

ATEE Conference 2016

Educating the Best Teachers – A Challenge for Teacher Education

**“Professional Development of Teacher
Educators – Lesson Learnt in International
Co-operation”:**

Capacity Building of T.E.

at The MOFET Institute – Israel

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Head of The MOFET Institute, Info-TED

P.D of Teacher Educators

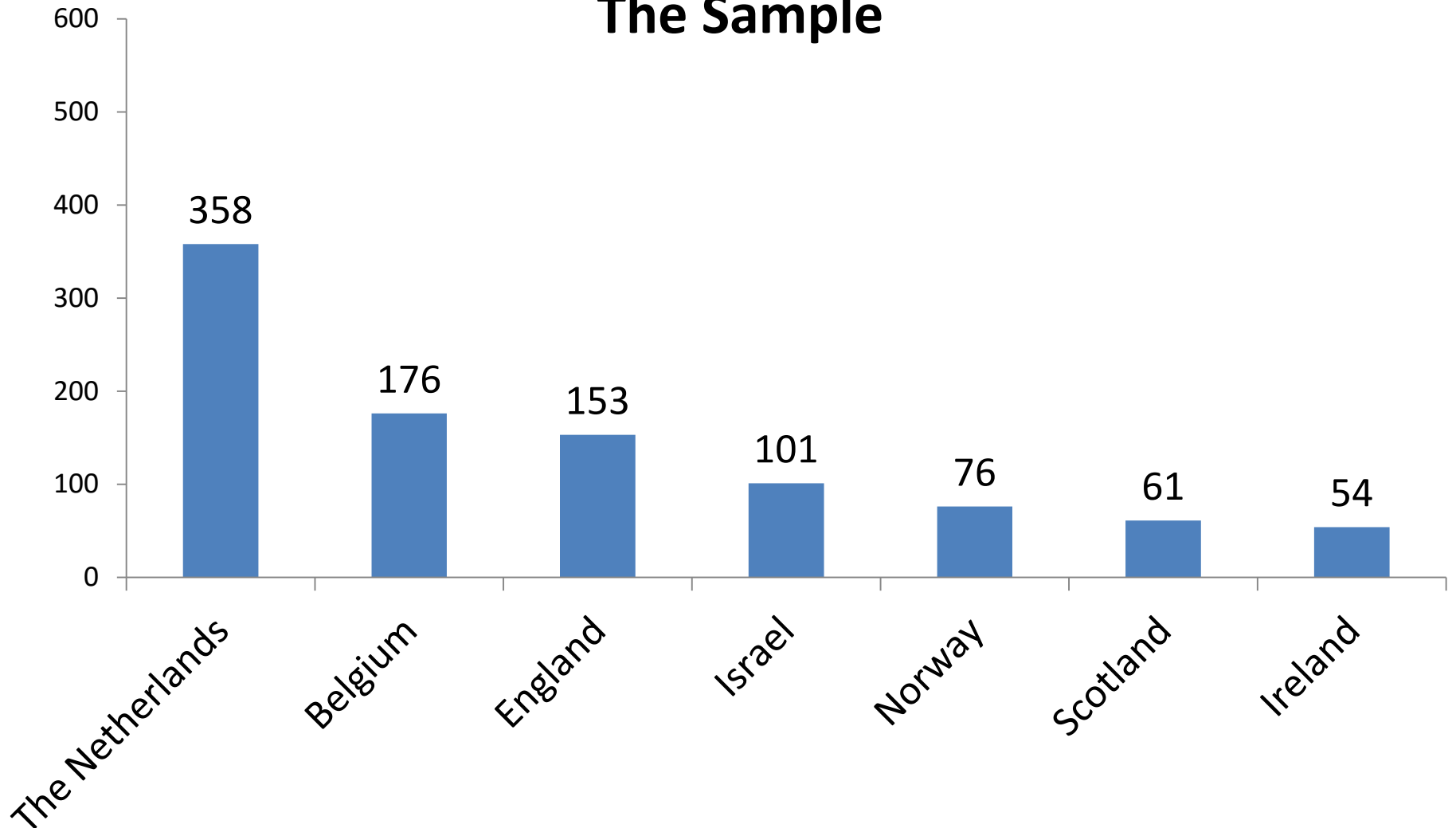
- P.D. of T.Es. is an essential condition for improving teacher preparation.
- In most of the countries there are no criteria for entering the profession.
- T.Es. come to the profession either from school with no academic experience teaching, or from university with no practical experience.
- Research relating to T.Es. professional needs is just emerging.

The professional development needs of higher education-based teacher educators: an international comparative needs analysis

Guberman, A. (2016, August). The Israeli case. Surveying teacher educators' professional development needs in Europe - and beyond. Symposium conducted at the meeting of the European Conference of Educational Research, Dublin, Ireland.

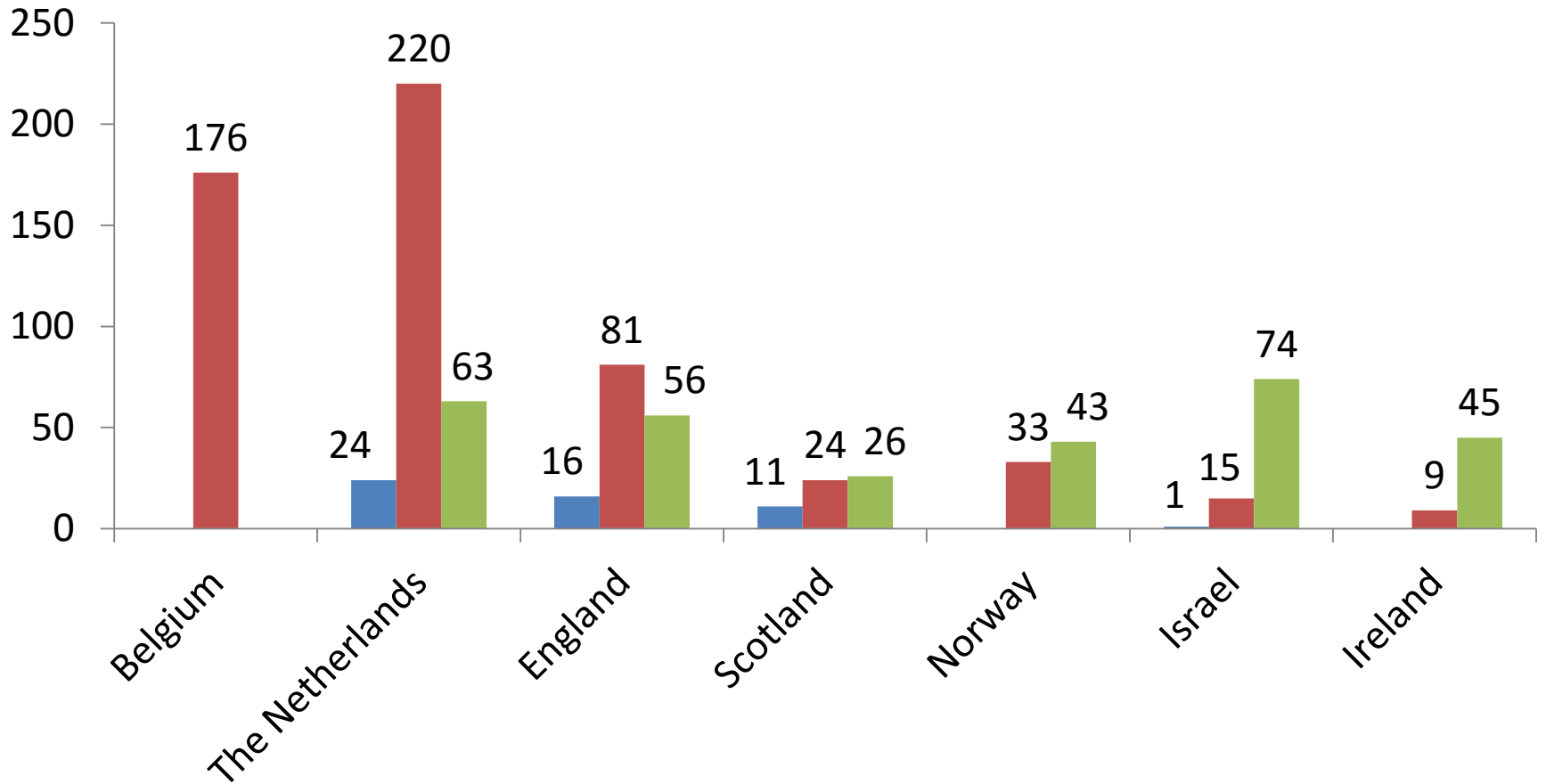
international comparative needs analysis:

The Sample

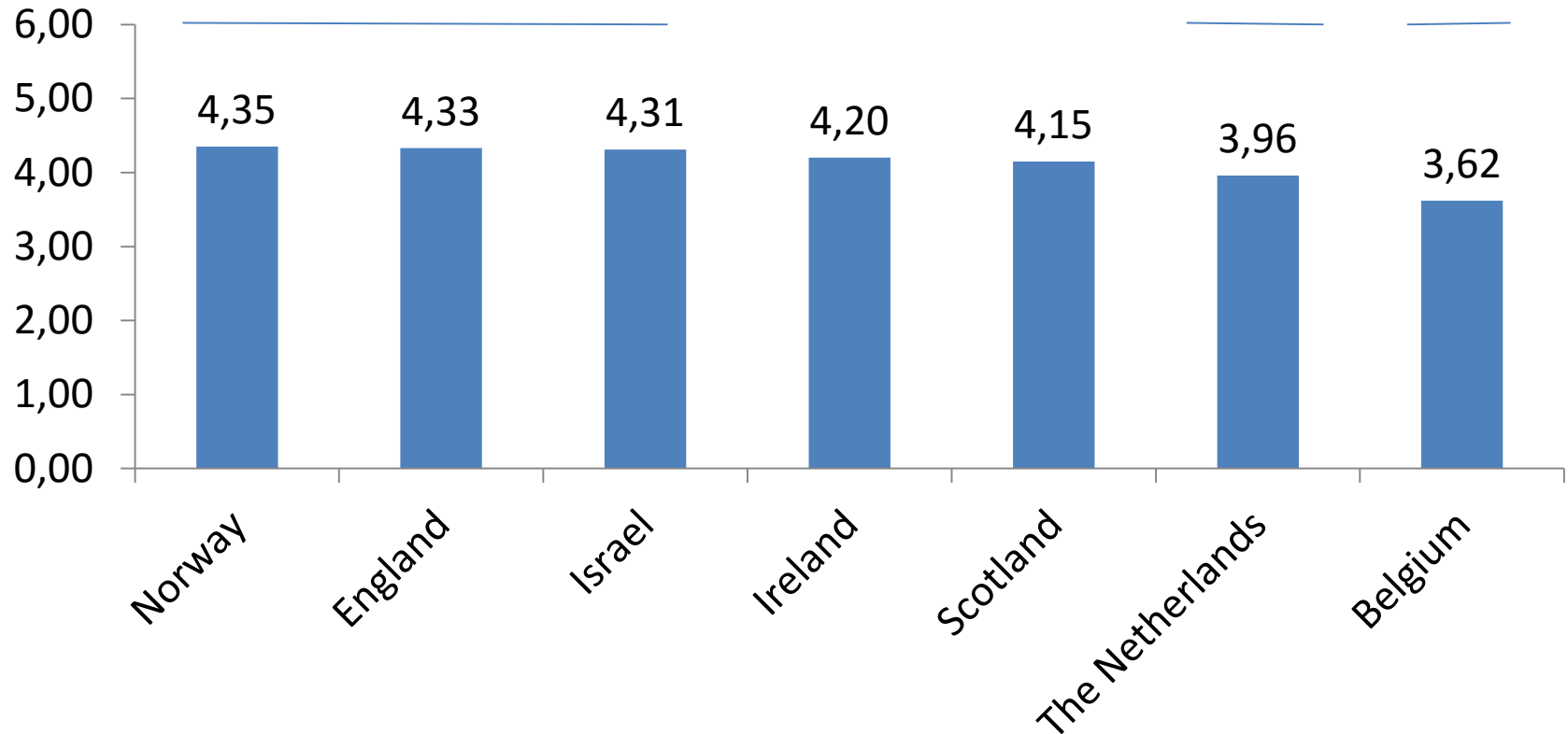


Academic Degree

■ BA ■ MA ■ Dr

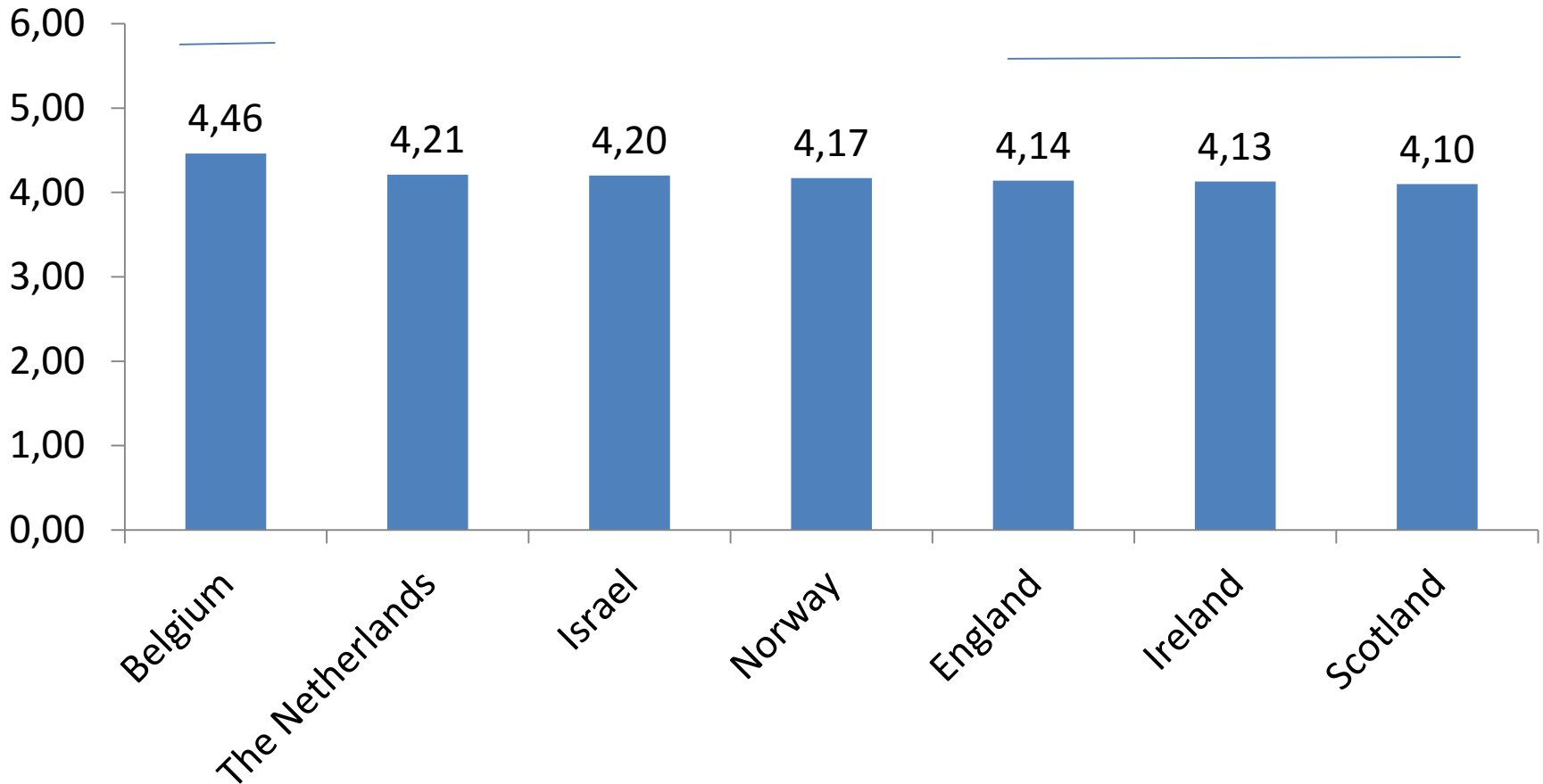


Academic Interest*



* Lines represent significantly different groups (Tukey HSD < .05)

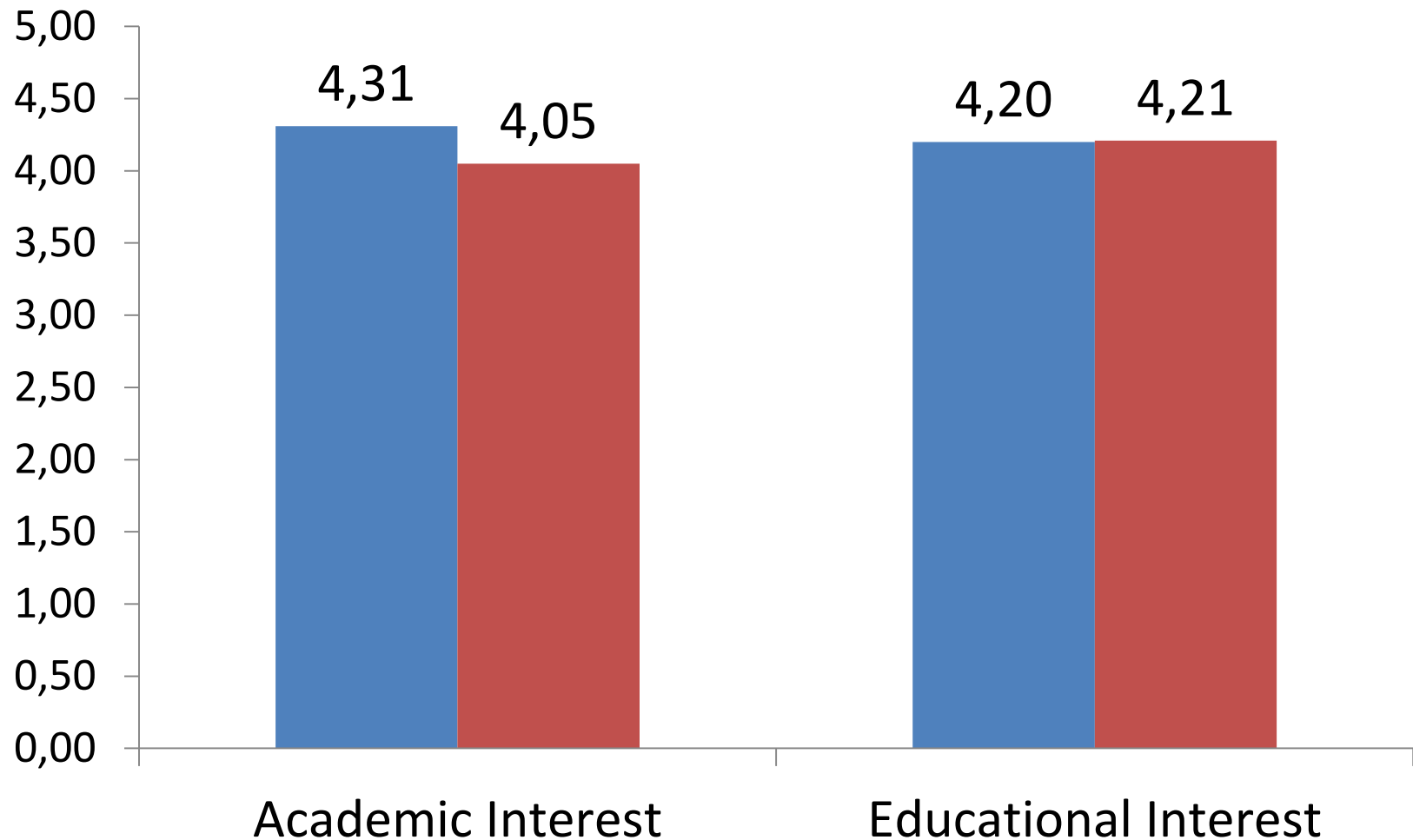
Educational Interest*

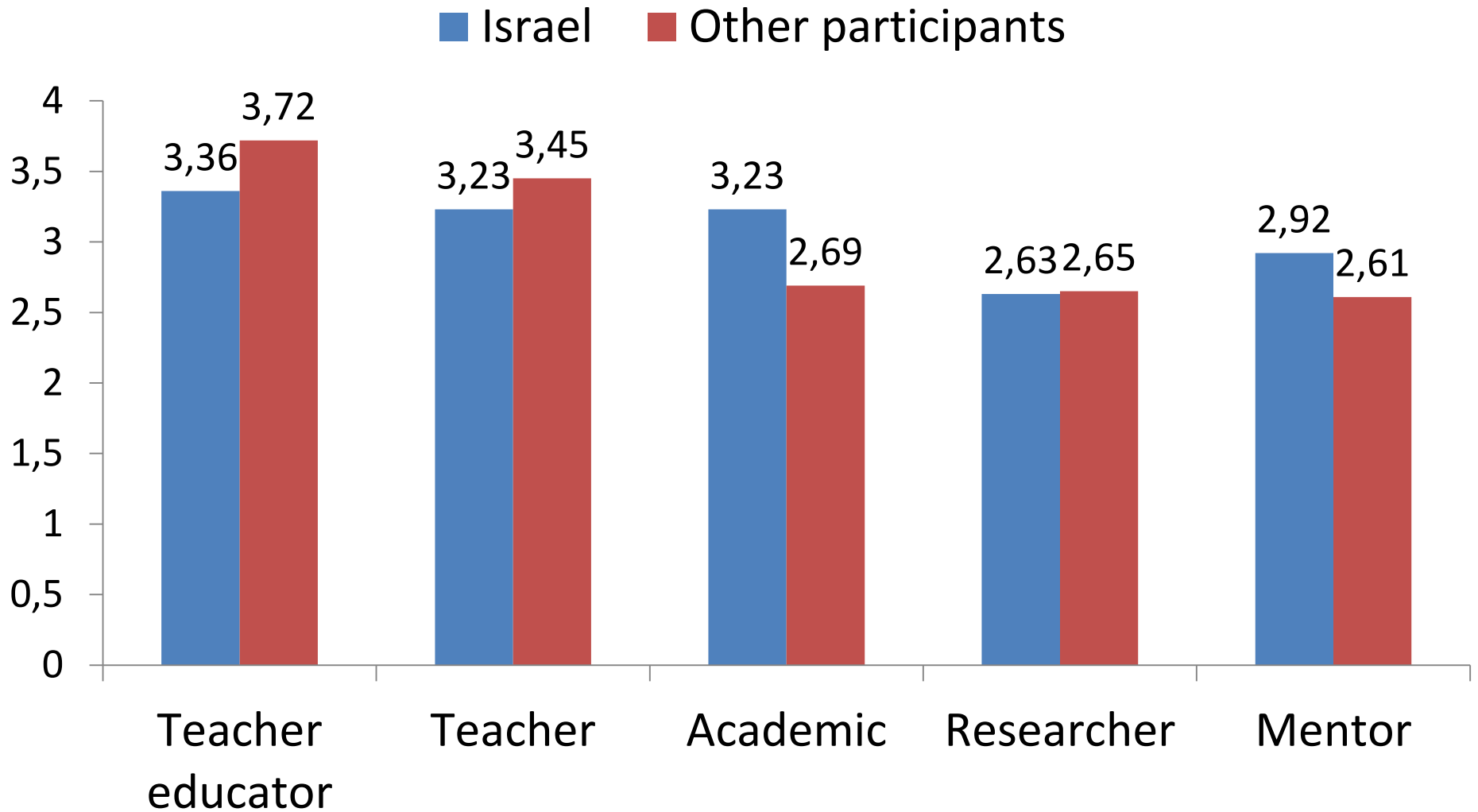


* Lines represent significantly different groups (Tukey HSD<.05)



■ Israel ■ Other participants





Priorities of Israeli T.E.

- Relatively high percentage of doctoral degrees
- Relatively higher satisfaction from learning opportunities. Leading motivation to take part is P.D. needs.
- Academic and practical knowledge are equally important.
- Leading factor for choosing frames for P.D. are practical: location; wage leverage; teaching certificate.
- Research and writing/publishing get relatively higher priority due to promotion and tenure requirements.
- Peer-observation and peer in-formal conversation are less appreciated (are not offered/known).
- Short/long terms study programs vary according to professional stage.

The MOFET Institute

- The MOFET Institute is an inter-collegial professional development institute serving T.E. from all over the country.
- It was established by The Ministry of Education with two main assumption :
 1. Teacher education is a specific sub-profession in education
 2. As such it needs a specific P.D. path and,
 3. A specific body of knowledge
 4. T.E. should be the ones to define and develop their own career Path and body of knowledge.

Planning T.E.P.D. Paths

- **Vertical line:** relates mainly to personal learning styles, personal preference and professional needs.
- **Horizontal line:** relates to stages of P.D. and their specific needs (novices, experts).
- Frames of action might be similar but offer different levels of support/independent.
- All frames should offer challenges

horizontal line (examples)

- **Peer learning:** forums; think-tanks; study-days; communities of learning/practice; others
- **Structured learning** – long and short term
- **Research** – individual; group; community; post-doctorate; methodology
- **Writing** - individual; group; referee; non-referee

Vertical line (in research – example)

Novice T.E.:

- Participate in research communities guided by experts researchers.
- Post-doctorate
- Consultant
- Funds

Expert T.E.:

- Lead research groups
- Consult
- Lead research learning program
- Tutor post-doc.
- Get funds

remarks from the Israeli experience:

- D.E. leaders should enhance deep **commitment** to **Quality of education** and T.E.
- T.E. should be **Attentive to** contextual factors and balance between initiating and responding
- T.E. leaders should Initiate an **on going discourse** with stake holders
- T.E. should balance between **Flexibility and stability**
- T.E. should take **Ownership/responsibility** of T.E. of choosing, designing and leading career paths

T.E. as an involved community

- T.E. does not occur in an empty space and T.E. should take active part of the educational discourse.
- T.E. is deeply influenced by state or system changes and it's voice should be heard and considered.
- T.E. leaders should 'defense' the profession's needs and stages.

Thank you for your attention!

