

Introduction and Overview

Introduction

Teacher education has been the subject of intense political debate in many countries for many decades. At national and international levels, the pressure on teacher education to educate sufficient and highly qualified teachers is increasing. Being a teacher is regarded as a complex and demanding profession, and teacher education is seen as the key to better-qualified teachers who are able to educate pupils and students for the demands of the 21st century (OECD, 2005). However, policy makers do not give much attention to teacher educators as a distinct professional group and the induction and professional development of teacher educators are marginal topics on today's political agenda of most countries.

Compared to the amount of research on teachers and their work (see e.g., Day, Fernandez, Hauge, & Møller, 2000; Goodson & Hargreaves, 1996; Huberman 1993; Loughran & Kelchtermans, 2006), the studies about teacher educators are limited in number (see for exceptions, e.g., Ducharme, 1993; Loughran & Russell, 2002; Lunenberg, Korthagen, & Swennen, 2007; Zeichner, 2005). Even less has been published about beginning teacher educators and their induction into the profession (Murray, 2008; Van Velzen, Van der Klink, Swennen, & Yaffe, 2008). As far as research findings are available, they all point to significant problems teachers and academics have to overcome in the process of becoming teacher educators (Murray & Male, 2005; Smith, 2005). Beginning teacher educators experience high levels of stress and insecurity during the first years in their new profession. The induction of teacher educators encompasses two levels – becoming a member of the teacher education institution (organisational induction) and becoming a member of the profession (professional induction). In this book, we focus mainly on the second level, the level of professional induction. As far as we know, there is no book that aims to introduce beginning teacher educators into the profession of teacher education. With this book, we intend to redress this omission.

A Book for Beginning Teacher Educators

The main readers of *Becoming a Teacher Educator* are the beginning teacher educators. This book offers an introduction into various aspects of the work of teacher educators, and we hope that it will inspire teacher educators to reflect on a variety of theories and approaches and that it will encourage them to apply these in their own practice. This book may also be of interest to more experienced teacher educators who want to keep informed about the latest insights and relevant issues of the work of teacher educators. Especially those teacher educators who have responsibilities for the induction and mentoring of newly appointed colleagues will find this a useful and constructive book. *Becoming a Teacher Educator* may also be a source of information for researchers and consultants in the emerging field of professional development of teacher educators.

Many teacher educators have been former teachers, in primary or secondary schools, or academics. In both the cases, their induction can be regarded as second-phase induction (see Chapter 7) in which each group has its own specific needs. Academics have to be inducted in to the specific knowledge base and practice of education, while former teachers have to become acquainted with the demands of higher education, including doing research. This book aims at both experienced teachers and academics who become teacher educators.

A Book of Practitioners and Researchers in Teacher Education

This book is grounded in the Association of Teacher Education in Europe (ATEE). The ATEE was founded in 1975 and has developed into an active organisation with a clear mission: 'The ATEE aims to enhance the quality of Teacher Education in Europe through active dialogue and international exchange of research and practice in initial and in-service teacher education' (see www.atee1.org). Characteristics of the ATEE are the twenty so-called Research and Development Centres (RDCs). RDCs are permanent working groups, which together cover the most important aspects of teacher education, like curriculum development, in-service learning and diversity in teacher education.

At the ATEE 2004 annual conference in Agrigento, a new RDC 'Professional Development of Teacher Educators' (see <http://pdte.macam.ac.il/>) was founded by the editors of this book. During the first meetings, the members of this RDC investigated important issues concerning teacher educators, and one of the main problems that all participants recognised was the absence of formal support during the first years in teacher education and the lack of information for beginning teacher educators about their new and complex profession. A year later, after some initial research (see Van Velzen et al., 2008), it was decided to write a book for beginning teacher educators. We invited the members of ATEE, especially the chairs of the RDCs, to contribute to this book and as everybody acknowledged the importance of a book for their new colleagues, many members agreed to participate in this project.

Participating authors are distinguished practitioners and researchers who work as teacher educators in various teacher education institutions throughout Europe, Israel, USA and Australia. Like most teacher educators, the authors of the chapters combine various tasks: they teach and supervise student teachers, are involved in the professional development of teachers and teacher educators and many are involved in research and national and international projects.

From the very beginning, it was our aim to publish a book that acknowledges not only the West or North European views and practices on teacher education, as so often is the case, but also represents the views and practices commonly held in East and South Europe. To guarantee this broad representation, the team of authors of each chapter consists of at least one author from an Eastern or Southern European country. The collaboration between authors from different cultural and educational backgrounds was a challenge as their experiences with and ideas about teaching and teacher education sometimes differed significantly, but the combined efforts of these diverse groups of authors created this book that has a true international scope.

Who Are the Teacher Educators?

Although the names ‘teacher education’ and ‘teacher educator’ are commonly used in the literature, it is not easy to give a meaningful description of these notions. In this book, we use a broad definition:

Teacher educators are those teachers in higher education and in schools who are formally involved in pre-service and in-service teacher education.

This means that those who work (full-time or part-time) in teacher education institutes, whether these are colleges or faculties of education, or in schools and are involved in teaching and supervising student teachers are teacher educators. This also means that those who are involved in the professional development of teachers are regarded as teacher educators in this book, although their work may differ from teacher educators who work in initial teacher education (see for example, Chapter 5).

At the start of this project, we realised that ideas, traditions and meanings of educational concepts, like teacher education and teacher educator, differ significantly between the various European regions and we discussed extensively the notion of ‘teacher educator’. In some countries, the name ‘teacher educator’ is not used and those working in teacher education are called ‘lecturer’ or ‘teacher trainer’. In our view, ‘teacher trainer’ refers to more technical and instrumental aspects of learning and teaching and excludes essential aspects of the profession of teacher educators. Educating teachers is, as many chapters in this book show, a complex and demanding job and teacher educators need to be both academics and highly skilled practitioners. For this book, therefore, we choose to use the names ‘teacher education’ and ‘teacher educator’. In some chapters, however, other names are used that are specific for a particular national context, which cannot be changed without losing its meaning in the context. These alternative names reflect the various views

and practices of teacher education in different countries, and as they offer no real problems in understanding the chapters, we have decided to leave them unaltered.

Many teacher educators have been teachers in primary and secondary education, and when they become teacher educators, they have to make the transition from teacher to teacher educator. Murray and Male make a useful distinction between first order and second-order teachers. First order teachers teach their subject to their pupils and students, while second-order teachers ‘induct their students into the practices and discourses of the school and of teacher education’ (Murray & Male, 2005, p. 126). Teacher educators are second-order teachers in the sense that they teach about teaching and being second-order practitioners is an important characteristic of teacher educators. As teachers of teacher, the teacher educators are always model for their student teachers as their views and theories are reflected in their own teaching practice.

Structure and Contents of the Book

This book consists of four sections and an epilogue in which we describe what we learned from the chapters of this book and the conversations with the authors. The first part consists of five chapters that give an introduction into the changing context of teacher education. The second part contains two contributions about the first years of beginning teacher educators in which they have to make the, sometimes difficult, transition from teacher or academic into teacher educator. The third part informs the readers about various aspects of the teacher educators’ daily work with student teachers, like diversity, teaching and learning styles, reflection and assessment of student teachers. The final part of the book is dedicated to the teacher educators as researchers. In the two contributions, the authors emphasize the importance for teacher educators to engage in research that helps them to understand and improve their own work with student teachers, like action research and self-study research.

Changing Contexts of Teacher Education

Chapter 1 ‘Initial teacher education in Europe, main characteristics and developments’ written by Marco Snoek and Irēna Žogla offers an introduction into the various systems, content and pedagogy of teacher education in Europe. They describe differences and similarities between European countries and pay attention to efforts of the European Committee to further develop a teacher education policy on a European level.

Chapter 2, ‘Understanding teacher educators’ work and identities’, written by Jean Murray, Anja Swennen and Leah Shagrir, provides in-depth information on teacher education and the roles and positions of teacher educators. The chapter starts with addressing some contextual factors, followed by detailed descriptions of teacher educator’s daily work in England, Israel and the Netherlands.

Michal Golan and Göran Fransson discuss the ethical aspects of becoming and being a teacher educator in Chapter 3. The authors provide examples of ethical

issues in teacher education and emphasise the need to raise teacher educators' awareness of ethical issues. Starting points for the development of ethical competency are provided.

In Chapter 4, Corinne van Velzen, Christopher Bezzina and Peter Lorist present examples of partnerships between schools and teacher education institutes. The authors emphasise the merits of school-based teacher education, such as the possibilities to diminish the gap between theory and practice.

Chapter 5 is written by experienced in-service educators or, as they prefer to call themselves, in-service learning facilitators. Göran Fransson, Jaap van Lakerveld and Valdek Rohtma elaborate on the issue of being a skilled and knowledgeable partners who support the professional development of teachers and schools. They describe the characteristics of the work of in-service learning facilitators, the competences that these facilitators need to acquire and the way to develop as in-service learning facilitators.

Induction of Teacher Educators

Chapter 6 concerns the transition process of teacher educators who have been former schoolteachers. Anja Swennen, Leah Shagrir and Maxine Cooper present stories of beginning teacher educators and describe the problems and joys teacher educators face during their first years in teacher education.

Åsa Morberg and Eve Eisenschmidt introduce the concept of 'second-phase induction' in Chapter 7. Most beginning teacher educators experienced a first induction phase when they started working as a schoolteacher or an academic. When they enter teacher education, they are again confronted with the problems of the beginner in a new context. The authors present the common second-phase induction practices in their own countries, Sweden and Estonia, and offer ideas and recommendations to improve current induction practices at universities.

Aspects of the Work of Teacher Educators

This section covers a number of aspects teacher educators are confronted with during their daily work.

Diversity is the theme of Chapter 8 written by Geri Smyth and Paul Bartolo. Their chapter clarifies the concept of diversity and addresses the issue of how teacher educators can help to prepare teachers to work effectively with a diverse pupil population and also how to respond appropriately to an increasingly diverse student teacher population.

In Chapter 9, Tatjana Tubić and Kamile Hamiloğlu examine students' learning styles, the teaching styles of teacher educators and the possible match between them. Their classifications based on their own research will increase readers' awareness of the necessity to respond adequately to student teachers' differences in learning styles.

In Chapter 10, Jennifer Harrison and Elka Yaffe discuss the need of reflective practices. They examine how teacher educators can support student teachers' reflection and how teacher educators themselves can become engaged in reflective practice. Drawing on their own research experiences, they discuss approaches that support high-quality reflection. The chapter concludes with some practical recommendations and actions to support beginning teacher educators.

How to prepare and support student teachers in their teaching practice at schools is the topic of Chapter 11. Christopher Bezzina and Joanna Michalak present a case and outline recommendations for a collegial and collaborative environment that allows participation of student teachers, teacher educators and schools.

Chapter 12 addresses new views on assessment. Judith Gulikers, Dominique Sluijsmans, Liesbeth Baartman and Paul Bartolo elaborate on three challenges teacher educators face when developing assessments. The authors advocate the use of authentic assessments, active participation of student teachers in assessments and the use of criteria to evaluate the quality of new forms of assessment.

Teacher Educators as Researchers

In Chapter 13, Kay Livingston, Jim McCall and Margarida Morgado offer views on research of teacher education that are both helpful to improve the work of teacher educators and grounded in the tradition of educational research.

Mary Lynn Hamilton, John Loughran and Maria Inês Marcondes are distinguished teacher educators and researchers who are involved in self-study of teacher educators. In Chapter 14, they present their theoretical insights about self-study as well as their extensive experience with this type of research. Their chapter will inspire teacher educators who want to investigate their own work to get involved in self-study with their colleagues and enter a community of teacher educators who are passionate about their profession.

Epilogue: Enhancing the Quality of Teacher Educators

Anja Swennen and Marcel van der Klink review the chapters of this book by reflecting on two themes: the induction of beginning teacher educators and the professional development of teacher educators. Their epilogue concludes with an outline of the major challenges teacher educators face to enhance their profession.

References

- Day, C., Fernandez, A., Hauge, T., & Møller, J. (2000). *The life and work of teachers. International perspectives in changing times*. London/New York: RoutledgeFalmer.
- Ducharme, E. (1993). *The lives of teacher educators*. New York: Teachers College Press.
- Goodson, I., & Hargreaves, A. (1996). *Teacher's professional lives*. London/Washington: Falmer Press.

- Huberman, M. (1993). *The lives of teachers*. New York: Teacher's college Press.
- Loughran, J., & Kelchtermans, G. (eds.) (2006). Teachers' work lives. *Teachers and Teaching: Theory and Practice*, 12(2). (Special issue).
- Loughran, J., & Russell, T. (Eds.) (2002). *Improving teacher education practices through self-study*. London: Routledge-Falmer.
- Lunenberg, M., Korthagen, F., & Swennen, A. (2007). The teacher educator as a role model. *Teacher and Teacher Education*, 23(5), 586–601.
- Murray, J. (2008). Teacher educators' induction into Higher Education: work-based learning in the micro communities of teacher education. *European Journal of Teacher Education*, 31(2), 117–133.
- Murray, J., & Male, T. (2005). Becoming a teacher educator: evidence from the field. *Teaching and Teacher Education*, 21(2), 125–142.
- OECD (Organisation for Economic Co-operation and Development) (2005). *Teachers matter. Attracting, developing and retraining effective teachers*. Paris: OECD Publishing.
- Smith, K. (2005). Teacher educators' expertise: what do beginning teacher and teacher educators say? *Teaching and Teacher Education*, 21(2), 177–192.
- Velzen, C. van, Klink, M. van der, Yaffe, E., & Swennen, A. (2008). *The induction of teacher educators. The needs of beginning teacher educators*. Paper presented at the annual ATEE Conference in Brussels.
- Zeichner, K. (2005). Becoming a teacher educator: A personal perspective. *Teacher and Teacher Education*, 21(2), 117–124.