

The International Forum for Teacher Educator Development (Info-TED)



Five-minute presentations:
What is already done nationally?

Examples from:

Belgium- Flanders (Ruben Vanderlinde)
The Netherlands (Jurriën Dengerink)
Norway (Kari Smith)
England (Jean Murray)



@forumTED



<http://www.ntnu.edu/info-ted>



InFo-TED

Examples of developments in Flanders (Belgium)

Ruben Vanderlinde

Department of Educational Studies – Ghent University



Teacher education in Flanders

Professional training in teacher education

Research based academic training

Colleges of Higher Education

Centres for Adult Education

Universities

Integrated program

Specific program

Specific program

Specific program

180 ECTS

Extended practical training
General educational theory
Subject matter knowledge

60 ECTS

After an initial subject-oriented study
Professional training in teacher education

60 ECTS

Program for adults with relevant work experience
Practical training for adults

60 ECTS

After an initial subject-oriented study
Research-based training

Who are Flemish university-based teacher educators?

- In general, three entry pathways
 - Successful classroom teachers
 - Subject specialists
 - ‘General educationalists’
- What about their background? (based on EVALO, n=611)
 - Most females (69%)
 - 40% of them teach Pedagogy
 - 8 years of experience as a teacher educator
 - Most have a teaching qualification (97%) and Master’s degree (78%)
 - Only 56% has teaching experiences, relatively short (< 5 years)

Current professional development opportunities?

- Limited professional development opportunities
- Limited attention for teacher educators' professional development
- Largely responsible for their own professional development
- Unstructured and non-obligatory
- Too general and one-off workshops with little-long term impact
- Lack of attention on teacher educators' role as researchers
- Lack of (inter)national collaboration and networking

Professional development needs?

- 'Secured' time
- Formally recognized long-term professional development activities
- Activities closely linked to their own practice
- A shared knowledge base
- Informal learning and collaboration with (inter)national colleagues
- Practitioner research and development of an inquiring stance

Promising local initiatives

1. LOEP Leuven (see Vanassche, 2014; Vanassche & Kelchtermans, 2015; Vanassche et al., 2015)
2. Masterclass Leuven (see Maes & Carnel, 2014)
3. Masterclass Ghent (see Tack & Vanderlinde, 2014; 2016; Vanassche et al., 2015)



Promising local initiatives

- Focus on the support of teacher educators' professional development
- Long professionalisation courses (+/- one academic year)
- Recognition of teacher educators' professional autonomy and responsibility in (organizing) their own professional development
- Contextualized nature of teacher educators' work and development central
- Small-scale and local projects
 - Dependent on the 'goodwill' of the different stakeholders involved
 - Dependent on the prolonged structural support/funding

Moving forward

- More systematic forms of teacher educators' on-going professional development
- Structural support and recognition from policy and institutions
- Teacher educators as active agents in their own professional development
- Teacher educators' role as researcher
- International examples of good practice: NAFOL Norway and MOFET Israel

TEACHER EDUCATION IN THE NETHERLANDS

Universities of Applied Science

60 EC
Master Learning and
Innovation

60 EC
Master Special
Educational Needs

90 EC
Master Teaching in
Upper Secondary
Education
1 subject

240 EC
Bachelor

Teaching in
Primary Education

240 EC
Bachelor
Teaching in
Lower Secondary Education
1 subject

Universities

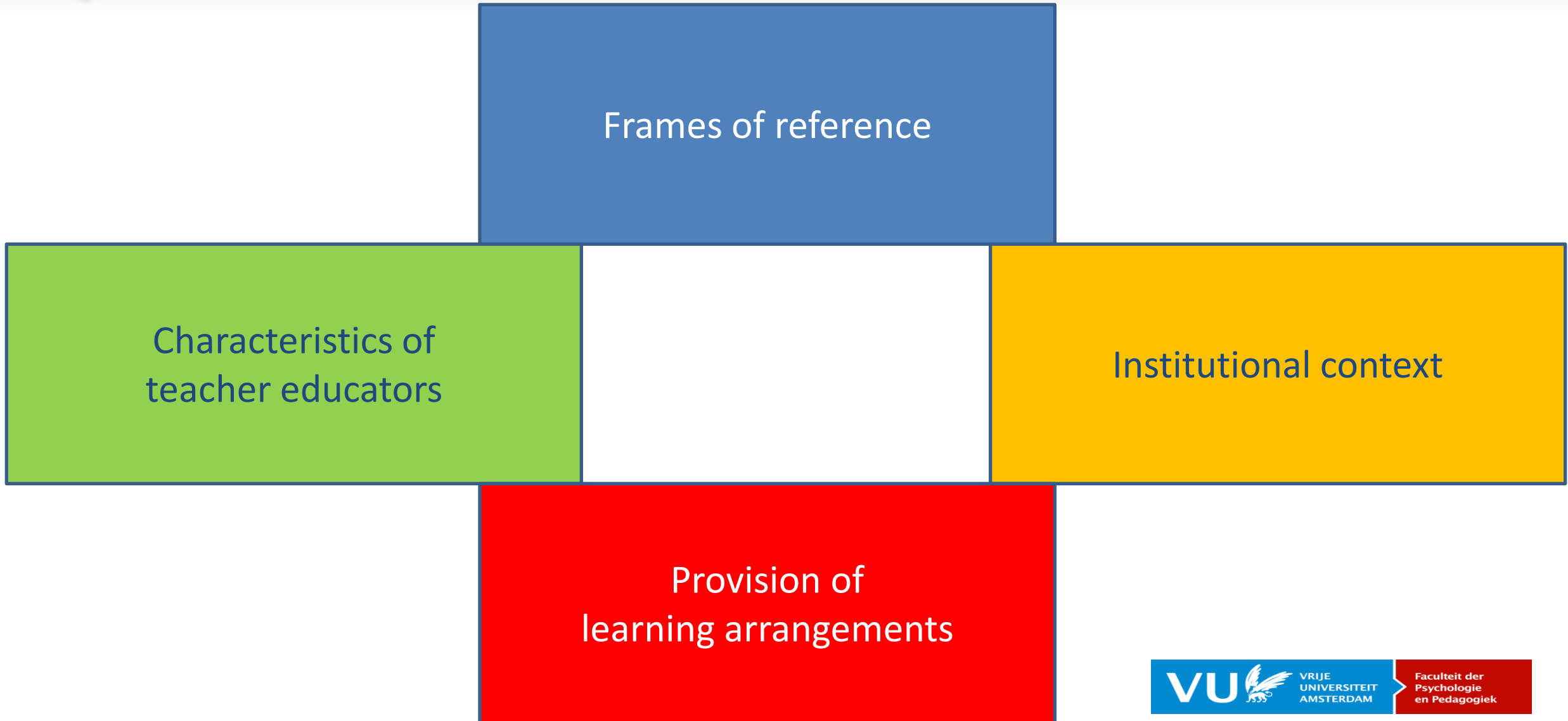
60 EC
Master Teaching in
Upper Secondary
Education 1 subj

60 EC
Disciplinary Master

120 EC
Master Teaching
in Upper
Secondary
Education
1 subject

180 EC
Disciplinary
Bachelor

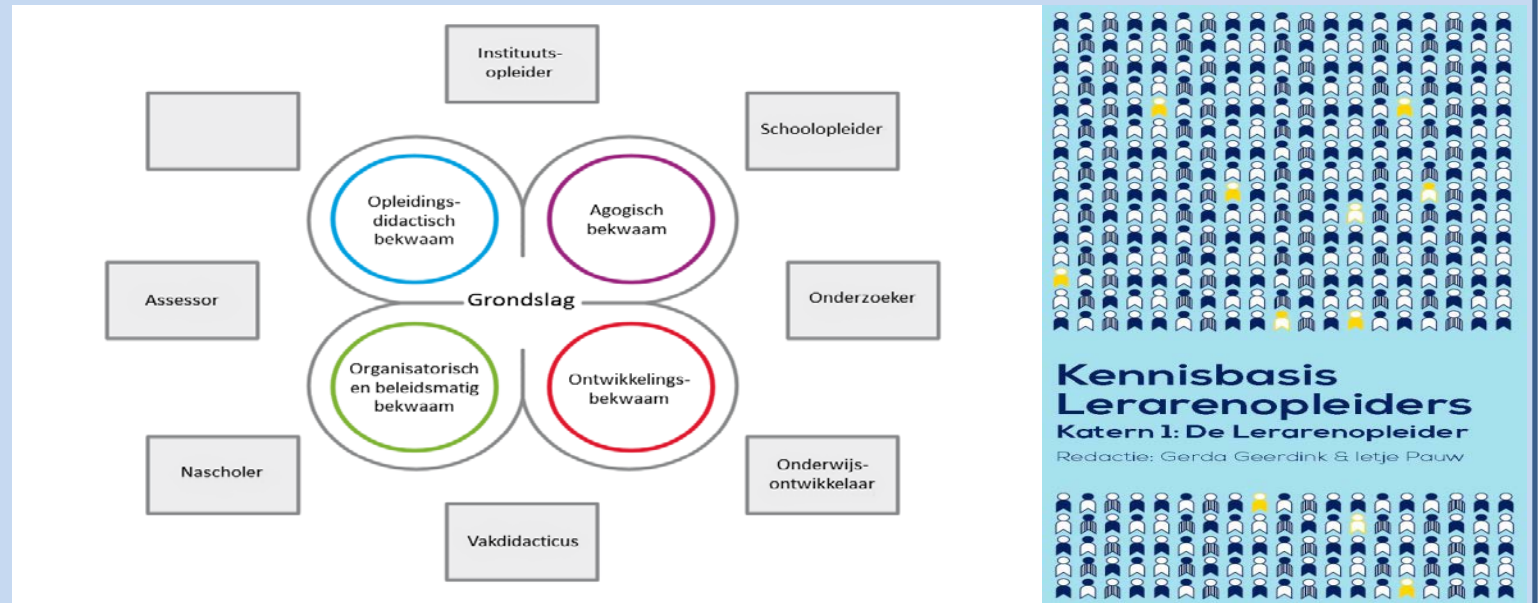
PROF DEVELOPMENT TE'ORS THE NETHERLANDS



Frames of reference

Professional standard (4th version 2012)

Knowledge base (2nd version 2016-2018; first version also partially in English,
<http://www.lerarenopleider.nl/velon/knowledge-base-for-teacher-educators/>)



Institutional context

- Association of teacher educators VELON (1500 members)
- Register of certified teacher educators (development subsidized by government, but increasing pressure on procedural accountability and quantitative outcomes; reduction of entry qualifications)
- Increasing coherence with Human Resources Development, though fragile
- Strong and increasing coherence university-based and school-based teacher education
- Decreasing research opportunities in field of TE-or development in research universities

Characteristics of teacher educators

High rate of

- School-based TE'ors
- Part-time TE'ors
- TE'ors in universities with preliminary teaching experience

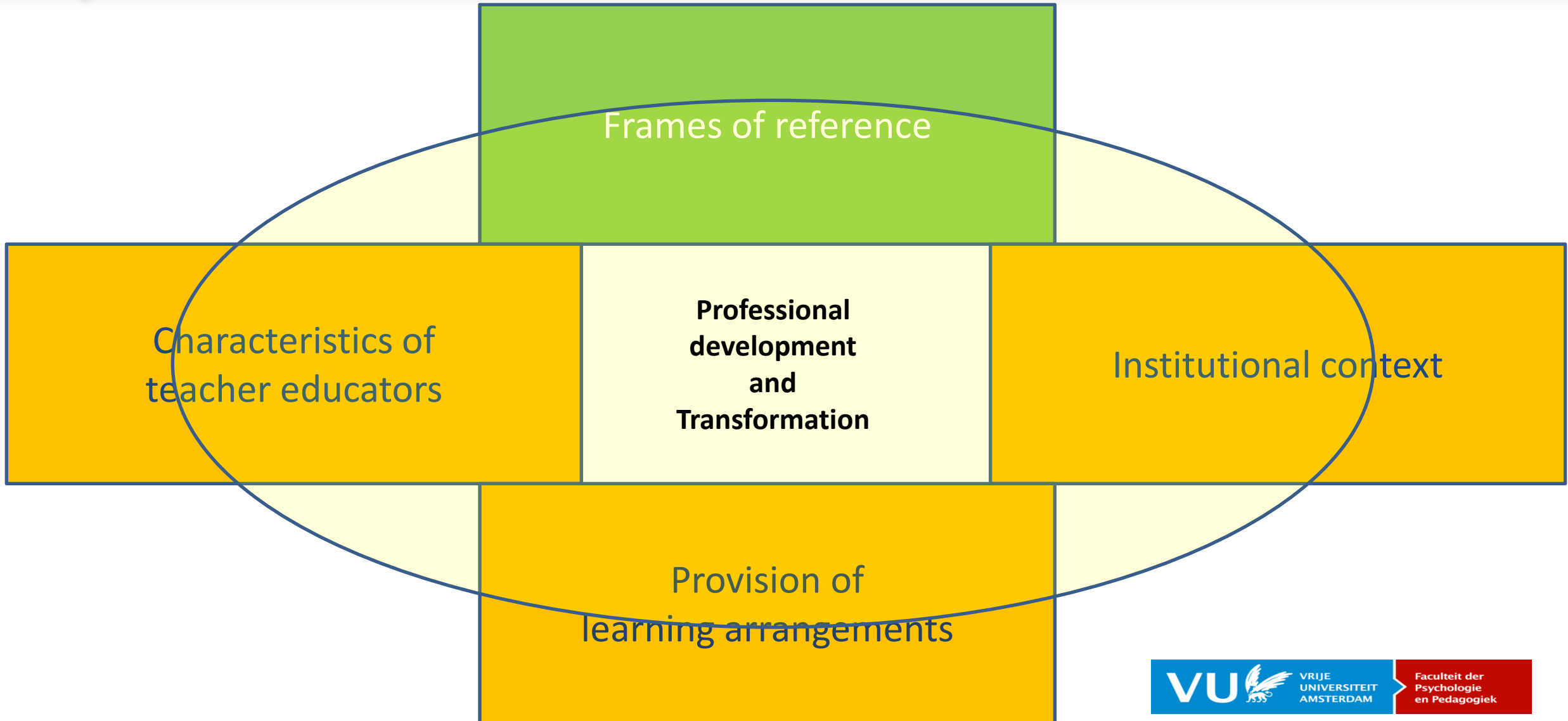
Low rate of

- TE'ors with PhD or research experience in education
- Certified TE'ors (10-15%)

Provision of learning arrangements

- High variety in quality and size of induction schemes
- More induction for school-based TE'ors than university-based TE'ors, focus on mentoring role
- Almost all locally and regionally organised (one nationwide program)
- Specific master programs for TE'ors non-existent
- PhD-trajectories for TE'ors only occasionally
- Small-scale research (with often as main focus own professional development instead of general knowledge development)

PROF DEVELOPMENT TE'ORS THE NETHERLANDS

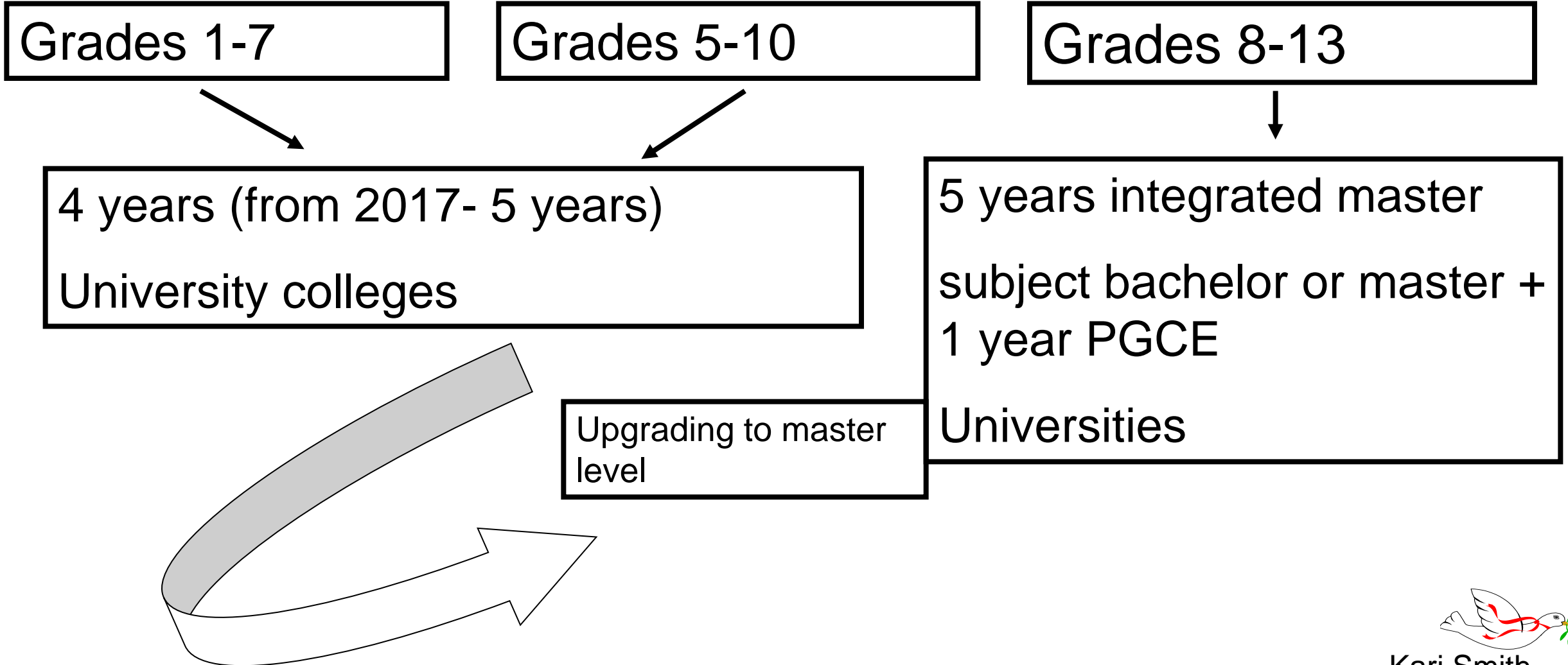


Examples of developments in Norway

Kari Smith, Norwegian University of Science and Technology
(NTNU)



Teacher education in Norway



Formal education of mentors

- Nearly all TE institutions offer mentor education-
central financial support
 - Module 1- mentoring student teachers
 - Module 2-mentoring newly qualified teachers
- All newly qualified teachers right to be mentored the
first year



Upgrading teacher educators' research competence

- National Research School in Teacher Education (NAFOL) (funding till 31.12.2021)

<http://nafol.net/english/>



NAFOL er finansiert av Norges forskningsråd i perioden 2010 - 2021



Organisation

- Network of 19 teacher education institutions (7 universities and 12 university colleges)
- Each institution is represented in NAFOL's *advisory board*
- Governed by a *strategic steering board*
- Hosted by NTNU
- Daily led by a professor supported by three part-time members of administrative staff
- Funding period 2010-2021

Research profile

- Subject teaching methodology (Didactics)
- Teachers' social mandate
- The teaching profession and professional development



Doctoral Students

- Working in teacher education (at least two years of experience)
- Accepted into an academic doctoral program at a Norwegian University/University College with supervisor
- Full funding by own institution for 4 years (out of which 25% work responsibilities), or 6 years with 50 % research time
- Accepted as cohorts every January
- Period for NAFOL support- 4 years

Teacher education and teacher educators in England

Professor Dr. Jean Murray
The Cass School of Education & Communities
University of East London
England

Context

An increasingly fragmented school-led and school-focused system

Diversity of routes

Post-graduate provision of some type predominant in pre-service

The 'turn to the practical' but combined with an emphasis on 'research-informed' modes of teacher education

Institutions

Many providers of pre-service programmes – e.g. universities, schools, not-for-profit organisations

University Schools (Departments / Faculties) of Education

Schools, particularly Teaching Schools and their networks

School-university partnerships in many and shifting forms

Teacher educators

- Growing recognition of the importance of school-based teacher educators
- Growing strength and confidence of this occupational group – (well) beyond traditional mentoring roles
- Recruitment criteria for university-based teacher educators
- Increasing ‘fragility’ of the workforce in universities – casualisation, job insecurity, tensions between ‘practice’ and ‘research’ expectations

Examples of learning provision

Most provision institutionally- based and driven by institutional imperatives

Importance of informal workplace learning - e.g. For mentoring

Higher Education Academy's Professional Standards Framework
(for all academics in participating universities)

Modes of research-engagement in schools and universities