



PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS (PDTE)



Newsletter

**RDC - Professional Development
of Teacher Educators**



February 2019

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Foreword

We hope that 2019 has started well for you. In this newsletter we have started to share profiles of RDC members, so that we can network and collaborate more closely. Please do send your profile (200 words) to either of us, ready for our next newsletter.

Since our last newsletter we have launched our twitter account:

Follow us on twitter!  ATEE RDC PDTE @AteeRdc

If you would like to join our team of tweeters do let us know.

We are looking forward to seeing you at the Annual Conference in August in Bath, UK. Please let us know if you have ideas of what you would like included, or if you would like to contribute to one of our sessions.

Please feel free to send this newsletter to your colleagues whom might be interested in reading and in joining our RDCs' activities.

We look forward to hearing from you.

Leah Shagrir
leas@levinsky.ac.il

& Liz White
e.j.white@herts.ac.uk

To learn more about the activities please visit our website:

<https://atee.education/rd-communities/professional-development/>

Profiles of members of the RDC

Dr Alaster Scott Douglas

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I am a Reader in Education and Professional Practice at the University of Roehampton, London. I am the director of the research group 'Teaching and Learning in Schools' and the author of 'Student Teachers in School Practice' (Palgrave Macmillan). I am a fellow of the Higher Education Academy and hold a University Teaching Fellowship. My research interests include cultural-historical activity theory and developmental work research in general. I have been the recipient of funded research projects on the differentiated teaching practices in UK and USA classrooms, the relationship between teaching, learning and research and the education and learning of pre-service teachers.

I have worked as a teacher and senior manager in four secondary schools. Starting as a teacher of English and Drama I went on to lead an Expressive Arts faculty before becoming a deputy head teacher in two schools. My last school position responsible for staff development led me to be particularly interested in the role schools play in developing pre-service teachers. I have completed an MA in Education (Publishing), an MSc in Educational Research Methodology and a DPhil in teacher education. My doctoral research was an ethnographic study considering how secondary school subject departments contribute to pre-service teachers' learning.

Dr Agnieszka Szplit

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I am a Ph.D of Pedagogy and my doctoral thesis (2006) was a result of the experiment focused on overcoming learning barriers in EFL learning. I am also a well-qualified teacher of English (master's degree), an active EFL teachers' trainer and a former Equals' school inspector, as well as an expert and a reviewer of language course books and teaching programmes. I was the manager of the European international project "EduCare" focused on senior carers' professional development.

My research interests are focused on teachers' professional development (especially language teachers' and teacher educators'), language education and primary education.

I have published and edited several books on teachers' PD (including 3 international monographs in cooperation with some other ATEE members) and language teaching and over 45 book chapters and journal papers. I also regularly publish some practical materials and handbooks for language teachers.

My last book has just been published (2019) and focuses on teacher educators' professional development and provides a model of teacher educators' expertise development. It is based on my research among language teacher educators in Poland.

The New Joint Project – Call for Papers

In the last conference we decided to start a new joint project – to write articles about an issue that we are all interested in, and to publish it as an edited book.

Call for Book Chapters Proposals: **Working with teacher students as a tool for professional development of teacher educators**

We invite you to submit a research article for the book *Working with teacher students as a tool for professional development of teacher educators*. The book is a collaborative project of the Professional Development of Teacher Educators Research and Development community [RDC] framework in the ATEE Association.

The aim of the book is to collate academic publications about research outcomes into a refereed and edited volume. The book's uniqueness will be the multicultural views expressed in the 'voices' of teacher educators from a wide range of countries, cultures, religions and languages.

Book objectives:

Nowadays, not much research is available to teacher educators in this field, and the book will be a rich, varied and key source to the body of knowledge in teacher education. The chapters of the book will focus on the uniqueness characterizing the work of university based & school based teacher educators with teacher students. Based on the starting point that teacher educators serve as role models for students – their teaching and work with students have a unique nature and characteristics in the higher education

system. This field can be investigated from different points of view and using a wide variety of research tools.

Details of the timing and requirements for proposals

The first step is to send us max 500 words overview of your proposed chapter. Proposals should clearly explain the focus, theme and content of the proposed chapter.

Once the call for proposals is over, the board will make decisions about the shape of the book and which chapters will be included (see below for the timeline). We want to be as inclusive as possible and to include a range of perspectives and experience.

Chapter proposals will be submitted in **English**, to leas@levinsky.ac.il

Timeline

April 20th, 2019: Proposals submission deadline

June 20th, 2019: Sending notification of decisions and author-guidelines

October 30th, 2019: Submitting the first draft of the chapters (optional)

December, 2019 - February, 2020: Sending reviews

May 31st, 2020: Submitting the full version of the chapters

August, 2020: Submitting the book to the publishing house

Conferences and Meetings

The ATEE Winter Conference: Science and Mathematics Education in the 21st Century

15, 16 & 17 April 2019, University of Minho, Braga, Portugal.

Conference website: <http://net.ie.uminho.pt/ateewinter2019/>



ATEE Spring Conference: Innovations, Technologies and Research in Education

7-8 June 2019, University of Latvia, Riga

Conference website: <http://www.ateespringconference.lu.lv>.

Conference subthemes:

Smart Pedagogy of Technology Enhanced Learning

Digital Learning Materials, educational technologies, technological

solutions for knowledge construction
 Social media in the learning process
 Development of media competency and aspects of Cybersecurity
 of Technology Enhanced Learning
 Innovative solutions of transformative education
 Challenges of teachers' education
 Innovative Educational research methodologies
 Inclusive education
 Subject oriented or competency oriented approach?

We invite teachers representing different fields and stages of education – preschool, school, higher education institutions, research institutions, parents and other stakeholders who want to discuss, who want to learn and offer their ideas to participate in the conference.

Abstracts should be sent as an attachment to the e-mail address:
ATEE.Spring.2019@gmail.com **no later than 30 March 2019.**

The abstract should be no more than 400 words and clearly structured, indicating the theoretical framework, the research/study design, the methods or instruments, the description of the experience, etc. Please include 3 – 5 key words. The submitted contributions should not have been previously published nor submitted for publication in previous editions. **Information about acceptance or rejection of abstract will be sent to author by 30 April 2019.**



ATEE Annual Conference 2019: Teacher Education in a Changing Global Context

14-16 August 2019, Bath Spa University UK
 Conference website: <https://atee2019.org/>

Conference subthemes:

Research into practice
 Research influencing policy
 Tackling the global teacher recruitment challenge

Call for papers deadline is 31 March. More information:
<https://atee2019.org/abstracts>



The 7th International Conference on Teacher Education: The Story on Innovation in Teacher Education

24-26 June, 2019, The MOFET Institute, Tel Aviv, Israel.

Conference website: <http://conf2019.macam.ac.il/?lang=en>



The Story of Innovation in Teacher Education

Publications

The European Journal of Teacher Education - Open access articles
<https://www.tandfonline.com/action/showOpenAccess?journalCode=cete20>



Shagrir, L. 2018. Intercollegiate Institution for Professional Development of Teacher Educators - Leading Changes in Teacher Education. In T. A. Barwani, M. Flores and D. Imig (Eds.), *Leading Change in Teacher Education: Lessons from Countries and Education Leaders around the Globe*.



Fransson, G., J. Holmberg, O. J. Lindberg, and A. D. Olofsson. 2019. Digitalise and capitalise? Teachers' self-understanding in 21st-century teaching contexts. *Oxford Review of Education* 45 (1):102-118. doi: 10.1080/03054985.2018.1500357.

[Digitalise and capitalize? Teachers's self-understanding...](#)



Douglas, A. S. 2019. "Learning to teach: A focus on the personal rather than the technical aspects of teacher education" *TEAN* 11 (1):71-83.
<https://ojs.cumbria.ac.uk/index.php/TEAN/index>

The paper promotes a need for opportunities to enquire into and develop the personal, philosophical and theoretical perspectives of teacher education. It recommends that if teaching is more than subject delivery and measurable outcomes, then pre-service teachers and teacher educators would benefit from a focus on personal aspiration and anticipatory moments of becoming.



Please visit www.go.herts.ac.uk/FLiTE to download resources For Learning in Teacher Education designed to support the work of teacher educators.

These research-informed resources were created for teacher educators by Dr Elizabeth White (University of Hertfordshire) and Dr Miranda Timmermans (Avans University of Applied Sciences and Chair of VELON, the Dutch Association of Teacher Educators). We investigated the experiences of teacher educators in order to understand some of the challenges they are facing in school-based practice within partnerships between schools and Higher Education Institutes. We used a narrative approach to collect challenges or dilemmas as ‘stories’ from school-based teacher educators and institute-based teacher educators in the Netherlands and England. We used these stories with teacher educators in workshops in England and the Netherlands and at international conferences, including in our RDC, in order to develop ways to support professional learning and development.