Chapter 2
Being a reflective teacher educator: professionalism or pipe dream? *Paul Holdsworth*

Chapter 3
Understanding the reflective process through self-study: a teacher educator’s journey towards continuous professional development. *Karl Attard*
CHAPTER 4 - Developing as Teacher Educators: Lessons Learned from Student Voices during Practice and Research

Tom Russell and Maria Assunção Flores

Aim and Overview

• to illustrate ways of listening to students and the positive effects of that listening on the teacher educators and their student teachers.

• self-studies conducted collaboratively in two different countries - Portugal and Canada

• the value of listening to student teachers

• how we interpreted and responded to what we heard.
Key issues

• The pedagogy of teacher education as a major concern for those learning to teach:
  – How they are taught matters, for they are always thinking about how they themselves will teach.
  – Pedagogical voice and productive learning
  – Sense of voice in the classroom while also giving us insights into the quality of their professional learning

• The importance of making our pedagogy transparent by explaining our rationales and how and why we are making changes in response to their comments.
Chapter 5 Teacher Educator Collaboration and a Pedagogy of Teacher Education
Chapter 6

“Are we doing the Right Thing?”: Challenges Teacher Educators Face Taking the Risk of Opening up Possibilities for Students

Monique Leijgraaf

Amsterdam, the Netherlands
Chapter 7: Old Learning, New Learning: Teacher Educators as Enquiring Professionals
Dr Mhairi C Beaton, Leeds Beckett University
A professional social network as a platform for teacher educators' professional development

Research has been conducted with the support of The Mofet Institute

Tami Seifert
Kibbutzim College of Education, Israel
The Mofet Institute (ISRAEL)
✉️ Tami.Seifert@smkb.ac.il

Smadar Bar-Tal
Levinsky College of Education, (ISRAEL)
✉️ smadar58@gmail.com
Shluvim - The professional social network for people dealing with education and teachers’ training

- A unique enterprise in Israel and worldwide
- Encourages educational initiatives
- Deals with education and teacher training
- Sharing professional and personal experiences
- Overcome isolation as a “lone wolf”
- Develop and join interest groups in the field of education
- A tool for professional updating
- Supplies technical support
- Empowerment of teacher trainers
- Stay updated and exchange ideas
- Improve teaching knowledge and practice
- Building a strong professional identity
Chapter 9
Learning from stories about the practice of teacher educators in partnerships between schools and higher education institutions
Dr Elizabeth White, Dr Miranda Timmermans and Dr Claire Dickerson
Tools available from:
www.go.herts.ac.uk/FLiTE (English)
www.platformsamenoleiden.nl/groteverhalenboek/ (Dutch)
Chapter 11 Teacher educator as researcher: Striving towards a greater visibility for teacher education
Ann MacPhail, University of Limerick, Ireland

- Repositioning of teacher educators as ‘public intellectuals’
- ‘Dual economy’
- Research capacity
- Irish context
- 16 years in same institute
- Teacher education community
- Visibility
- Researching own teacher education practices
- Pre-service teachers – research reference points & accessing relevant research
- Research metrics
- Teacher education contribute to research discourse
- Contribution to specific knowledge bases
- Access more research (funding) opportunities
Chapter 12

Practitioner Research as “Brave Research”

David Powell, University of Huddersfield
Anja Swennen, VU University Amsterdam

https://blogs.hud.ac.uk/hudcrs/2019/april/art-activist-barbie/
Being braver...inspiring some action

1. How might you be 10% braver in your research?
2. How might you be 30% braver?
3. 50% braver?
4. What might be stopping you being braver?
5. Who/what can help you do brave research?