The Professional Development of Teacher Educators

Edited by
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Introduction

Anja Swennen and Tony Bates

Two years ago, at the annual conference of the 'International Professional Development Association' (ipda) in Belfast, a claim was made by one of us, with a great deal of justification, that there had been very few papers published in the ipda journal *Professional Development in Education* that had focused upon the role, development and professional identity of teacher educators (Swennen, 2007 or see: http://www.ipda.org. uk/paper/SwennenKeynote07.ppt). Following some initial investigation, it became evident that this was indeed a relatively neglected area. The professional development focus of the journal had clearly been upon the teacher – either novice, beginner or more experienced – whilst the 'teachers of teachers' had received comparatively little attention. Therefore, in response to the challenge made at the conference, the Editorial Board of the journal agreed that we should seek to publish a special issue on the theme of 'The Professional Development of Teacher Educators'.

Following the Belfast conference the response to the 'Call for Papers' was both immediate and extremely gratifying. As the appointed editors our inboxes were flooded with numerous suggestions for articles. We received a substantial number of proposals, the majority of which were both relevant and well focussed, covering a wide range of themes. However, the selection process posed a particular dilemma for us as editors. Normally an issue will contain eight or nine articles but, after the initial review process had been completed, we found ourselves in the position of having more than double that figure. Following very positive discussions with our Routledge Publishing Editor, the proposal to make the special issue a double issue was endorsed by the Editorial Board. It was also decided upon that it should become a 'special issue into book', and you now have the outcome of that decision before you.

We believe that the wide geographic spread of the papers gives added validity to this book. Our authors have worked and researched in many different countries including Australia, the Cayman Islands, China, Latvia, Israel, The Netherlands, New Zealand, Turkey, the UK and the USA. Within this wide selection of chapters it is possible to identify a number of overarching common themes, irrespective of location.

Many of the authors have described their professional development in terms of a journey. This powerful metaphor illustrates very well the road taken by teacher educators, both as beginning teachers who seek to develop an identity as teacher educators and as more experienced teacher educators who learn and develop together by professional activities such as writing or self-study research. Many teacher educators follow a different road and take their professional development into their own hands and make it their main focus of research. And like most travelling, that is both the means and the end. The research of teacher educators is the means for teacher educators to learn

something whilst at the same time the journey is the learning process. The metaphor of a journey also reflects some of the joys and hardships that travellers experience during their efforts to climb mountains, to cross borders and to explore new territory. Professional development activities are hard work, but according to the travel stories recounted in the special issue they can be deeply satisfying.

The notion of 'community', based on the work of Wenger (1998) is another common theme. The majority of the chapters are written by groups of authors who often refer to themselves as a community, as they are involved in researching and learning together. Some of these chapters are also based in larger and somewhat more formalised communities of teacher educators. This particular case is highlighted by our Israeli authors who are all connected in one way or another to the MOFET Institute. The MOFET is a unique institute as it is the only one in the world that is totally devoted to the professional development of teacher educators The MOFET could well serve as an example for other countries seeking appropriate ways to develop their teacher educators to meet their professional needs. These might include courses for beginning teacher educators, opportunities to work and learn together and opportunities to publish (see http://www.mofet.macam.ac.il/english).

For example, chapter 5 (van Velzen *et al.*), is grounded in the Research and Development Community of the Association of Teacher Educators in Europe (ATEE) that focuses on the professional development of teacher educators. This community of international teacher educators/researchers has been involved in a study about beginning teacher educators and has recently taken up a project about more experienced teacher educators (for more information see: http://pdte.macam.ac.il).

Self-Study provides a further common theme. Self-Study research is seen by many (see Loughran & Russel, 2002; Cochran-Smith, 2005, together with Clemans, Berry & Loughran (chapter 13) and Williams and Ritter (chapter 6) in this book) as an appropriate methodology for teacher educators as it offers them the possibility to combine their role of researcher and practitioner (Cochran-Smith, 2005). Authors involved in self-study have their own active and interactive community 'S-STEP' (Self-Study of Teacher Education Practices), which is a special interest group of the American Educational Research Association (AERA; see http://sstep.soe.ku.edu).

Another theme that permeates many of the chapters is that of identity and transformation. Some of these chapters are related to the issues involved in the shift in identity or of the transition of teacher to teacher educator, whilst others focus more on the acquisition of a research identity.

Given the wide range of topics identified in the 23 contributions we have clustered them into five major areas. However, it must be noted that most chapters do not belong exclusively to a single cluster. Immediately following this introduction, chapter 1 offers an overview of the professional development issues arising from the various contributions. Tony Bates, Anja Swennen and Ken Jones identify what they term 'fault lines' in the continuing professional journey of the individual teacher educator and in considering how to manage these faults or discontinuities they identify a number of models of professional development and consider their applicability to teacher education.

Chapters 2 to 7 form the first cluster which is most easy to identify as it deals with the professional development of novice teacher educators. Within this cluster, the themes of identity and transition from teacher to teacher educator are prominent. Pete Boyd and Kim Harris (University of Cumbria UK) describe in chapter 2 that the learning of beginning teacher educators for the larger part, takes place within the

particular departmental context and they conclude with the challenging statement that this encourages beginning teacher educators 'to hold on to their existing identities as school teachers, rather than embrace new identities as academics'. In chapter 3, Frankie McKeon and Jennifer Harrison (University of Leicester, UK) studied how the former workplaces of beginning teacher educators influenced their *pedagogical reasoning* and how they 'reconcile their various forms of community membership into one identity'. In chapter 4, Leah Shagrir (Levinsky College of Education, Israel) studied the feedback of a group of 11 beginning teacher educators on a two year course for beginning teacher educators at the MOFET Institute. Although it is a formal course, much time is devoted to collegial learning and group work and, as the outcomes demonstrate, the teacher educators value this as one of the most important characteristics of the course. Chapter 5 – the contribution of Corinne van Velzen, (VU University, Amsterdam), Marcel van der Klink (Open University, The Netherlands), Anja Swennen (VU University, The Netherlands) and Elka Yaffe (Oranim College of Education, Israel) – is based on a study into the induction period of beginning teacher educators in several European countries. Their research revealed that the induction into the organisation (a member of the institute) was poor, but that their professional induction (becoming a member of the profession) was even more problematic and the findings suggest that incidental and occasional learning is characteristic for beginning teacher educators. In chapter 6, utilizing a self-study methodology, Judy Williams (Monash University, Australia) and Jason Ritter (Duquesne University, USA) explored the connections between professional learning and identity by examining their own transition from teacher to teacher educator. They found that self-study had enabled them 'to establish a teaching/research nexus, and to legitimize our identities as school teachers as integral to our identities as teacher educators. One identity is not discarded in favour of the other.' In chapter 7, Elka Yaffe (Oranim Academic College of Education, Israel) and Ditza Maskit (Gordon Academic College of Education, Israel) write about how they were involved in action-research about workshops to enhance the professional development of teacher educators in their role as workshop mentors, and they conclude: '[i]t gave the mentors an all-important opportunity to rethink their practices, underlying perceptions, as well as their fundamental values'.

As mentioned before, many of the contributions in this book are related to identity and identity development. Five have identity as their principal focus; three of these look into the identity of teacher educators in a more general sense whilst two are more concerned with the research identity of teacher educators. In chapter 8, Miriam Ben-Peretz, Sara Kleeman, Rivka Richenberg and Sarah Shimoni (University of Haifa and MOFET Institute, Israel) aim at understanding teacher educators' professional development from the perspective of a group of educators who were regularly involved in planning, managing and implementing varied professional development programs for teacher educators, at the MOFET Institute in Israel. One of the outcomes of their research was the conclusion that teacher educators rarely refer to their identity and specifically that 'in all interviews there is an emphasis on the necessity for establishing communities of teacher educators, as an essential part of their professional development, without talking explicitly on the contribution of these communities to the professional identity of individual teacher educators, or to the profession of teacher education.' In chapter 9, Anja Swennen, Ken Jones and Monique Volman (VU University Amsterdam, the Netherlands) analysed research about teacher educators to search for sub-identities that are available for teacher educators in the literature and

found that, next to sub-identities like teacher, researcher, teacher in higher education and teacher of teachers (second order teacher) a view of teacher educators as generic teachers emerged in which – as in the in the research of Ben-Peretz *et al.* – no clear identity of teacher educators as a professional group was visible. The main aim of chapter 10 (Kara Vloet and Jacqueline van Swet (Fontys University of Applied Sciences, the Netherlands)) was how to explore, study and portray the professional identity of teacher educators in a systematic way by using a narrative–biographical method and their findings indicate 'that our developed narrative-biographical method does indeed do justice to the complex professional identity characteristics'. Chapter 11 – the work of Deb McGregor, Barbara, David Wise and Linda Devlin (University of Wolverhampton, UK) – falls into several of the categories we distinguished having a clear focus on the research identity of participants in the Educational Doctorate programme of the University of Wolverhampton. Using the metaphor of the learning journey the authors conclude: '[i]t appears that development of professional identity as a teacher-educator and researcher is transactional rather than transmissional, subjectively complex and dynamic rather than technical and pays more attention to the process than the "end product" in pursuit of successfully making deeper meaning of research designs.' In chapter 12, Jean Murray (University of East London, UK) presents a case study of one teacher educator's learning claiming that supporting the development of teacher educators as scholars and researchers is an essential part of the professional development of this occupational group. She concludes: '[i]n addition to contributing to the professional learning of individuals, such development is seen as vital for a number of other reasons. These include ensuring thriving teacher education communities, maintaining research-informed teaching in pre- and in-service courses for teachers, and contributing to the building of capacity in the broad field of education research.'

We then have four chapters that are not just dealing with the development and professional learning of teacher educators, but which also focus on the role of the 'facilitator' or 'mentors' of the teacher educators. We identified this into a special category as the authors focus on those experts that facilitate the learning of teacher educators, a group that gets even less attention in research then the teacher educators themselves. The first in this cluster, chapter 13, is from Allie Clemans, Amanda Berry and John Loughran (all from Monash University, Australia). They consider the professional development of a group of 75 primary and secondary teachers in Melbourne, Victoria, who had been charged with the responsibility of leading the professional learning of their colleagues in their schools. As part of a Professional Learning Project the participants wrote case studies that form the basis of this research. In reflection on their own role, the authors wrote: 'finally, our experience of supporting the professional learning of these teacher educators through this program has reminded us that while it is important to share the "what" and the "how to's" of teacher education, we must not overlook the significance of the "who am I" in this work.' The study of their own roles as facilitators is the core of the self-study research of Ronnie Davey (Canterbury University College of Education, New Zealand) and Vince Ham (CORE Education, New Zealand) in chapter 14 about their roles in a project for the professional learning of in-service teacher educators across the country (INSTEP). Davey and Ham state that their findings about the professional learning of teacher educators 'are totally consistent with the broad principles of effective professional learning as articulated in the professional learning literature.' For them, a more interesting and useful result of their study was that they were able 'to describe at least six key preoccupations of practice, or

rather groups or categories of preoccupation, that tended to dominate teacher educators' thinking when engaged in these kinds of professional learning enquiries, and that thus need to be attended to in our mentoring of such learning.' Chapter 15, by Vivienne Griffiths (Canterbury Christ Church University, UK), Simon Thompson (University of Sussex) and Liz Hryniewicz (Canterbury Christ Church University) is about beginning teacher educators and their developing research identities and the problems they encounter, but they also – and this is why we placed it in this category – tried to identify effective mentoring practices and other forms of support. The teacher educators appreciate the role of their mentors, but they 'were most enthusiastic about being engaged in collaborative work with experienced researchers, who could then model processes in real research contexts.'

In chapter 16, Isil Kabakci, H. Ferhan Odabasi and Kerem Kilicer (Anadolu University, Eskisehir, Turkey) studied the professional development of teacher educators in ICT based on a one-two-one mentoring system in which post-graduate ICT students acted as mentors for the teacher educators, for their mutual benefit.

Chapter 17, by Judith Barak, Ariela Gidron, Bobbie Turniansky (Kaye Academic College of Education, Beer Sheva, Israel), is based on personal career stories within a larger process of collaborative learning of teacher educators within the *Active Collaborative Education (ACE)* project. They use the intriguing metaphor of the 'edge': 'Ecological edges are transitional environments known for their resilient, dynamic nature of coping with change and productivity. An edge environment provides a legitimizing culture for reflecting and re-evaluating its practices, thereby turning it into an innovative knowledge community.'

As mentioned before, self-study research is a now an accepted research method of teacher education research and it can take many different forms, like collaborative writing, the use of stories or, for lack of a community self-directed professional development. We added this category as these chapters may well serve as an example for teacher educators who want to become involved in research into their own practice. In chapter 18, Vanessa Dye, Margaret Herrington, Julie Hughes, Alexandra Kendall (The Old School, UK), Cathie Lacey and Rob Smith (University of Wolverhampton) report on a study that involves collaborative writing, in what they call critical collaborative writing and they state: 'CCW was thus a powerful means of learning to do critical educative practice, of informing, constructing and shaping, of embodying, expressing, illustrating and marking it.' In chapter 19, Ann Jasman (University of Hertfordshire, UK) describes five practice-based research studies in terms of professional learning and border pedagogy, using the metaphor of the journey. She played a key role in each project and offers an 'insider' perspective through 'autobiographical self-study. In chapter 20, Mark Minott (University College, Cayman Islands) engaged in self-study through self-directed professional development through reflection on his own teaching as a teacher educator. For him teaching reflectively 'is not only an excellent framework through which self-directed professional development can be enacted, but it is an effective form of self-directed professional development.' Chapter 21 by Yehudit Shteiman, Ariela Gidron, Batia Eilon and Pnina Katz (MOFET Institute, Israel) explores and describes how teacher educators, who wrote and published books in their knowledge domains, with budgetary, professional and institutional support, perceive the experience of writing, and to what extent they view it as contributing to their personal professional development. Their results show that writing and publishing do indeed contribute to the professional development of teacher educators. As important for these

authors, however, is that 'the publishing of teacher educators' writing will ensure that teacher education and research is not completely surrendered to experts who are external to the field.'

Chapters 22 and 23 deal with the professional development of teacher educators within the contexts of system and curriculum reform. In chapter 22, Iveta Silova, Amy Moyer, Colin Webster and Suzanne McAllister (Lehigh University, Bethlehem, USA) describe one of the first efforts to create professional development opportunities for a group of pre-service teacher educators and explain how a two-year project called 'Developing skills for experiential and cooperative learning' contributed to the professional development of teacher educators in Latvia. In the final chapter, Hong Zhu (Northeast Normal University, Changchun, China) studied the implementation of the new curriculum of basic education and its impacts on teacher education and teacher educators. She explains how teacher educators – especially young teacher educators – are crushed between the demands of the market (a dominant influence in teacher education in China), the senior and often traditional staff and their own needs and ideals.

It is evident from our contributors that teacher educators are well travelled in the world of education and that they have taken many different routes to reach their chosen destinations. Some have travelled alone, others have had company. For everyone however, the successful completion of the journey has involved decision making at every stage: the initial choice of road; the luggage needed for the journey; the company to keep; the qualifications required to cross borders. The choices have often been difficult, sometimes stressful, but in reaching their desired destinations our authors have clearly demonstrated the importance and value of that professional journey. In the words of Robert Frost:

> ...Somewhere ages and ages hence:
> Two roads diverged in a wood, and I -
> I took the one less travelled by,
> And that has made all the difference.

> Robert Frost (1874 – 1963) The Road not Taken

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Notes on Contributors

Judith Barak is a teacher educator in the ACE program at the Kaye Academic College of Education in Be'er Sheva Israel. She is also the Head of the college Graduate School of Education, after eight years as Head of the ACE program. Judith has a long term involvement in creating collaborative learning environments and partnerships both within schools and the college and between them. Her research interest aims at a deeper understanding of collaborative self-study and collaborative learning environments and their interrelations to professional development processes.

Tony Bates is currently Hon. Treasurer of the International Professional Development Association and an associate editor of the Journal Professional Development in Education. After teaching in Birmingham and West Sussex he spent almost thirty years in teacher education before retiring as Head of Professional Development at the University of Worcester. He has held a number of positions including: Secretary of the Standing Committee for the Education and Training of Teachers; editor of an on-line journal for the Thematic Network for Teacher Education in Europe; membership of Training and Development Agency (TDA) working groups; serving as the elected FE/HE representative for a local education authority.

Miriam Ben-Peretz, Ph.D., is Professor Emeritus at the Faculty of Education, University of Haifa, Israel. She has served as the Head of the Department of Teacher Education and Dean of the School of Education, University of Haifa. Her research interests are curriculum studies, teacher education, professional development and policy-making in education. In 1997 she received the Lifetime Achievement Award, in recognition of her outstanding contribution to curriculum studies over an extended period of time, Division B, Curriculum Studies, of the American Educational Research Association. In 2002 she received the Award of Merit from the University of Haifa. In 2006 she received the Israel prize for research in education. Her latest book is entitled *Policy Making in Education: A Holistic Approach Responding to Global Change*s (2009).

Amanda Berry is a senior lecturer in the Faculty of Education at Monash University. Amanda's research is located within the field of teacher education, particularly the development of professional knowledge of teachers (pre-service, in-service, university) and the ways in which this knowledge can be articulated, examined and shared so that it may be accessible and useful for others, and ultimately, improve the quality of students' learning. Amanda is Chair of the Self-Study Special Interest

Group of the American Educational Research Organisation and is co-editor of the journal *Studying Teacher Education*.

Pete Boyd taught in secondary schools and outdoor education before becoming a lecturer in teacher education. He currently has responsibility at the University of Cumbria for master's-level professional development with teachers. Part of his work is focused on academic induction of new lecturers across a range of subject disciplines. He has completed research projects on the experiences of new teacher educators and on new lecturers in nursing and the allied health professions. In his teaching he specialises in assessment at all levels, and he has co-authored a text on assessment in higher education.

Allie Clemans is a senior lecturer in the Faculty of Education at Monash University. Allie's research is located in the broader discipline of adult education, with a particular focus on the ways in which educators in workplace and community contexts establish relationships between teaching and learning. Allie's work is also concerned with the development and articulation of professional identities and professional knowledge among educational workers in these settings.

Ronnie Davey is a Principal Lecturer at the University of Canterbury College of Education, New Zealand. Her research interests include teacher education, especially teachers' professional learning, critical literacies and English education. Ronnie is immediate past President of the New Zealand Association of Teachers of English and her current doctoral study is an investigation of New Zealand teacher educators' professional identities.

Linda Devlin leads the Professional Learning research cluster at the University of Wolverhampton. She coordinates practice-based research and has worked with a range of education professionals in local, national and international settings. Her special interest areas are leadership of professional learning, education partnerships and collaborative, evaluative research. Current projects include leading the professional development of the wider workforce, partnership approaches to active learning in museums, libraries and archives and the role of practitioner research in focused school improvement projects. Recent research has been funded by the Teacher Development Agency, National College for School Leadership, Creative Partnerships and Slovenia School for Leadership.

Vanessa Dye is a Senior Lecturer in the School of Education at the University of Wolverhampton. She currently teaches on a range of modules, which contribute to a number of teaching awards in the post-compulsory sector, among them the Postgraduate Certificate in Education (Post Compulsory Education) teacher education programme, and Bachelor of Arts (Post Compulsory Education). She is also a member of the Institute for Learning. Her research interests centre on assessment processes and reflective practice.

Batia Eilon is an academic editor of the MOFET Publishing House and a tutor in The School for Professional Development for Teacher Educators, with the specialization of Teacher Educators as Researchers and Evaluators. Her research interests are self-study of teacher educators and information technologies' use in teaching and in research.

Ariela Gidron is a teacher educator in the ACE program at Kaye Academic College of Education in Be'er Sheva, Israel, and an academic editor of the Publishing House of the MOFET Institute. Her research interests are narrative inquiry and the study of life-stories, collaborative self-study of teacher educators, and the use of metaphors as professional reflective tools.

Vivienne Griffiths is Professor of Education and Director of Research in Education at Canterbury Christ Church University. She was formerly Head of the Sussex School of Education at the University of Sussex. Her research interests are teacher education, teachers' professional development and gender issues in education, and she has published extensively in these fields. She is a member of the Executive Committee of the Universities' Council for the Education of Teachers. Prior to moving into higher education, she taught in primary and secondary schools for 14 years, including as an advisory teacher for English and Drama.

Vince Ham is Director Research at CORE Education, an independent research centre focused on research and evaluation in e-learning and teacher professional development. His main research interests are in educational technologies, research methods and the professional learning of teachers and teacher educators.

Kim Harris taught in primary schools before becoming a lecturer in teacher education. Her current responsibility includes contributing to teacher education programmes through teaching and academic tutoring of students. Part of her work is focused on her speciality of music education with a focus on the contribution of music to the broader curriculum. Her research interests include work on new teacher educators as well as student-teachers as classroom researchers. She has also investigated the impact of confidence and subject knowledge on the practice of generalist student-teachers when teaching music in the primary classroom.

Jennifer Harrison is Senior Lecturer at the University of Leicester School of Education with responsibilities for secondary PGCE (Science) and for new developments in the Training and Development Agency Masters in Teaching and Learning (coaching). Current research interests are in teacher education: induction, mentoring, critical reflective practices and professional development. Recent projects have been a longitudinal study (with Frankie McKeon) of the professional development of beginning teacher educators, and an Initial Teacher Education course review (with Dr. Ruth Lee) of the use of critical incident analysis as a way of encouraging critical reflective practice in school settings. Publications include *Reflective Teaching and Learning* (edited by Sue Dymoke and Jennifer Harrison; Sage, 2008).

Margaret Herrington, a visiting professor at the University of Wolverhampton, is an experienced adult literacy educator, manager, researcher and published author based in the United Kingdom. Since the start of the 1990s she has worked in higher education, using a 'research in practice' stance to develop study support centres in two British universities, to manage HEFCE-funded R&D projects in relation to dyslexia and disability in higher education, and to mainstream 'critical thinking' about dyslexia within post-16 teacher education courses. Her current research interests are inclusive curricula in higher education; developing research in practice confidence among literacy practitioners and teacher educators; and exploring the role of collaborative writing in professional development.

Barbara Hooker is Partnership Director for Post Compulsory Education at the University of Wolverhampton. Her background is within the further education sector, where she has held a number of posts related to quality enhancement, learning and teaching professional development, and teacher education. She has been a teacher educator for 13 years across a range of programmes for both in-service and pre-service participants. Barbara's current research interest focuses on reflective explorations of teacher identity through a postmodern lens, with the intent of co-constructing participants' subjectivities through collaborative dialogue. Her research, grounded in a constructivist approach, examines the extent to which political or institutional discourses define teacher identity, with the aim of encouraging individual agency by raising consciousness of emotional and ideological paradoxes.

Liz Hryniewicz is a Principal Lecturer in the Department of Childhood Studies at Canterbury Christ Church University. She is the Programme Director of the M.A. Early Years. Her previous roles at the university have included Programme Director for both Early Years Professional Status and the National Professional Qualification for Integrated Centre Leadership. Her research interests include leadership development, teacher education and inclusion and professional development for teaching assistants. Before moving into further and higher education, she taught for 20 years in schools and pre-school settings.

Julie Hughes has worked at the University of Wolverhampton since 2002. Her work explores how the use of e-portfolios and blogging in higher education might support the development of reflexive, collaborative learning and teaching cultures. Julie has used the e-portfolio system, PebblePad, since 2004 and has worked with groups of students from foundation degree to master's level. Julie has also mentored individual colleagues and teams across the school and the wider partnership to experiment with technology in their teaching. Julie is a National Teaching Fellow (2005) and she is currently seconded to the ESCalate, the Higher Education Academy subject centre for education subjects.

Anne Jasman is a teacher educator and policy adviser. She conducted research and professional development projects on appraisal, partnership, collaborative working, professional expertise and learning and development, and contributed to policy development and implementation for continuing professional development, leadership and professional teaching standards in the United Kingdom and Australia. She was recently appointed as Associate Professor (Teacher Education) at the University of Southern Queensland. She also completed a research fellowship for the Australian Commonwealth Government on the nature, development, enhancement and assessment of teacher professional expertise.

Ken Jones is Professor and Dean of Humanities at Swansea Metropolitan University. After teaching in London, he returned to Wales to take a prominent role in the training and continuing education of teachers and school leaders. He is Managing Editor of the journal Professional Development in Education and is President of the International Professional Development Association (ipda). He has served on a number of national bodies advising on aspects of Continuing Professional Development (CPD) including the setting up of a National Framework for the Professional Development of Teachers in Wales and the pilot for Chartered Teacher status