

School-based teacher educators

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Overview

- Relevance of Collaborative Teacher Education
- National developments
- Preparation of school-based teacher educators
- Local example(s)
- Research questions that need to be addressed.....

Relevance Policy

European context

- their task to work in cooperation with relevant stakeholders
- dialogue and partnerships



Dutch context

- Partnerships schools & teacher education institutes
- Encouraging registration trajectory for teacher educators

Relevance Research

Quality Teacher education (Hammerness & Klette, 2015)

- Shared vision of good teaching
- Coherent; links theory and practice
- Enact teaching

Realistic teacher education (Korthagen & Kessels, 1999; Korthagen, Kessels, Wubbels & Lagerwerf, 2001)

- Realistic teacher education (concerns-based)
- Connecting Theory & Practice
- Experience -> Workplace learning

>Studies on school-based teacher educators in the Netherlands

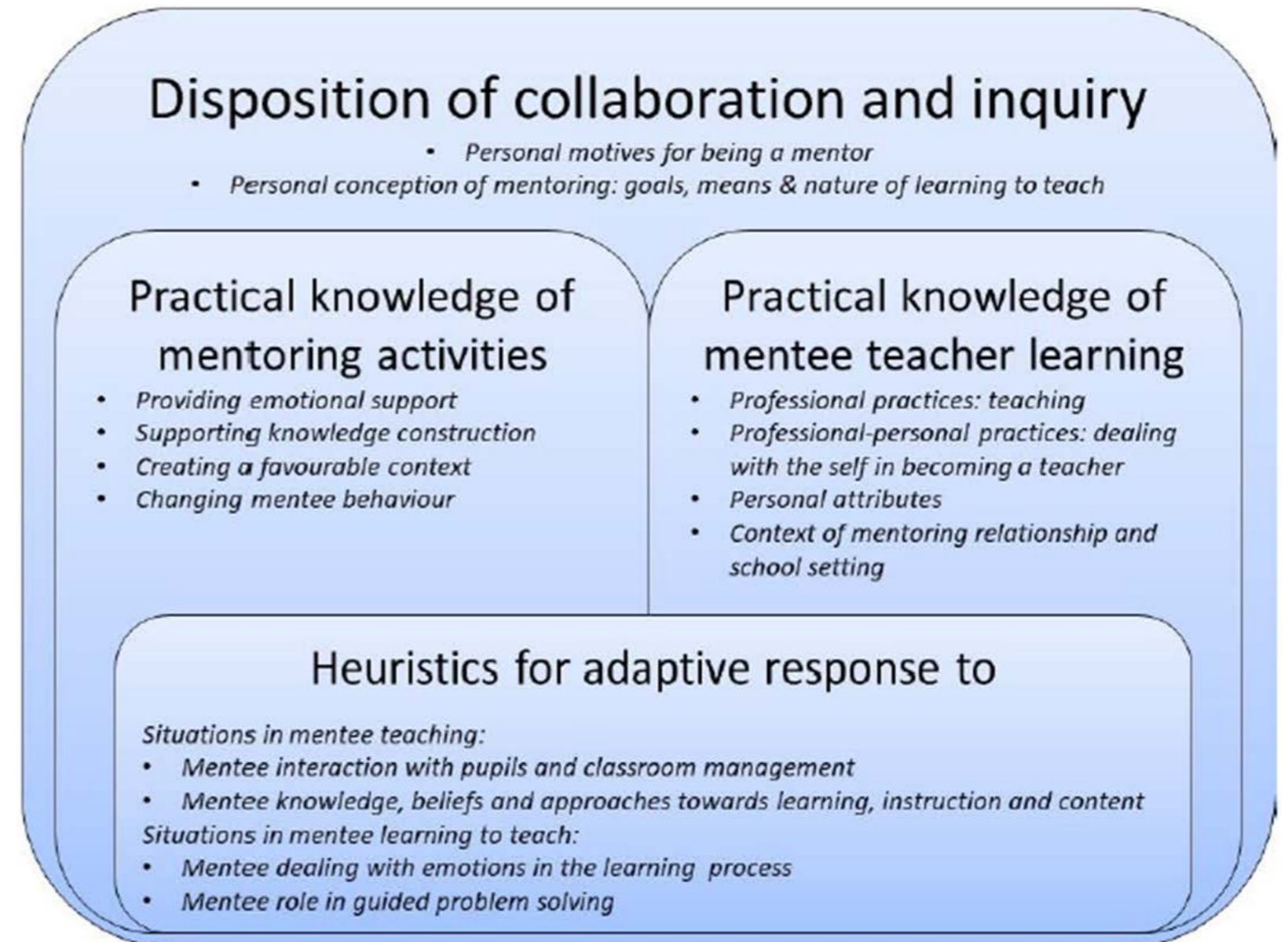
Supervisory skills (role in dialogues)

Supervision constellations

Practical knowledge of mentor teachers



Articulate Professional knowledge



van Ginkel, G., Oolbekkink, H., Meijer, P. C., & Verloop, N. (2016). Adapting mentoring to individual differences in novice teacher learning: the mentor's viewpoint. *Teachers and Teaching*, 22(2), 198-218.

Table 3.1. Adaptive mentoring activities by group of mentoring activity

Mentoring activity group	Adaptive mentoring activities in this group
A. Providing emotional and psycho-social support	2. Attune: attuning the mentoring approach to what a mentee can handle emotionally, to prevent anxiety, nervousness or withdrawal due to emotional over-taxing
B. Supporting construction of personal, practical knowledge about teaching	10. Adapt: adapting the form of mentoring conversation to match the mentee's capacity for reflecting about teaching 12. Build: building tasks from simple to complex in relation to mentee capacity level, to prevent mental overload of mentees
C. Creating a favorable context for novice teacher learning	17. Align: informing about or responding to the mentee's expectations, to align the mentoring process with the mentee teacher's expectations and needs
D. Changing novice teacher behavior	(none articulated)

Note: Numbers in parentheses correspond to numbers in Box 3.1.

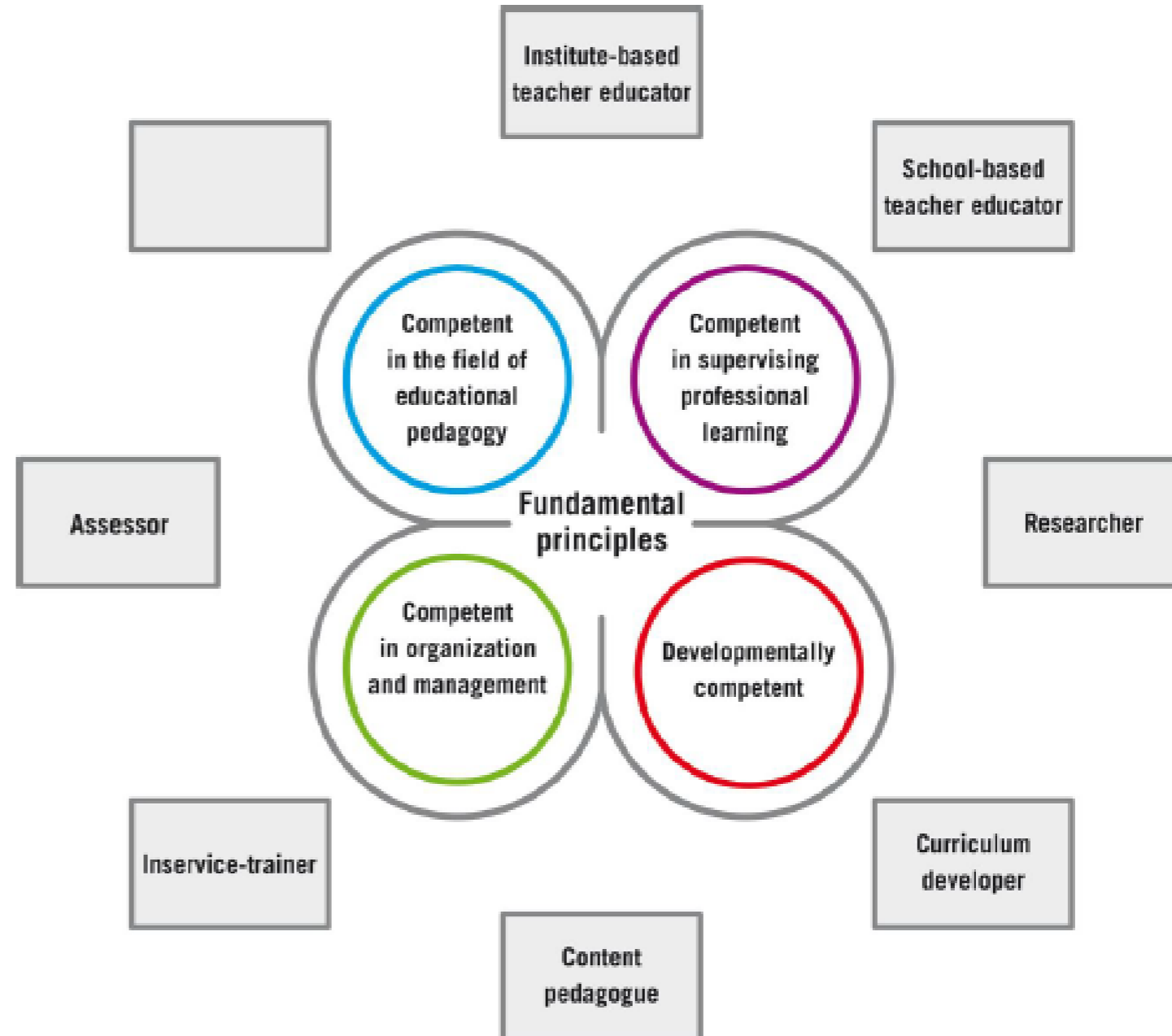
National Developments

- > 2006 increase in (funded) partnerships
 - Increase the quality of collaborative teacher education, especially workplace learning
 - Increasing practitioner research in schools
 - [National Platform for Collaborative Teacher Education](#)
 - 93 (to be) partnerships in teacher education for PE,SE & VE
- <https://www.platformsamenoopleiden.nl/vind-elkaar/>

National Developments: Preparation of School-based Teacher Educators



<https://youtu.be/M2bTREswPsg>



National Developments: Preparation of School-based Teacher Educators

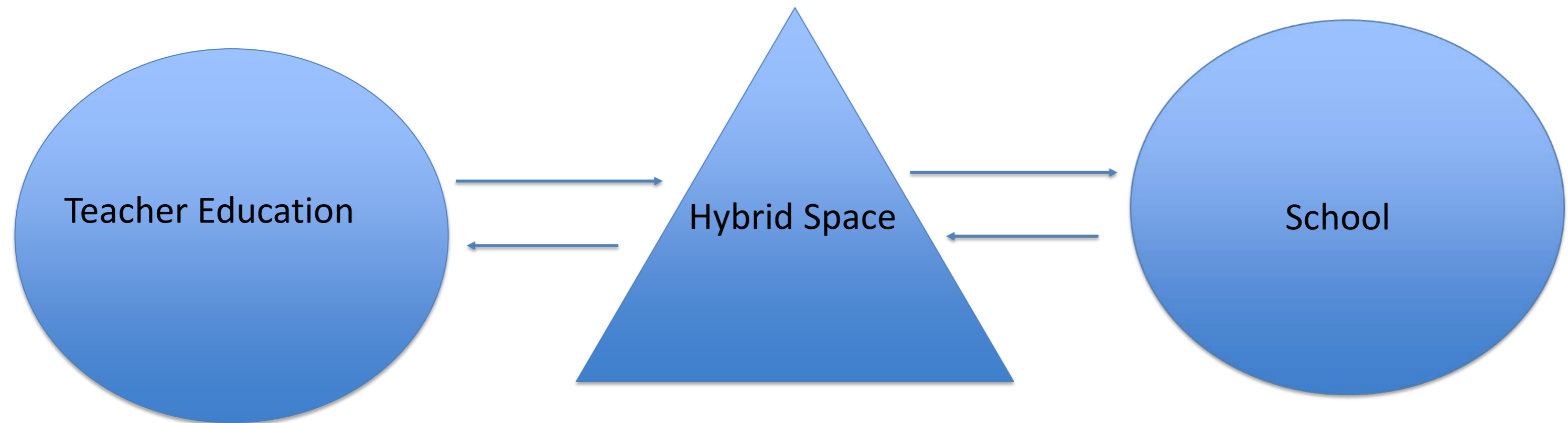
- Ca. 6.100 Teacher Educators; ca. 41% school-based and 59% institute-based
- Ca. 1145 registered Teacher Educators



- Registration Trajectory :
 - Emancipatory: “we matter”
 - > trajectories solely for school-based teacher educators
 - connecting practice and theory; quality of reflection

Innovations in Collaborative Teacher Education: exploring the third space(s)..

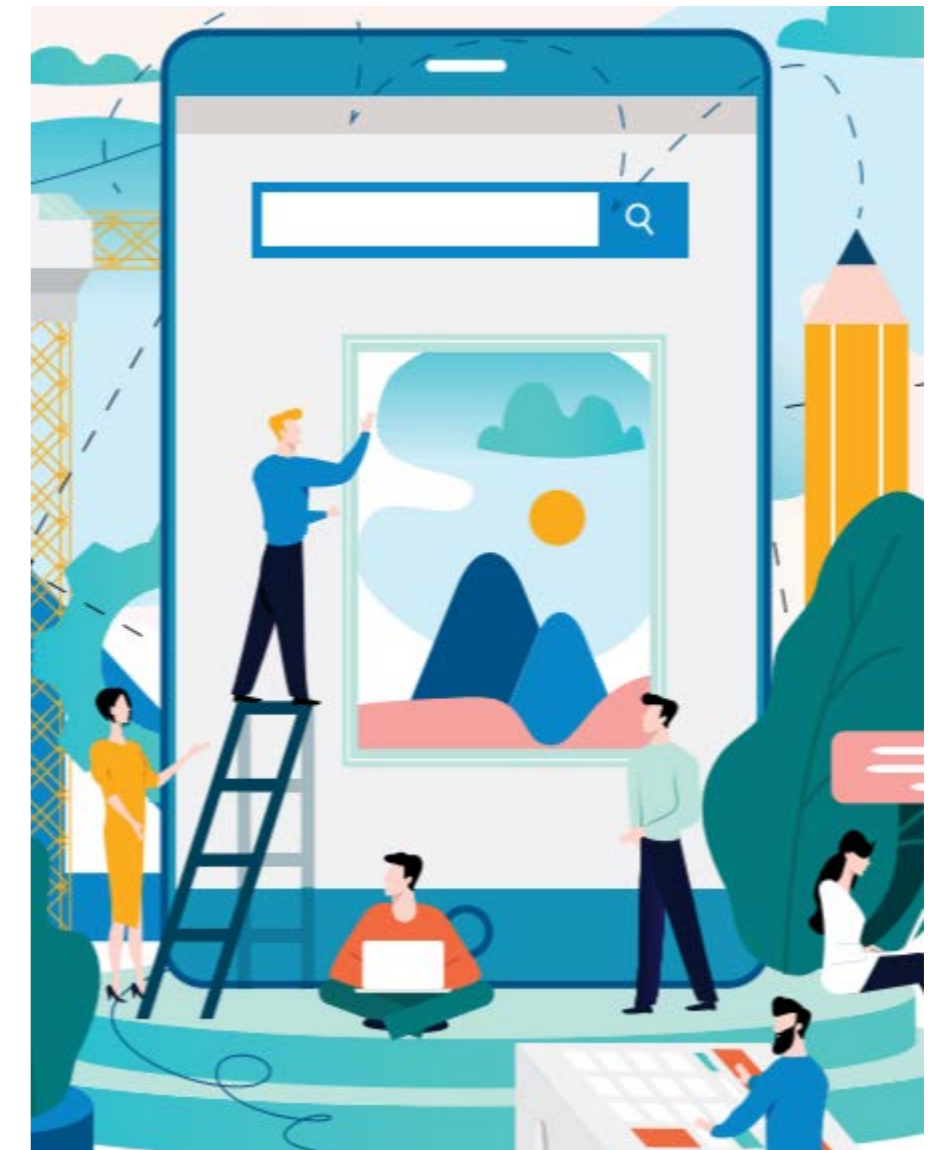
- “The third space is the creation of hybrid spaces in preservice teacher education programs that bring together school and university-based teacher educators and practitioner and academic knowledge in new ways to enhance the learning of prospective teachers” (Zeichner, 2010, 92).
- Case: Collaboration between Universities & Schools centered on student learning



Innovations in Collaborative Teacher Education: exploring the third space(s)..

Professional learning community

- A group of student teachers, teachers, school-based teachers educators and institute-based teacher educators who want to learn more about student learning
- *First impressions*
 - 'open' Search
 - Collaboration between partners
 - Network
 - Innovation



Concluding remarks // challenges ahead

- **Need for research**
 - Professional development of school-based teacher educators...?
 - Collaboration between school-based and university-based teacher educators...?
 - Quality of collaborative teacher education...?

- **Need for collaborative journeys**

References

- Van Ginkel, G., Oolbekkink-Marchand, H., Meijer, P. C., & Verloop, N. (2016). Adapting mentoring to individual differences in novice teacher learning: the mentor's viewpoint. *Teachers and Teaching, 22*(2), 198-218.
- van Ginkel, G., van Drie, J., & Verloop, N. (2018). Mentor teachers' views of their mentees. *Mentoring & Tutoring: Partnership in Learning, 1-26*.
- Hammerness, K., & Klette, K. (2015). Indicators of quality in teacher education: Looking at features of teacher education from an international perspective. In *Promoting and sustaining a quality teacher workforce* (pp. 239-277). Emerald Group Publishing Limited.
- Korthagen, F. A., & Kessels, J. P. (1999). Linking theory and practice: Changing the pedagogy of teacher education. *Educational researcher, 28*(4), 4-17.

Sources

- <https://www.brlo.nl/infosite/wp-content/uploads/2016/11/Appendix-Professional-Standard.pdf>

Discussion

- Please share how you work with school-based teacher educators.....
- How can you jointly develop a third space?
- How can School-based and Higher education based teacher education empower each other? Learn from each other?
- What research needs to be done on collaborative teacher education by teacher educators (school/HEd based)?
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