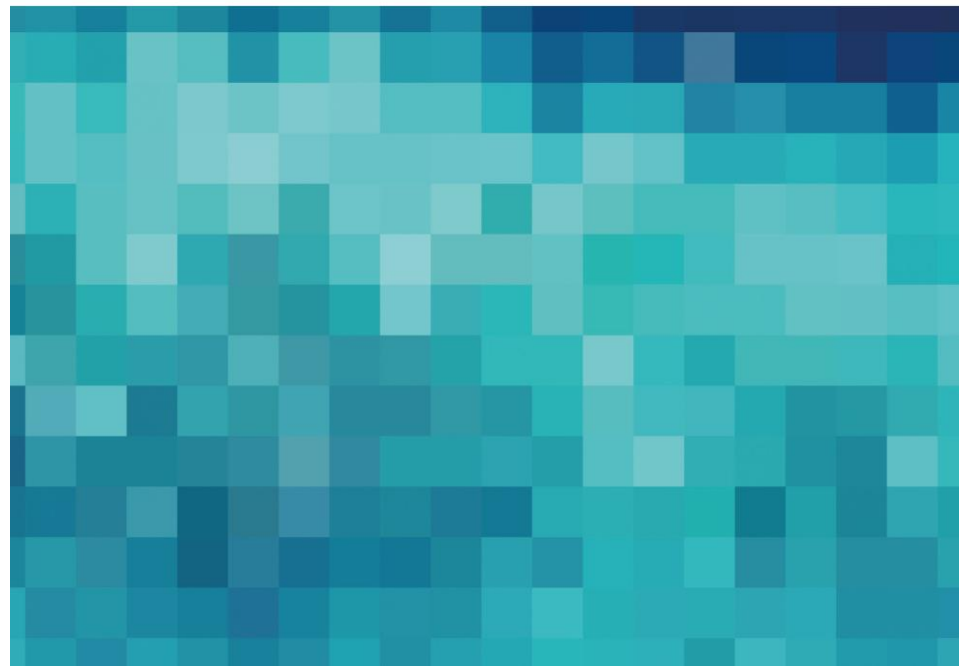




# Being a Teacher Educator

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.

A large crowd of people, many wearing red and white clothing, are forming a human pyramid structure. The pyramid is composed of several layers of people standing on their hands or shoulders. The background is a dense crowd of people, some wearing blue and green clothing. A banner at the top left reads "ELS PETITS S'ENTRIUREN QUE ENS FAN SER GRANS!!!".

Practice Architectures

Professional Learning

Praxis

Production

**Chapter 5 Teacher Educator Collaboration and a Pedagogy of Teacher Education**



## Chapter 6

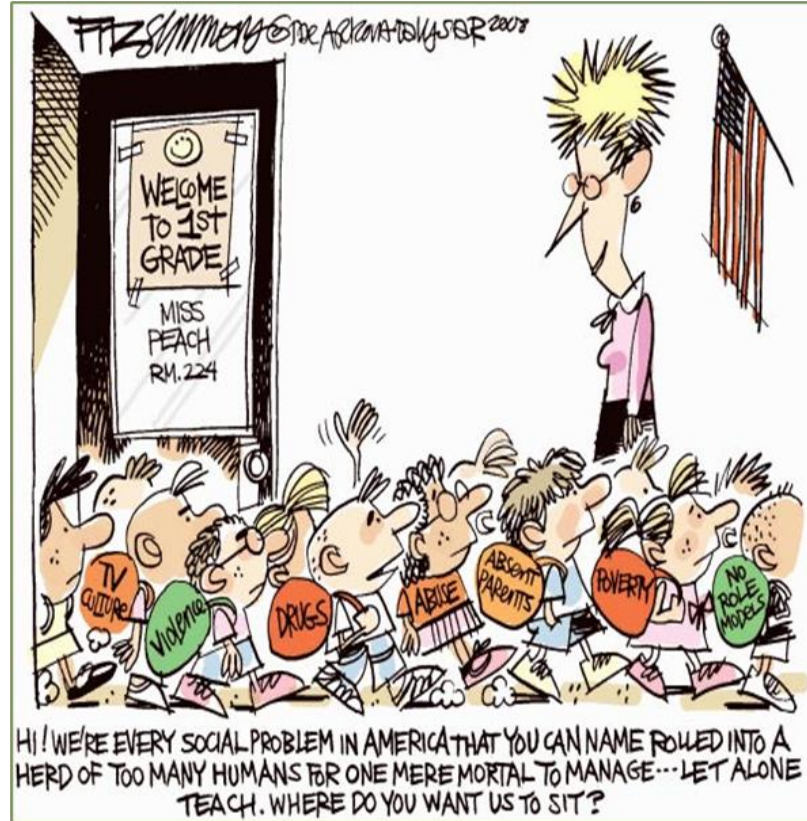
**“Are we doing the Right Thing?”:  
Challenges Teacher Educators Face  
Taking the Risk of Opening up  
Possibilities for Students**

**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

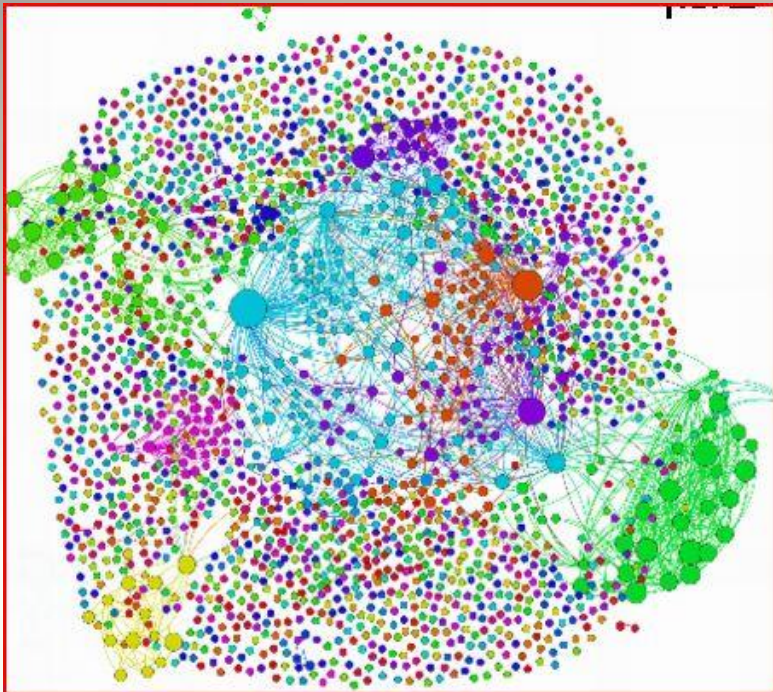
Kibbutzim College of Education, Israel  
The Mofet Institute (ISRAEL)

✉ Tami.Seifert@smkb.ac.il

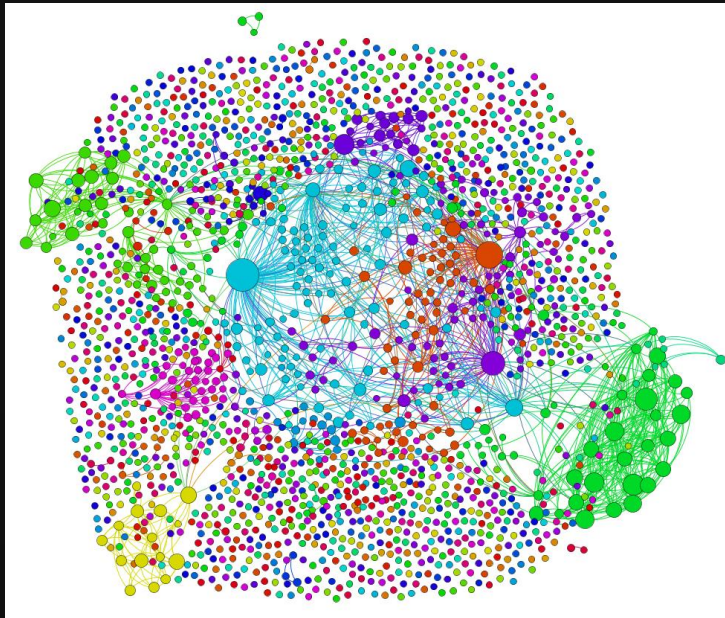
## Smadar Bar-Tal

Levinsky College of Education, (ISRAEL)

✉ smadar58@gmail.com







**Shluvim**

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





**Critical incidents**

A 'critical incident is one that challenges your own assumptions or makes you think differently'.

McAteer et al. (2010:107).

Read through the story. This stalemate was a critical incident identified by the SBTE that was significant to their professional learning. Identify the triggers that caused the stalemate?

What other consequences could have arisen from the course of action taken?

Reflect on your learning from this story and on participating in the activity. Share with the group.

**Taking it further**

McAteer et al. (2010:107) provide the following helpful prompts to guide reflection on critical incidents:

- What happened and where and when? Give a brief history of the incident.
- What is it that has made the incident 'critical'?
- What were your immediate thoughts and responses?
- What are your thoughts now? What has changed/developed your thinking?
- How have you learned about (your) practice from this? How might your practice change and develop as a result of this analysis and learning?

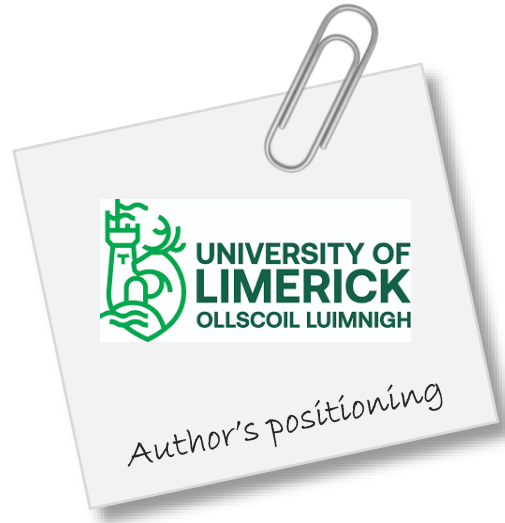
Using these prompts - do you think that this story is about a critical incident? Why/Why not?

Consider your own practice; does a critical incident come to mind? Try using these prompts to help you to reflect on the critical incident.

Tools available from:  
[www.go.herts.ac.uk/FLiTE](http://www.go.herts.ac.uk/FLiTE) (English)  
[www.platformsamenoopleiden.nl/groteverhalenboek/](http://www.platformsamenoopleiden.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

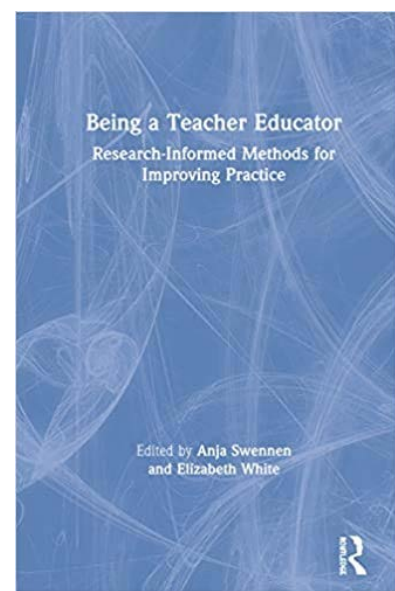
- Research metrics
- Teacher education contribute to research discourse

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



# 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.