched many lessons in schools and have participated in "lesson study": a collaborative professional development process of Japanese teachers.

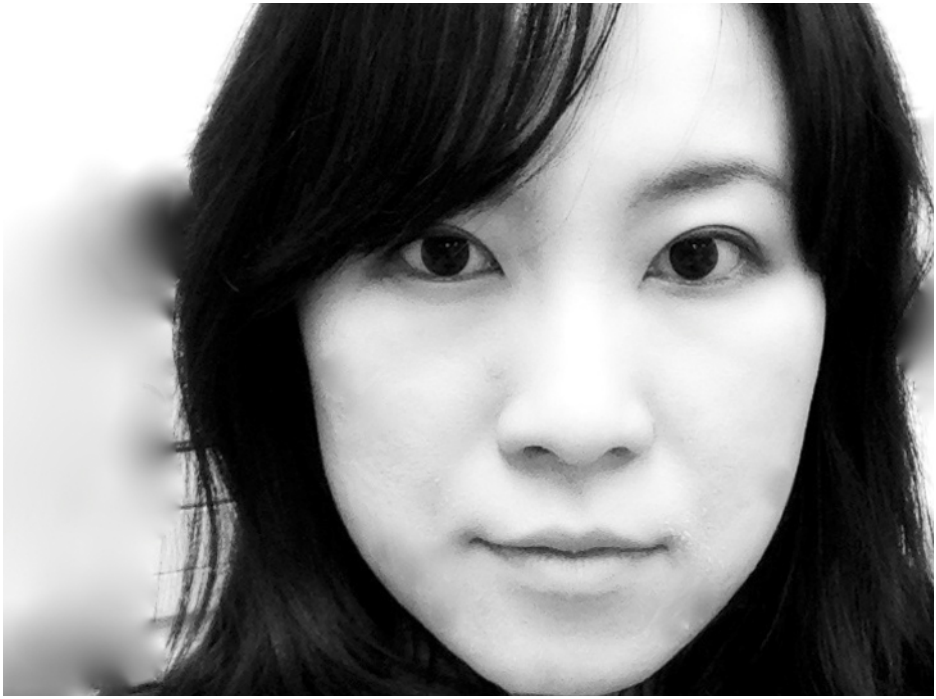
The turning point of becoming a teacher educator was about ten years ago when I was a senior teacher. The career process to become a teacher educator in Japan may be different from that of European countries: there are many teacher educators who do not have teaching experience at K-12 schools, they only have research experience. I have a teaching license but I do not have teaching experience at schools.

At the moment I am working at the professional graduate school for teacher education at my university for more than four years and in 2015 I became a full-time lecturer. Professional graduate schools for teacher education have been established since 2008 in Japan; at the moment there are 27 and the number will increase. My professional graduate school is inspired by the concept of professional development schools (PDS) in the United States. The key point of this concept is partnership between university and schools. The role of the university is to support the students as reflective practitioners. At my department we have two types of students: "teachers" working at their school and "intern students" who participate in internships at local partner schools.

My department hires postdoctoral fellows for two purposes. One purpose is of course to support graduate students to reflect on their practice, the other purpose is to train future teacher educators. The postdoctoral fellows work as "intern" teacher educators at my department which organizes meetings for faculty development every week for two hours. It really helps me in my professional development, because I can share the view of the graduate students and the partnership schools. In addition to this, we read reports and books about teacher education and share opinions in small groups. In this way I can learn a lot from my colleagues. It is unique that my colleagues' backgrounds are very diverse. They are researchers, retired teachers, teachers of partner schools and so on. It helps me to develop my viewpoints by watching lessons at

'I choose “Finnish teacher education” as research topic for my bachelor thesis to think about what good teacher education is.'

Yuri Hayase



school and thinking about it. I also learn at the university, because all graduate students have monthly case conferences to reflect about their practices. In that way I discuss many cases and develop different viewpoints.

National context of teacher education in Japan

There is a fundamental teacher education reform occurring in Japan. Initial teacher training was organized at university-level after World War II, more than half of the courses are offered by private universities. The Japanese teacher education system introduces an open system. This means that any university can set up teacher preparation courses if they pass the examination by the ministry of education, culture, sports, science and technology (MEXT). So there are many universities that offer teacher training leading to a "paper" teaching license, but it is insufficient to have this teaching license to become public school teacher. You also have to pass the examination conducted by each prefecture before you can be employed as local civil servant.

The place for professional development of teachers has been the school where they work. Older teachers support young teachers and they learn from each other. However, the situation is changing. A lot of teachers are retiring and the number of young teachers is increasing. The system in which young teachers develop themselves at their school is disappearing. The reform that MEXT is planning means an increasing role of universities. MEXT expects universities to set more opportunities for students to go to schools and take responsibility of in-service training. Universities are expected to take responsibility for lifelong teacher education in partnership with boards of education and schools.

'I have better understanding of the context of higher education and I think that I have more insight in adult education.'

Laila Niklasson



Laila Niklasson: a sustainable teacher

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Personal story

My first thoughts about my professional life were not about teaching itself, but teaching was more like a way to do what I was interested in. For me, education was a way to get knowledge, and by that knowledge it was easier for me to understand my surrounding and to make decisions. My hope was that I could contribute to other individuals' strength in acting as autonomous agents. At one point I sat with three possibilities to apply to three different professions: teacher, social worker and journalist. I was 17 and had just moved away from home to a boarding school in another area for one year. Probably it was practical reasons which made me decide to teach in the end. The education system was the context I knew something about and the Teacher Program was offered in my hometown.

After two different teaching degrees, one for primary teacher and one for subject teaching and about fifteen years of experience, I thought that I should pursue my initial thinking about engaging myself in social work. I worked at a home for children at risk, a home for homeless people and also in several organizations for persons with disabilities. Of course, these assignments also needed some studies so I studied social work and sociology. When I look back I can see that it has always been easier for me to connect and appreciate lecturers with a vocational professional identity and experience who can relate practice to theory. After my masters in pedagogy, social work and sociology I wanted to continue to study and had the opportunity to become a doctoral student in pedagogic at a Teacher College.

I started my doctoral work (2000) about citizen education with a field study at another University College than where I was a doctoral student and hoped to get work part time in the Teacher Program. I thought that my experience with different kind of schools would be an advantage. But to become a Teacher Educator was not so easy as all positions were occupied, instead I worked in projects and administration. After some years I got the opportunity to work part time as a substitute lecturer at the Teacher College where I was a doctoral student. At the Teacher College most teacher educators had a teacher exam. As I perceived it, most of us had a common identity and a common language.

At that time (2001) a reform was carried out and a new Teacher Program was launched. I had an assignment in the first course the student teachers participated in and they constantly asked questions about "the Teacher Program" as the relation between different courses were hard to understand. The need to clarify the relations between the courses of the program was intensified by the fact that in the new program the student teachers had to make several choices between specializations and profiles. As I perceive it, I was as much engaged in understanding 'the Teacher Program' as in teaching it. After some years the Teacher College merged with a university. As I had a permanent part time position at my 'own' University College I contin-

ued to work there.
The merger between the Teacher College and a university ended the existence of the last autonomous Teacher College in Sweden. After graduating and getting a PhD (2007), I received a fulltime position and the possibility to work at my 'own' University College in the Teacher Program. At that time another reform concerning Teacher Education had taken place (2011) and we were also engaged in the national Headmaster Program (2009). Still, many of the teacher educators have a teacher exam, but fewer than earlier. Now it is as much important to have a PhD degree to work in the Teacher Program. Teacher educators are now engaged in teaching and in research and writing articles is as important as teaching.
During the 16 year in Higher Education I think there are two areas where I perceive that I have developed my competence. First of all I have a better understanding of the context of Higher Education and secondly I think that I have more insight in adult education. Subject didactic concerning what the student teachers should teach is important, but to acknowledge that Teacher Education is about adult education and develop professional skills in that didactic area is also rewarding.

National context of teacher education in Sweden

The Teacher Programs have national goals according to the Higher Education Ordinance and follow the rules and regulations in the Swedish Higher Education Act. The current Teacher Program was launched in 2011. There are 27 universities and university colleges offering Teacher Programs, but not all do offer all programs. Some years ago all organizers had to apply for offering the four exams: preschool teacher program, compulsory school teacher (preschool class and grad 1-3, grade 4-6, lower secondary grade 7-9), upper secondary grade 10-12 and adults and vocational teachers. Some organizers did not get accreditation, but could revise their application and apply again. Most often it was a lack of staff with a PhD in the correct subject, which was the problem.
Currently there is a reform concerning practicum with the aim of increasing quality. Earlier all schools and all teachers could be engaged as field schools. From 2014 there is a 5-year period where practice schools should be introduced. The practice schools are selected based on certain criteria. One criterium is a certain amount of supervisors who have accomplished a basic supervisor course. Optimal is six supervisors with two teacher students each. Another criterium coming up is that the supervisors have subjects relevant for the Teacher Programs offered by the partner University / college. By this reorganization the teacher students will be several, optimal twelve, at each practice school. The aim is that peer-learning in groups will increase.

David Powell: a reluctant teacher educator

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Personal story

My father taught graphic design at Stafford College from 1964 and even before I had graduated from my degree in Leisure, Recreation and the Environment I was offered some part-time teaching at Stafford College. I had not thought of becoming a teacher at that stage. So I was something of a reluctant teacher, I suppose. I taught for 18 months on a part-time basis, and my father paid for me to do a M.Soc.Sci in Leisure and Tourism Services alongside this (my father, who himself never went to university, was quite visionary in realising that professional capital would be important in my career). In 1988 I secured my first full-time job as a teacher of Business, Travel and Tourism at Tamworth College.

Over a period of 15 years I moved colleges and became a senior manager at two colleges; however, I found the management work unfulfilling and demoralising in the emerging performative culture. So, in 2003, I stepped down from my senior manager role to become the staff development officer at Calderdale College. I wanted a quieter and less stressful life, though someone else had other plans. Jennie Coates, the head of the teacher education team, asked me if I would teach an introductory initial teacher education course for them at the start of 2004. I said, "No, though thank you for asking", thinking that would be the last of it. However, she knew what she wanted and came back to me a week later to say that there was no one else to teach the class, and would I do it? "Okay", I said. This was my first reluctant step to becoming a teacher educator.

In April 2005 I successfully applied for a 'teacher trainer' post at Craven College. It was this job that gave me the identity of a teacher educator as I became involved in delivering the University of Huddersfield's in-service Certificate in Education and PGCE (Lifelong Learning). To help me in my new role, I was allocated an experienced teacher educator as a mentor. We met once. The only thing I can recall being told in that meeting was that my role was 'to model' how to teach to the student teachers; my mentor did not explain how to do this. It was another five years - October 2010 - before I read an article on modelling and understood what I should have been doing for the past five years. However, I was not without support in my first year as a full-time teacher educator. The weekly team meetings of the teacher education team - there were five of us – were helpful in talking through any questions I had. One other significant event happened in my first year at Craven. Linda Burgin invited me to join her team of subject specialist teachers who contributed to the University's Summer School. For this work I would be employed by the University, which was significant, and this introduced me to a wider group of university staff including Ian Findlay, who would become influential in the next phase of my career.

In 2008 I was offered (and accepted) the post of Senior Lecturer in Teacher Education (Lifelong Learning) at the University of Huddersfield; a new beginning for me and an

'This was my first reluctant step to becoming the teacher educator I have become today.'

'What a privileged life I have.'

David Powell



opportunity that would transform me and my career. One of the things that excited me most about this new post was the requirement to undertake research and by September 2009 I was enrolled on an EdD (professional doctorate). My professional identity as a teacher educator was transformed by two things: reading the work of other teacher educators about the pedagogy of teacher education and attending conferences and meeting teacher educators from other countries, particularly the Dutch teacher educators. I had now joined a much larger, better connected, and international network of like-minded and generous professionals. What a privileged life I have.
Alongside my research, I immersed myself in my work as a teacher educator. Four years after I joined the staff at the University I became the Deputy Director of The Education and Training Consortium, an initial teacher education partnership between the University of Huddersfield and 20 partner further education colleges, and a year later became its Director.
As I look back at my story, what strikes me is that it is the people we spend time connecting with who transform us and our careers as teacher educators, though we need to invest time to establish and nurture those connections. And I now know I have a responsibility to support and give generously of my own time to nurture new teacher educators as they complete the messy and complex transition from classroom teacher to teacher educator.

National context of teacher education in the UK

My work as a teacher educator started in 2005 during a period of expansion as further education (FE) and higher education (HE) responded to the 2007 legislative requirement that all teachers and trainers working in the FE and skills sector should possess at least a Level 5 initial teacher education (ITE) qualification. Three types of FE ITE provider existed: FE colleges offering awarding body qualifications, FE colleges delivering 'franchised' university validated programmes, and university-based programmes. An element of this regulatory framework was the inspection of all initial teacher education provision by Ofsted (the Office for Standards in Education, Children's Services and Skills); awarding body provision was inspected as part of a college's inspection, and university-based FE ITE programmes and any 'franchised' provision delivered by partner FE colleges were inspected as part of a university's inspection.
This framework remained in place until the publication of the Lingfield report of October 2012, which argued that the requirement to have a Level 5 ITE qualification had little impact on the quality of teaching by newly qualified teachers. The subsequent 'de-regulation' of ITE for the FE and skills sector coincided with the introduction of the 'new fees' and student loans, seeing FE ITE fees for some part-time courses increase from c£900 per annum in October 2011 to c£3,000 per annum in September 2012. Many employers were no longer able to or were not prepared to pay the 'new fees' and the student teachers had to apply for student loans. However, the 'de-regulation' did not remove the requirement that all ITE providers are inspected by Ofsted. Today, the 'triple-whammy' of 'de-regulation', higher fees and student loans has seen a number of universities withdraw from FE ITE as the students numbers have declined.

'As I received no training for the role of teacher educator, I paid heed and learned from my colleagues how to become a professional.'

Leah Shagrir



The future of FE ITE is uncertain. The government continues to 'meddle' in this 'de-regulated' landscape; their latest idea being the apprenticeshipisation of ITE for the FE and skills sector in the form of a set of ' Trailblazer' Standards at Level 3, 4, 5 and probably 6. To what extent they will be adopted remains to be seen.

Leah Shagrir: teacher educator and researcher

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Personal story

Even at the time when I was training to become a teacher, I thought that I would be able to fulfil a role as a teacher educator. I thought I would be able to instruct others as I was instructed by my teacher educators. I would be able to guide student teachers, to teach them to build interesting lessons through reflective analysis of teaching situations, a variety of teaching methods and exercising pedagogic judgment. I really wanted to be a teacher educator!!

When my training ended, I worked as an elementary school teacher, becoming a trainer of student teachers and I continued with my academic studies. I worked really hard, and I was sure that if I were a good teacher, the education system would want me to become a teacher educator. However, it never happened. Despite the fact that I was regarded as a professional teacher by the school, despite the fact that I instructed students and despite the fact that I fulfilled various managerial and coordinating roles - they did not call me...

In my fourteenth year as a teacher, I met, by chance, a person from Levinsky College of Education who knew nothing about me. At the same time, she was looking to recruit a pedagogic instructor and for this reason was searching for a person with teaching experience. She invited me to join the academic staff of the college, and of course, I accepted willingly.

As I received no training for the role of teacher educator, I paid heed and learned from my colleagues how to become a professional both as a lecturer and as a pedagogical instructor supervising student teachers' practical work at schools. I also read publications and research in the field of teacher education and continued my graduate academic studies.

Over the years, my professional identity as a teacher educator developed, and I had acquired work methods appropriate to working with student teachers. I met students in the courses I was teaching at the college and at schools where they were carrying out their practical training. The combination of teaching and instruction allowed me to develop abilities to lead students in applying theories and educational theories in their professional practice; to lead students to develop their professional identity as teachers through the acquisition of teaching skills and abilities, class management, working with children, and working with school staff teams.

After a number of years, I was recruited to be the head of the MOFET Institute - a national centre for professional development for all teacher educators in Israel. This role forced me to undertake more systemic activities to advance the development of the teacher education profession and to develop teacher educators as professionals. Among my responsibilities were tasks such as: developing and establishing unique initiatives that provided professional space for teacher educators who wanted to develop professionally; developing and putting into place possibilities for publications that would broaden the body of knowledge with regard to teacher education such as text books and Internet sites; developing and implementing ways that would enable professional encounters between professionals such as study days, international conferences, work groups and think tanks; establishing an intercollegiate research authority that included making research infrastructures available to teacher educators and more. In recent years, my teacher education activities have concentrated on researching the profession, and particularly studying the identities and professional characteristics of teacher educators.

Two key points greatly influenced my professional development: being the head of the MOFET Institute, and the receipt of a Fulbright Distinguished Awards in Teaching. Managing the MOFET Institute enabled me to be a part of the system in the world of teacher education in my country, to be active on influential committees and bodies, to establish working relationships with experts both in Israel and around the world, to bring about substantial changes in teacher education systems, and more. Winning the Fulbright Award allowed me to carry out long term ethnographic research at a School for Education at an American university. This opportunity exposed a unique model of teacher education, different from the one I had experienced in the institution at which I worked. Thanks to this unique opportunity, I was able to reap professional fruits over many years, and continue to develop my expertise as a teacher educator.

National context of teacher education in Israel

The teacher education system in Israel takes place in universities - for teachers intending to teach in high schools, and in the colleges of education - mainly for teachers in primary and junior high schools. The Israeli colleges of education operate as academic institutions designated specifically and exclusively for the education of teachers, and not affiliated to a university. They are independent institutions that confer a Bachelor's degree in education (B.Ed.) and a teaching certificate, and a Master's degree in education (M.Ed.) for serving teachers. The curricula in the colleges are subject to the

supervision of the Council for Higher Education. Undergraduate students follow a four-year course, including an induction into teaching.
Based on the Council's demands, the colleges formulated a set of requirements for their academic faculty, which constitute a significant factor in the terms of their employment. On entry into higher education, teacher educators are required to hold a PhD but not necessarily required to have practical experience of teaching or to hold a teaching qualification. In the colleges there is a scale of academic advancement, ranging from the rank of Lecturer to the rank of Full Professor.

Agnieszka Szplit: teacher-in-action

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Personal story
As long as I remember I thought about being a teacher. My first child's plays and games were connected with teaching and taking care of other people. The issue to consider in those days was only what subject to choose. For a short while I thought about becoming a psychologist or a teacher of Latin. Fortune made me an English teacher. I started teaching English to children in primary education and loved it. So, I decided to study Education and thought to become a teacher or a pedagogue at a school advisory centre. Just after I started studying at the Department of Pedagogy, I realized that being a teacher educator would be the best profession for me. I was absolutely involved in everything I studied and I found many issues I wanted to research. Many ideas came to my mind then and still now. Whatever I do I am deep inside it, with whole my heart and soul. I feel interested in so many things ...
A significant moment in my career was when being a student I helped my colleagues in planning their lessons for their practicum in primary schools. I was already graduated from the Department of Pedagogy and decided to take another course - English. So I entered the English Department and became a student again. And then, as my colleagues knew I was a qualified teacher, many friends asked me to explain various pedagogical issues. I realized that supporting teachers suited me. Another significant moment in which I decided I really felt like becoming a teacher educator, was while I was working at a secondary school. A well-known teacher educator asked me to become a school-based teacher educator for her students. I accepted with joy

'I tried to reflect on what I saw at the university and in schools and my reflections on those two spheres to build my professional identity.'

Agnieszka Szplit



the chance to work with students face to face, support and observe them at work. And I became more attracted by the work of a teacher educator.
I met several people that played an important role in my career. Some teacher educators at the university inspired me to search for my own teaching style and research method. And some teachers in the schools in which I had my own practicum as a student teacher, showed good or bad examples of practice that made me think about my own teaching. At such moments I realized how important the work of a teacher educator is. I tried to reflect on what I saw at the university and in schools, and build on my reflections on those two spheres to create my professional identity. I tried to recall some examples of a good practice when I was a student, and applied them in my teaching. But I also remember a teacher educator who caused a lot of misunderstanding and problems for me. He used to prepare handouts in which I could not find what I needed, copied pieces on a piece of paper with unclear handwriting and symbols I did not understand.
Unfortunately, in Poland we do not have any system of support for novice university teachers. Most of their development is based on personal motivation and individual experience. What made me develop myself was a variety of professional roles I used to play and still play. One of them is reflection on my experience as a schoolteacher and gaining on-the-job experience as a university teacher supervising students' practicum. A situation that influenced my university teaching was becoming an academic manager at a private school where I was engaged in lesson observations. That increased my reflective thinking. Another factor that influenced my professional development was the possibility to prepare and perform workshops with teachers. I had to study the literature and think about my workshop carefully. Worth mentioning is the chance I had to train for school inspector. I met many professionals dealing with teacher education and evaluation, and I gained a lot from my collaboration with them. All these situations and opportunities contributed to the way I work and think about my professional development.

National context of teacher education in Poland

The reform of 1989 profoundly changed the Polish system of education. But there are still a lot of changes and the new government promises to reform schools again. The continuous changes bring a lot of problems and a huge amount of challenges to teachers and learners, as well as their parents. Right now, education is compulsory for 10 years and includes the "0" class preparing children for schooling, primary education (classes 1-6) and lower secondary school (3 years). The next step is in the form of part-time compulsory education, lasts 3 years, and may take place either in schools or in non-school settings (such as vocational training offered by employers). There are two types of Higher Education Institutions: universities and non-university types. Teacher education is provided in both of them. Graduates of upper secondary schools may choose to study at Departments of Education and later work in nursery (children aged up to 6/7) or primary schools teaching all subjects to children aged 6/7-9, or decide to teach a particular subject – in that case they need to study it at the

'My journey to teacher educator began as a mentor to a student teacher.'

'My subject knowledge had changed from teaching science to teaching teaching.'

Elizabeth White



university and obtain a diploma as teacher of that subject. All the student-teachers finish with bachelor's (after 3 years) or master's (2 more years) degree. A very popular trend among students is to study two or more subjects. Teachers also take a lot of post-graduate courses or vocational on-the-job training run by universities and other adult education institutions.

Elizabeth White: passionate about professional learning

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Personal story

After leaving school I studied for a first degree and PhD in biochemistry and started a career in neurochemistry. Following a career break to start a family, I wanted to inspire others to gain an interest in science, so I completed a year of postgraduate study to become a secondary science teacher. After 11 years teaching I made a gradual transition into becoming a teacher educator based in a University School of Education. My journey to teacher educator began as a mentor to a student-teacher, which I found the most energizing aspect of my school life. I became involved in the professional development of my peers and started visiting science student-teachers in their school settings and leading some taught sessions. For five years I took increasingly more responsibility for the learning of secondary student-teachers. I found that being a teacher whilst being a teacher educator gave me a good grounding and learning became very collaborative with my student-teachers. Finally I was working 50% of my time in school and 50% at the university. This was challenging as I was the science teacher who did not have a science laboratory assigned for me to teach in, and I was the teacher educator who did not have a desk of my own at the University, because I was part-time. This helped me to make that final step into a career in leading the professional learning of teachers.

Over the transition period I undertook a masters in leading learning, enabling me to become a more articulate professional within a supportive professional learning community. I found this a wonderful way to develop my understanding of this new profession that I had entered. I was able to learn from the teaching and modelling of my peers. I focused on how my subject knowledge had changed from teaching science to teaching teaching. I was very excited the day I found a special edition of

the European Journal of Teacher Education (2008) entitled 'The induction and professional development of teacher educators', avidly devouring the articles, amazed that others were experiencing similar challenges in the transition from teacher to teacher educator. I found the books of Loughran (2006 and 2007), regarding explicit modelling, exciting as I explored how I could enact the pedagogy that I wanted my student-teachers to develop.

As a result of my masters studies I presented a paper at the annual conference of the international professional development association, which I submitted to their peer reviewed journal. This was a significant point for me, because the reviewer who had rejected my paper was present at the conference, and approached me to help me see how to develop my paper further. What a privilege it was to have an experienced teacher educator giving me personal mentoring to develop my writing. I am delighted to say that first paper was accepted when I resubmitted (White, 2011). This process helped me to develop my identity as a teacher educator, making steps into the wider professional community as well as examining my practice through self-study.

From my initial role of teaching secondary student teachers and their mentors, a new aspect emerged, that of leading a new programme of initial teacher education. This involved more partnership work and I had increasing responsibility for supporting school-based teacher educators, who have also been the focus of my research. My grounding of being a teacher educator whilst leading the professional learning of new teacher educators has enabled me to continue my collaborative style of learning alongside my learners. Through this time of rapid change, it has been vital for me to keep a focus on our core values of contributing to the creation of excellent teachers who have a positive impact on pupil learning in school. For me, this is often through leading effective professional development of teacher educators.

My research and professional practice are closely linked. For my research to be relevant, cutting edge and to have credence and an impact in the professional community I serve, I have found it essential to be actively practicing as a teacher educator myself. This has given me unique access to listen to other professionals in the field in primary and secondary schools and Higher Education Institutes, to execute and disseminate my research. As a practitioner myself I have found it essential to use research and scholarship to ensure my work is effective, pertinent, progressive and evidence-based. There have been many significant colleagues in my journey from teacher to teacher educator and researcher, prompting my thinking and actions, for whom I am very grateful.

National context of teacher education in England

Recent policy-driven developments in initial teacher education in England have produced a rapid increase in school-led routes into teaching. Alongside the traditional university-led one year postgraduate programmes leading to a masters-level award, there are school-centred initial teacher training providers (SCITTs), some of whom work in partnership with universities to award the one year postgraduate award. There are also many schools who are able to recruit their own student-teachers and

chose a provider (a university or a SCITT) with whom to work in their training. This is 'School Direct' and student-teachers may be employed by schools, or fee paying. They may be working towards an internationally recognised postgraduate award or may be aiming to achieve Qualified Teacher Status for teaching in England.
This rapid change has led to a large number of school-based teacher educators who are new to this role and may not recognise it as a separate profession from teaching. They can be remote from the professional community of teacher educators where they would have access to the growing body of professional knowledge and pedagogy as well as an opportunity to develop their identity as a teacher educator.
The challenge in initial teacher education is to develop high quality teachers with a broad understanding of the educational system, who have a professional voice and are critically reflective practitioners within a context where collaboration is threatened by competition.

Jennifer Yamin-Ali: the beneficiary of serendipity

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Personal story

As a secondary school student the only career I thought of for myself was teaching. Perhaps it was because my father had been a teacher for all his life and I was comfortable visualizing myself in that role. I was also fortunate to have been a student in a primary school and a secondary school which were both highly organized and effective. Perhaps it was this environment that motivated me to become a teacher.
The single crucial moment in becoming a teacher educator was my decision to improve my subject content as a Spanish teacher. This gave me further opportunities for developing pedagogic skills related to my subject. The result of these opportunities was confidence in my teaching and the ability to share my knowledge and skills with colleagues in my school. However, it was serendipity that resulted in my becoming a trained teacher educator. One of my lecturers on the postgraduate Diploma in Education, an in-service initial teaching preparation programme for secondary school teachers, encouraged me to apply for a scholarship to pursue a Masters in Teacher Education being offered and sponsored by my own country. I was fortunate to be accepted, even though I did not have a burning interest then in the field.

'It was serendipity that resulted in my becoming a trained teacher educator.'

Jennifer Yamin-Ali



I enjoyed the Masters programme and immersed myself in it. However, at the end, I returned to my school and had no opportunity to function officially as a teacher educator. Eleven years later, while still teaching at the secondary level, I completed a Ph.D. in education. One year later, I moved into a teacher educator position at the School of Education where I still am. Even before pursuing the Masters in Teacher Education, I would say that much of my pedagogical knowledge and understanding were derived from training organized by a tertiary institution in which I was involved on a part-time basis. My content knowledge was strengthened through the opportunity, through that same institution, to build my skills in a native language setting for ten weeks.

During my training to be a teacher educator, my primary lecturer in my specialization had much influence on the development of my skills as a teacher educator, since it was on that one course that I learned how to conduct clinical supervision and how to be reflective. Another lecturer built my confidence in understanding basic statistics for which I had had a mortal fear. Another took me through the process of conducting research. However, it was the Ph.D. experience which fully prepared me for the world of research and for understanding broad issues in education which provide the basis of my ability to view my work from informed perspectives. Formal discussion sessions led by my Ph.D. team of lecturers enabled the development of those perspectives and the ability to continue to see the need for wide reading in the field in order to be able to think analytically in order to make sound professional decisions.

In the first years as a teacher educator, I relied on my own student experience. I also relied on my part-time experience of teaching adults in terms of how to engage them and in recognizing the difference between teaching adolescents (my primary job) and teaching adults. I also attended many sessions which my students were required to attend so that I would have a sense of what they were learning. Other than that, it was in discussion with colleagues, informal professional development and teamwork, that enabled me to build my own knowledge and skills. Workshops and seminars organized by the university where I work also provided support from the early years to now. Attending a variety of conferences exposed me to different strategies and concepts within the field of teacher education. I have found that in the later years of my profession, becoming involved in decision-making and being willing to contribute extra time and effort have resulted in a steep learning curve. Through administrative duties, a wider vision of teacher education is emerging, where I am more aware of the role of stakeholders and the importance of quality assurance in all aspects of the field.

National context of teacher education in Trinidad and Tobago

The Education for All policy has been adopted by my country where education up to the undergraduate level is free. Tertiary level students pay 50% of the cost of tuition up to this point. Historically, education in my country has been seen to be the vehicle for social mobility. Entry into secondary school is based on national examination scores. Secondary schools have evolved in a meritocratic tiered system, with government assisted denominational schools existing alongside government schools,

governed by the same national educational regulations. Teachers at the secondary level enter the profession with an undergraduate degree in their content area. Initial teacher preparation for secondary school teachers is not compulsory but together with an undergraduate degree in the content area, it is required for promotion to middle and senior administrative positions in the schools. At the primary level, a B.Ed. within recent times is required for entry into the system.

The University of the West Indies, Trinidad, is an arm of the regional university and has been the primary provider of post-graduate teacher education for secondary school teachers in Trinidad and Tobago since 1973, but with the onset of a national university, there is additional provision for teacher education, born out of the traditional teachers' training college model. Apart from these institutions, there are several others aligned to foreign institutions which offer teacher training. The school curricula have been compelled to serve new national developmental needs including the use of Information Communication Technologies, thus impacting the training needs of teachers.

Final remarks

The personal stories of the teacher educators in this brochure are rooted in the historical and cultural traditions of their national and regional contexts, but they can be recognized by all teacher educators as they are part of the personal stories of becoming a teacher educator and developing as a teacher educator that resonates with all who dedicate their professional lives to the education and professional development of teachers.

Most of the educators wanted to become teachers and wanted to contribute to the improvement of education and teacher education. They felt connected to the community of teacher educators and they proactively undertook activities to not only enter this community, but also to develop continually as teacher educators. The educators in this brochure are engaged to improve teacher education within their own colleges and universities and on national and international levels. As such they are member of the Research and Development Community (RDC) Professional Development of Teacher Educators (PDTE). Within this RDC they discuss important developments, support each other in the improvement of teacher education and share their experiences.

We are already thinking about next brochures, e.g. about school-based teacher educators, managers in teacher education, curriculum developers of subject areas, doing research as a teacher educator together with researchers and students. Please, feel free to make your own brochure within your own context, as David Powell is planning to do. We hope you share your brochures during the ATEE conference in Eindhoven, the Netherlands in 2016 or conferences to come. For more information about ATEE see www.atee1.org and about RDC/PDTE see http://PDTE.macam.ac.il.

Peter Lorist, Anja Swennen

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My father was a teacher at a teachers' college and when I had to decide what to study I choose teacher education because I was familiar with the teaching profession. In 1972 I started my study to become a teacher in Dutch. I liked teacher education and was an active student, but I was not very motivated to become a teacher. As quite a few of my teacher educators were good, involved and critical educators I did become increasingly interested in education and I decided to go to university for my master degree. To pay for my study I worked in secondary schools and higher vocational education, which I liked, but my heart was not really in it. While my master study progressed, I realised that I wanted to teach teachers and in 1989 my dream came true when was asked to become a teacher educator of Dutch at a Teachers College for primary education. For nine happy years I taught Dutch, supervised student teachers in schools and participated in the innovation of our teacher education institute. Over the years I expanded my activities and became increasingly interested in the pedagogy of teacher education and the professional development of teacher educators. In 1998 I was offered a job at the VU University in Amsterdam. I had been involved in small scale research and was pleased to be able to do my doctoral research about the identity and development of the profession of teacher educators. Together with Marcel van der Klink I founded the Research and Development Community (RDC) Professional Development of Teacher Educators and together we chaired this group for seven years. The RDC initiated international research into the induction of teacher educators and contributed to a book 'Becoming a Teacher. Theory and Practice for Teacher Educators'. I am an associate editor of 'Professional Development in Education', the journal of the International Professional Development Association (ipda).

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I was the first in my family to study at the university and graduated in 1979 in mathematics, including a teaching degree in mathematics, and continued for a PhD in mathematics which I received in 1985. Already during my study I was involved in teaching, which was intensified during my PhD study when I started teaching courses mathematics for part-time biology students. I continued this at the Open University (which started in 1985 in the Netherlands) and the part-time teacher education institute for secondary education which is now part of the university where I work: HU University of Applied Sciences in Utrecht. Besides teaching I became more and more interested in curriculum development and innovation of education, especially in what we now call lifelong learning, school-based teacher education and professional development schools.

From 2000 onwards I changed work to innovative projects and policy advising with focus initially on partnership between schools and teacher education to improve the education of future teachers in primary, secondary and vocational education. This evolved to embedding research into these partnerships and combining this with human resources policies of schools: lifelong learning, which is also a central issue of my university. Lifelong learning is also for my own professional development the basis, I learned and learn a lot from regional, national and international projects and professional networks I am engaged in. I published on partnerships in teacher education (Van Velzen, Bezinna, & Lorist, 2009), am member of the Dutch Association of Teacher Educators and of the Research and Development Community Professional Development of Teacher Educators within the ATEE.

Colophon

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