Being a Teacher Educator

Research-Informed Methods for Improving Practice

EDITED BY
ANJA SWENNEN AND ELIZABETH WHITE

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

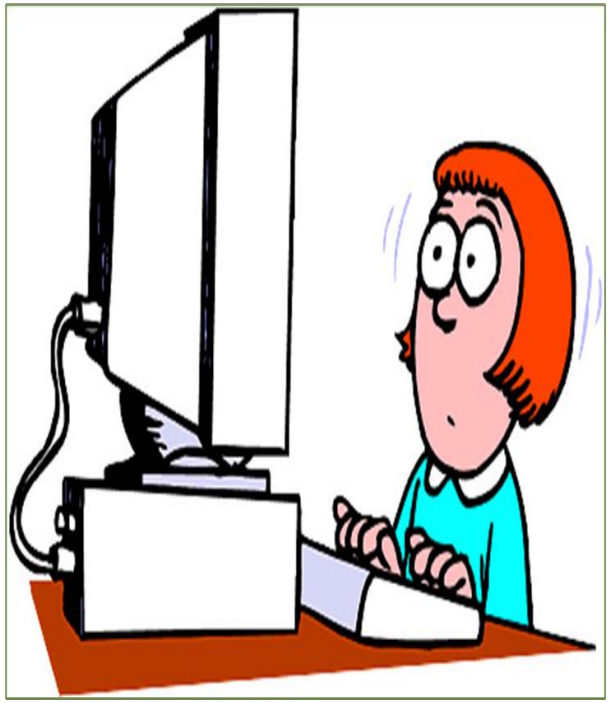
“Are we doing the Right Thing?”: Challenges Teacher Educators Face Taking the Risk of Opening up Possibilities for Students

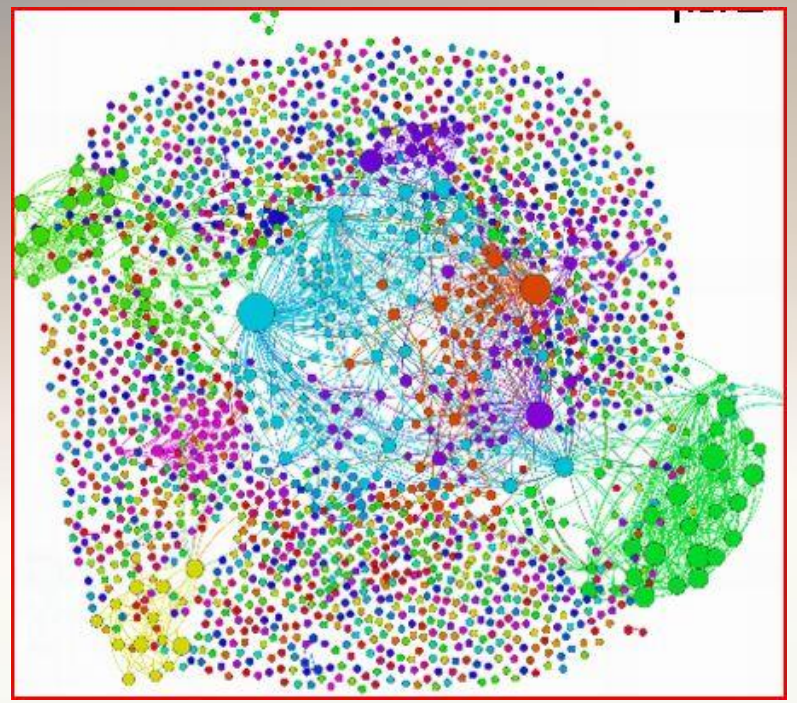
Monique Leijgraaf

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

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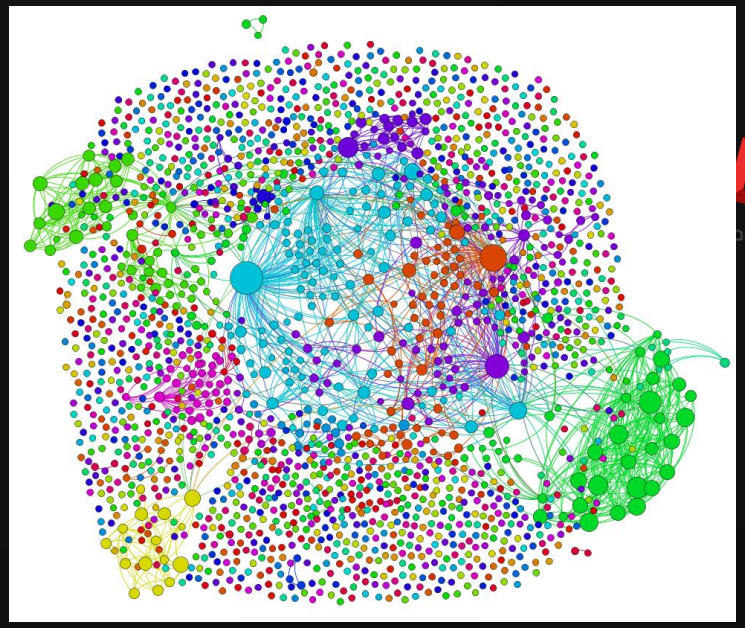


שלובים
הרשת החברתית-מקצועית
של מכון מופ"ת, לעוסקים בחינוך ובהכשרת מורים

Shluvim

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

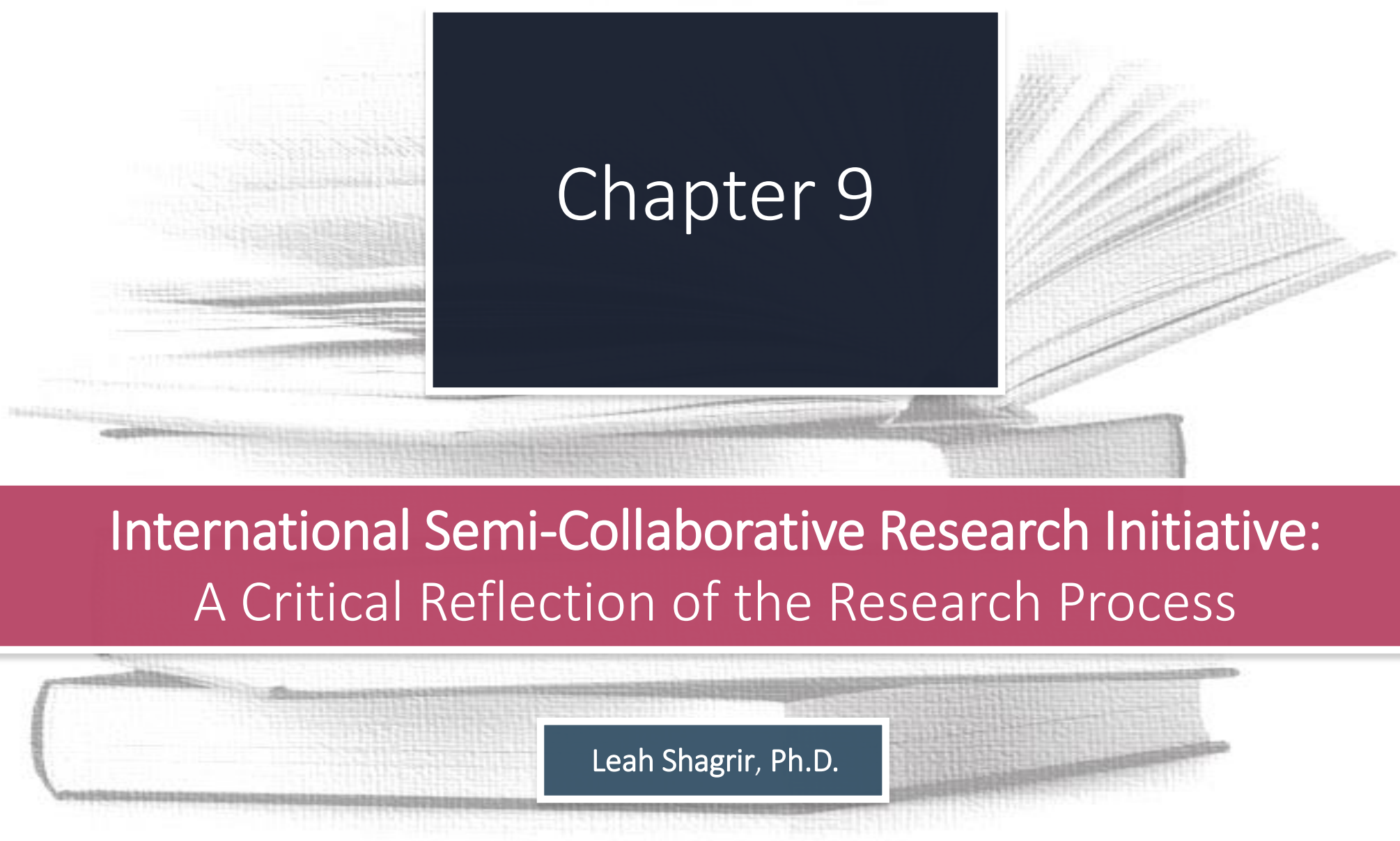
Supplies technical support

Empowerment of teacher trainers

Stay updated and exchange ideas

improve teaching knowledge and practice

building a strong professional identity



Chapter 9

International Semi-Collaborative Research Initiative:
A Critical Reflection of the Research Process

Leah Shagrir, Ph.D.

Chapter 9

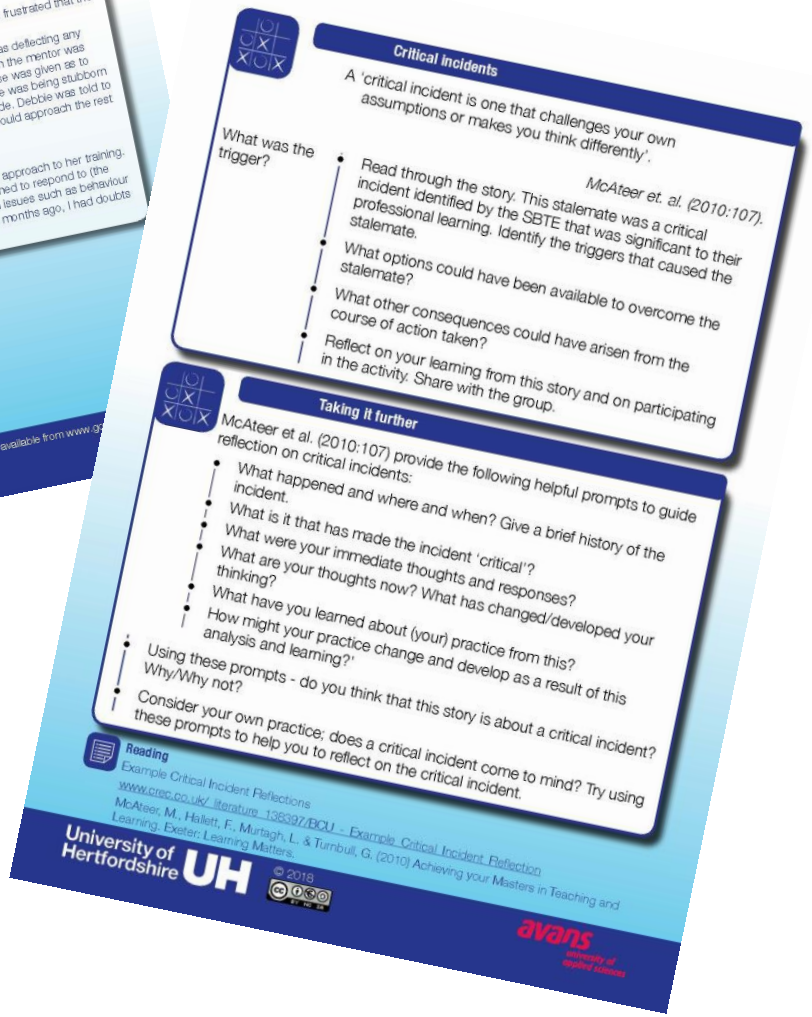
Learning from stories about the practice of teacher educators in partnerships between schools and higher education institutions

Dr Elizabeth White, Dr Miranda Timmermans and Dr Claire Dickerson

FLiTE

avans
university of
applied sciences

University of Hertfordshire UH



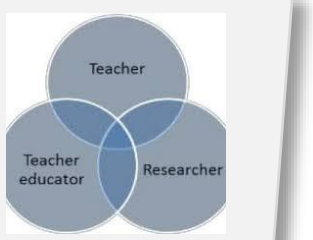
Tools available from:

www.go.herts.ac.uk/FLiTE (English)

www.platformsamenopleiden.nl/groteverhalenboek/ (Dutch)

Chapter 11 Teacher educator as researcher: Striving towards a greater visibility for teacher education

Ann MacPhail, University of Limerick, Ireland



Teacher educator as researcher

- Repositioning of teacher educators as 'public intellectuals'
- 'Dual economy'
- Research capacity

UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH

Author's positioning

- Irish context
- 16 years in same institute
- Teacher education community
- Visibility

Researching & disseminating teacher education practices

- Researching own teacher education practices
- Pre-service teachers – research reference points & accessing relevant research

Connecting with higher institute strategic positioning

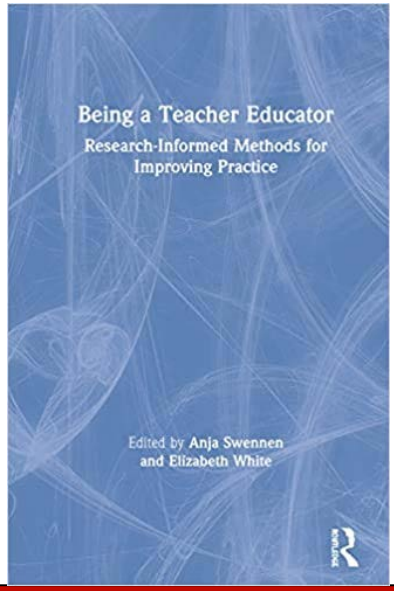
- Research metrics
- Teacher education contribute to research discourse

Inter- & multi-disciplinary agendas

- Contribution to specific knowledge bases
- Access more research (funding) opportunities

ATEE

Association for Teacher Education in Europe



Chapter 12

Practitioner Research as “Brave Research”

David Powell, University of Huddersfield

Anja Swennen, VU University Amsterdam

University of HUDDERSFIELD
Inspiring global professionals

VU VRIJE UNIVERSITEIT AMSTERDAM

Sarah Williamson (2019). *ArtActivistBarbie' - Promoting Social Justice and 'Wokeness'*. Accessed 5 August 2019 at https://blogs.hud.ac.uk/hudcres/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?

Sue Cowley (2019). #10% Braver: Feel the Fear and Do it Anyway. In: *10% braver: Inspiring Women to Lead Education*, In V. Porritt, and K. Featherstone (eds), 5-24. London: Sage.