

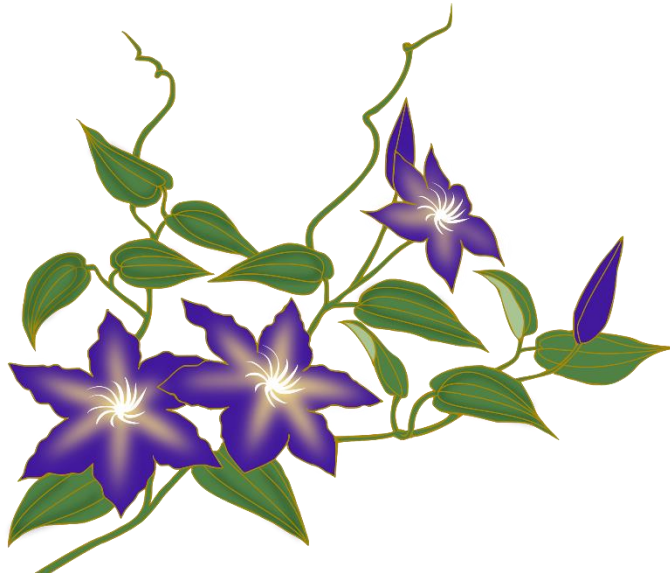


PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS (PDTE)



Newsletter

**RDC - Professional Development
of Teacher Educators**



April 2019

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Foreword

Welcome to our April newsletter. We are pleased to have a number of profiles of RDC members to share with you, to help us to connect together as a network of those interested in the professional development of teacher educators. Don't forget to send your profile (200 words) to either of us, ready for our next newsletter, and your new publications!

We hope you will be joining us at the Annual Conference 14-16 August at Bath Spa University, UK. We are putting ideas together for our sessions – do let us have any ideas and anything you would like to contribute.

It would be lovely to have some new faces at the RDC meetings – so please encourage colleagues, contacts and collaborators to come to the conference in August. Do forward our newsletter to any who might be interested in reading and in joining our RDCs' activities.



Do follow us on twitter! ATEE RDC PDTE @AteeRdc

You might like to join our team of tweeters – let Liz know, and she will set you up.

We look forward to hearing from you.

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

To learn more about our activities please visit our website:

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

Profiles of members of the RDC



Dr. Anja Swennen
Vrije Universiteit Amsterdam

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While I was doing my Research Masters, I taught Dutch language and literature in secondary schools and in vocational education. What I really wanted was to work in Teacher Education. I was very happy when, after my graduation, I found a job at a Teacher Education Institute for Primary Education in 1989. After a few years of finding my way in teacher education I began to spread my wings. First in the Netherlands. I became a member of the editorial board of the Dutch Journal for Teacher Educators and later the editor and I became involved in the Dutch Association for Teacher Education. I was very fortunate to be able to do research at the University of Utrecht.

In 1998 I moved to the Vrije Universiteit Amsterdam to continue as a teacher educator (for secondary education) and I undertook my major research project: my PhD on the development of the profession and identity of teacher educators. Through my research my network became more international and I visited the ATEE conference, AERA conference and later the ECER conference. I also worked closely with Dutch and colleagues from the UK, Portugal and Norway on articles and books about policy, practice and research in teacher education as well as on identity and autonomy of teacher educators. For the last ten years I have been an associate editor of Professional Development in Education.



Dr Gerda Geerdink
HAN University of Applied Sciences,
The Netherlands.

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I am working as a senior researcher in the Research Centre for Quality of Learning; a centre that is part of the Faculty of Education at HAN University of Applied Sciences in the Netherlands. Before this I worked as a teacher educator for primary and secondary education for many years until I finished my PhD in 2007. My

research area is diversity in teacher education (<https://info-ted.eu/author/ggeerdink/>) (e.g. male students in primary education) and professional development of teacher educators in doing research themselves and guiding student teachers to do research (Geerdink et al., 2016). Right now I am working on a project ‘educational innovation’. We are investigating: ‘what features do teachers need who work in innovatory schools and what are the implications for teacher education?’. Another project is about teacher educators as partners working with their student teachers on a teaching intervention’.

I have just finished a big task, executed for the Dutch association of Teacher Educators (VELON). We edited the ‘Knowledge base for teacher educators’. From 2016 to 2019 we published seven successive booklets in Dutch about

1. The professional identity of teacher educators
2. Administration and organization of teacher education
3. Pedagogical Content knowledge in teacher education
4. Schools as partners for educating teachers
5. Research in teacher education
6. Education in teacher training
7. Teacher education: Methods and approaches in teacher education

Geerdink, G., Boei, F., Willemse, T.M. , Kools, Q. & Van Vlokhoven, H. (2016). Fostering Teacher Educators' Professional Development in Research and in Supervising Student Teachers' research. *Teachers and Teaching: Theory and Practice*, 22. (8). 965-982.



***Dr Miranda Timmermans
Avans University of Applied
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I am working as researcher (lector) and teacher educator at Avans University of Applied Sciences, Breda, The Netherlands. I lead the research group “Leerkracht”, who does research into school-based teacher education and workplace learning and teaching of (future) teachers. Specific themes of our research are the collaborative mentoring approach, assessing of workplace learning, inquiry as a stance of student teachers.

I finished my PhD in 2012 on Quality of Professional Development Schools (teaching schools). My research (and teaching) interest since then has been in the area of school-university partnerships. Although I still am engaged in the quality question, it is now focused on the quality of workplace learning and teaching – trying to find critical characteristics of a workplace pedagogy. Alongside this focus I am researching with Dr Liz White on the dilemmas teacher educators from schools and (applied) universities encounter when working in partnerships and crossing boundaries between schools and universities.

Next to my job as a researcher (lector = applied professor) I am working as independent consultant for the Dutch Ministry of Education on questions concerning school-based teacher education, workplace learning and teaching and partnership building. I also do masterclasses, innovation trajectories, workshops and guidance for school-university partnerships on behalf of *Platform Samen Opleiden en Professionaliseren*. I am the chair of Velon, the Dutch Association of Teacher Educators. The aim of Velon is to contribute to the quality of teacher educators and of the profession as a whole. We organize activities for our members and we have a register for teacher educators. (www.velon.nl)

Dr Zelha Tunç-Pekkan
MEF University, Istanbul,
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I was born to a family of teachers. I graduated from Middle East Technical University, Turkey in 2000, received M.S. degree from Indiana University in 2002 and PhD degree in Mathematics Education from University of Georgia in 2008, in USA. For my post-doctoral studies, I worked in an interdisciplinary project for teaching fractions with computational tools in the most prestigious computer schools in the world, Carnegie Mellon University. After offering undergraduate and graduate courses at the University of Pittsburgh, I taught one full year high school mathematics in İstanbul. Later, I worked as a faculty member at Yeditepe University and directed research projects on school-university partnerships. In 2013 I conducted research and taught graduate courses at the University of Pittsburgh. Since 2014, I have been working as the Chair of the Department and teaching middle school mathematics at a public school. I lead the pioneering research team in Turkey, namely MEF Mathematics Teacher Education Team that develops teacher training models through partnership between Education Faculties and K-12 Schools. I also hold the position of Associate Dean for the Faculty of Education at MEF University. I received Turkish Science Academy's Young Scientist Awards Program (BAGEP 2018) - the only award in educational sciences field.

Research Interests: Constructivism, children's mathematical thinking, fractional knowledge, pre- and in-service teacher education, action research, university-school partnerships, flipped classroom methods.

Dr. Yuri Hayase
University of Fukui

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I am in the faculty of the United Graduate School of Professional Development of Teachers at the University of Fukui. I am also engaged in education for undergraduate students of the university. I got my Ph.D. from Kyoto University. My research domains are teacher education and comparative education. My doctor's research was on teacher education in Finland. Some of my research works include the Teacher Education system in Finland from a Japanese Viewpoint, Effectiveness of Finnish Teacher Education, Examination on Finnish Teacher Education with Teacher as a Researcher, etc.

I also support undergraduate level 1 inquiry-based projects in the university. One of which is Tankyuu (Inquiry) Network — a project that creates a sustainable community of practice and strengthens generational cycle as education students are immersed in a community-based long span inquiry project. So my current research interest is on how do student teachers and in-service teachers develop their professionalism and competencies through the reflection in and on their practices, and how professional learning communities are cultivated in different contexts.



Call for Book Chapter 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], a framework in the Association of Teacher Education in Europe [ATEE].

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 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 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. 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

May 20th, 2019: Proposals submission deadline

July 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

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.



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



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>



White, E. 2019. Professional learning resources to contribute towards a more collaborative professional community of teacher educators BERA [Online]. Available from: <https://www.bera.ac.uk/blog/professional-learning-resources-to-contribute-towards-a-more-collaborative-professional-community-of-teacher-educators>.



For Learning in Teacher Education

www.go.herts.ac.uk/FLiTE

Stories about dilemmas that teacher educators from schools and universities encounter when working in partnerships and crossing boundaries between schools and universities.

Research-informed resources created for teacher educators by teacher educators.

Designed to stimulate interaction and negotiation of meaning within a community of teacher educators, leading to professional learning and development and enhanced collaboration within partnerships.