

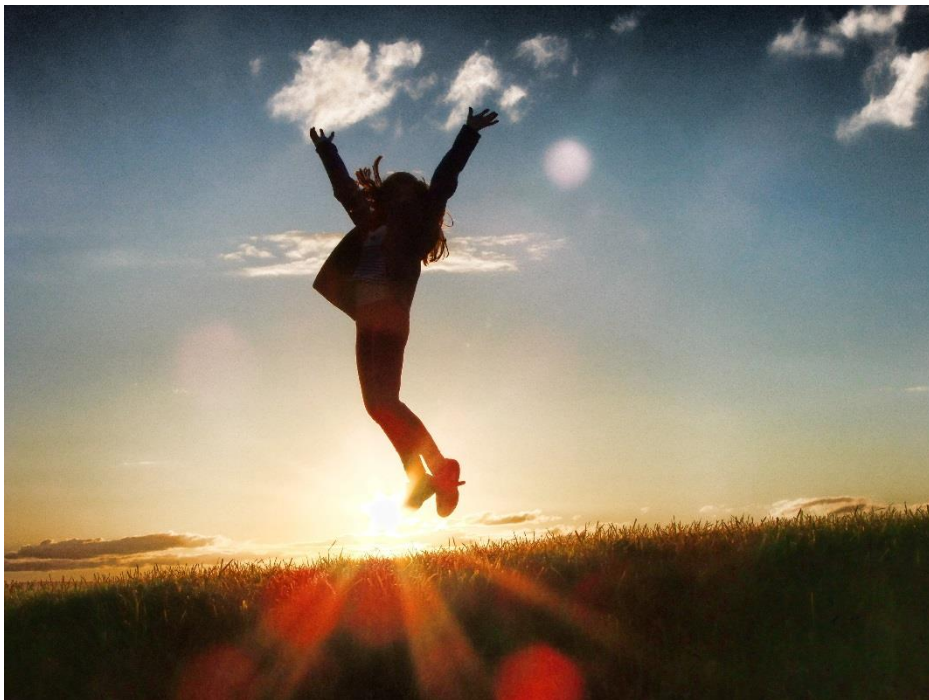


PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS (PDTE)



Newsletter

**RDC - Professional Development
of Teacher Educators**



June 2019

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Foreword

Welcome to our June newsletter, in which we are delighted to be able to share our plans for the RDC meetings at the ATEE Annual conference 2019: Teacher Education in a Changing Global Context, 14-16 August, Bath Spa University UK.

There is also an opportunity for you to read the profiles of some more RDC members, helping 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.

We have an update on the book 'Working with Teacher Students as a Tool for Professional Development of Teacher Educators'.

It would be lovely to hear about your new publications, so that we can share them with the RDC! Do forward our newsletter to any who might be interested in reading and in joining our RDCs' activities.

Please encourage colleagues, contacts and collaborators to come to the conference in August. It would be lovely to welcome new faces at the RDC meetings. Let Liz know if you would like to join our team of tweeters.



ATEE RDC PDTE @AteeRdc
We look forward to hearing from you.

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& Liz White
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To learn more about our activities please visit our website:
<https://atee.education/rd-communities/professional-development/>

Profiles of members of the RDC



Dr. Liat Biberman-Shalev
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Dr. Liat Biberman-Shalev is a senior lecturer and the Head of the Department of Education at Levinsky College of Education, Tel-Aviv, Israel. She is a sociologist of education and a curriculum designer. Her research projects focus on the theoretical framework of global education, education as a sphere of justice, disciplinary cultures, the effects of globalization on the professional status of different subject eras, and pre-service teachers' socialization into school and into their disciplinary expertise. Her current research deals with integrating blogs as reflective journals in teacher education for exploring pre-service professional development and identity and their occupational socialization. She also focuses on designing a teacher-training program from a global education perspective. She published research articles on blogs and on teachers' grading styles as an educational "goods" and the teachers' perceptions regarding the just rules for allocating them. She uses qualitative as well as quantitative and mixed methods in her research work.



Dr. David Powell
University of Huddersfield, UK

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I am presently director of the Education and Training Consortium, an initial teacher education partnership between 21 further education colleges (further education colleges in England are more or less similar to community colleges in the United States, Fachoberschule in Germany, MBOs in the Netherlands, and TAFEs in Australia) and the University of Huddersfield, though I have not always been a teacher educator. I followed my father, a graphic design lecturer, into teaching and started my career as a part-time lecturer in travel and tourism at Stafford College of Further Education in 1986. I progressed into a full time post and then moved into management and, via staff development, into teacher education in 2005 when I became a lecturer in teacher training at Craven College, a similar role to a school-based teacher educator. I joined the University of Huddersfield as a Senior Lecturer in Teacher Education in January 2009. My work at Huddersfield has included designing and implementing a blended learning programme to support student teachers develop their subject specialist pedagogy. My research interests include further education-based teacher educators' use of modelling and how student teachers learn how to teach. I am the editor of the *Teaching in Lifelong Learning: a journal to inform and improve practice aimed at the further education sector*.



Dr Pete Boyd
University of Cumbria, England

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I am Professor of Professional Learning at the University of Cumbria in England. My current post is Director of the Learning, Education and Development Research Centre. I was a high school teacher for 12 years teaching mainly geography but also some mathematics and outdoor education. I also trained as a mountain instructor and worked for three years in residential outdoor education. I moved into higher education as a teacher educator and became an academic developer whilst studying part-time for my doctorate. I now work closely with a large teacher education department and contribute to some teaching on teacher education programmes and Education Studies programmes and supervise a small number of master's level dissertations. At present, most of my teaching and supervision is for doctoral students. My current scholarship and research interests include the academic identity and work of professional educators, the pedagogy of teacher education and close to practice collaborative research with school teachers. I have co-authored a book on assessment in higher education and an advanced reader for beginning teachers. I have a commitment to leading change in education practice through professional inquiry and practitioner research and this creates a connection for me to leadership in education. I am interested in the significant challenge of scaling up professional inquiry so that it becomes part of workplace learning for all teachers. I aim to make most of my publications available open access online <https://www.cumbria.ac.uk/study/academic-staff/all-staff-members/professor-pete-boyd.php>

PDTE RDC Sessions – ATEE Bath-Spa Conference

In the conference programme, three RDC-sessions are scheduled, as shown in the table below:

1st RDC session Wednesday, 14 August, 14:00-15.30	2nd RDC session Thursday, 15 August 10.30-13.00	3rd RDC session Friday 16 August, 16.00-17.15
<i>Workshop session</i> Creating your 'elevator pitch' about your research interest	<i>Workshop session 1</i> Envisioning the next generation of teacher educators <i>Workshop session 2</i> Identifying and Indulging a Constructivist View of Teacher Education in Professional Development Programs of Mentor Teachers	<i>Discussion session:</i> What makes us a research and development community?

Wednesday, 14 August, 14:00-15:30

Workshop Session: Creating your 'elevator pitch' about your research interest. Dr Liz White, University of Hertfordshire.

In this session we will each write an elevator pitch about our own research interest. The elevator takes one minute from the ground floor to the floor where you work. You may be in the elevator with anyone – from the vice chancellor to a visitor to the University. They may say – what are your research interests? You need to be able to say very clearly in less

than one minute the key points in a way that anyone can understand and appreciate.

We will coach each other in pairs, to help each of us to learn our elevator pitch off by heart, so that it comes easy in conversation. We will video record each person, with the hope that we will be able to use the video clips on the RDC website, and you can use it for your own and your institutions website. Finally, we will share our elevator pitches with the whole of our RDC.

Thursday 15 August, 10:30-13:00

Workshop Session 1: Envisioning the next generation of teacher educators. Dr Miranda Timmermans, Avans University of Applied Sciences & Dr Liz White, University of Hertfordshire.

The children entering education in 2018 will be young adults in 2030! They are living in a world where there are many changes going on. The student-teachers who we are working with today may still be teaching in 2060! At the ATEE conference last year Professor Arjen Wals reminded us of the challenges of sustainable education in his keynote address. As we, as teacher educators, consider our changing world, we realise that we need to consider what knowledge, skills, attitudes and values will today's students need to thrive and shape their world? And how can educational systems develop these knowledge, skills, attitudes and values effectively? (Livingston, 2017; OECD 2018; Rust, 2016). With our shared interest in the professional development of teacher educators – we would like to consider in the RDC meeting: what will these changes mean to us, as teacher educators, and what the next generation of teacher educators will look like, and what professional development will they need.

In this workshop we will spend some time thinking individually about ‘A day in my life as a teacher educator working with student-teachers in 2030’. Then we will be sharing and coming to a consensus in small groups as to the things we think will be important. Afterwards we will have the opportunity to share these together as a whole group. We will look for commonalities across our ideas and consider what these mean for the professional development of teacher educators going forward.

LIVINGSTON, Kay. 2017. The complexity of learning and teaching: challenges for teacher education. *European Journal of Teacher Education*, 40, 141-143.

OECD 2018. The future of education and skills Education 2030. The future we want.

<https://www.oecd.org/education/2030/>

RUST, Frances O'Connell. 2016 *Educating Tomorrow's Teachers*

https://www.youtube.com/watch?v=zW_MKr0C0V8

Workshop Session 2: Identifying and Indulging a Constructivist View of Teacher Education in Professional Development Programs of Mentor Teachers. Dr Zelha Tunç-Pekkan, MEF University.

In this workshop, we will share the journey we took related to our design of a Professional Development program. We have a model called University within School Model that relies heavily on a partnership of Education Faculties and K-12 schools. Our undergraduate program has 4 semesters of internship. At the end of every semester, we receive feedback from important partners in this program: mentor teachers, our internship students and university supervisors. We presented the findings of these surveys at ATEE 2018 conference. With the results, we realized that mentor teachers did not view the partnership as equal partners as university professors viewed and imagined. The university supported the constructivist view of teacher education unlike the real middle school mathematics classroom environments. In this workshop, we will discuss and identify criteria needed for 'Constructivist Teacher Education Programs' and we will work on how to communicate and indulge these goals in Professional Development programs for mentor teachers.

Friday 16 August, 16.00-17.15

Discussion session: What makes us a research and development community? Dr Leah Shagrir, Levinsky Institute.

In this session we will explore together what makes us a research and development community, and what this will mean to each of us, going forward.



Book Update

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 board received a total of 55 proposals for this innovative book, of which 22 have been approved, dealing with a variety of aspects of the topic. The writers are from a wide range of countries, and some of the proposals were submitted by several authors.

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.

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 will be investigated from different points of view and using a wide variety of research tools.

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=cete>
[20](#)

