

*School Based Teacher Educators  
InFo-TED Summer Academy  
2-6.July, 2018  
NTNU Trondheim*

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<https://www.youtube.com/watch?v=KT2TQGFwcko>

# Educating teachers- four main components

- Subject/ discipline
- The teaching of that discipline (subject didactics)
- Pedagogy
- Teaching practice

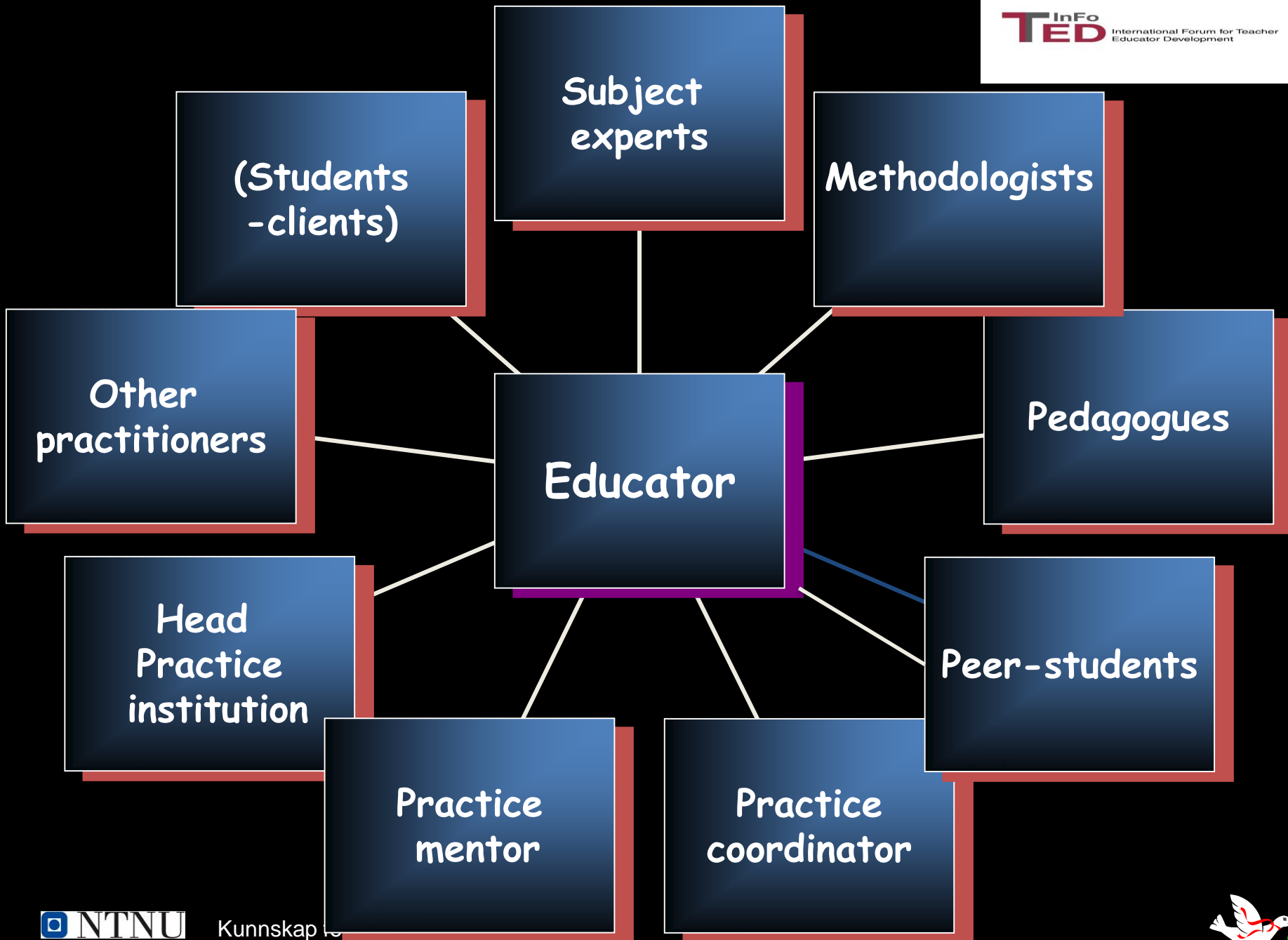
Technology



- Practitioner knowledge-a combination of all four components (PCK- Shulman, 1987).
- Adding technology- TPACK
- The combination is enacted in a holistic professional practice
- When acting in /on a professional situation, decision making is made out of a mixture of all- a chowder

yet

Students complain about fragmentation in professional learning (Darling-Hammond, 2006, 2012; Grossman & Hammerness, 2000)



## Why is practice important?

*The overwhelming evidence of a decade of research on **practical** knowledge is that knowledge of **practice** is acquired and developed by the personal experience of **practice***

(adapted from Munby, Russell & Martin, 2001, p. 897).

# The practice field is our main partner

- Shared overall aim
- Shared responsibilities for educating professionals
- Practice and theory intertwined in professional practice
- Complementary expertise,.....
- .....however, not sufficient respect for each other's expertise

# The Third Space

. “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).

The third space is the meeting point where the different aspects of teacher knowledge meet and merge.

The big questions:

- How is the third space structured and planned into the teacher education programme?
- What is the power relations between the various actors.?

# Practice component

- More time in schools
- Requirements of practice schools
- Partner schools
- University schools

Higher  
Education  
Institution

Third  
space

Practice  
field



# How does teacher education differ from teaching?

- Preparing for a profession-educating a professional
- Teaching adults
- Teaching colleagues
- Assessing colleagues' work
- Complex new responsibilities
- Teacher education is not the same as teaching

It is a profession within a profession!



# Professional knowledge and skills of school based teacher educators

- Structural/practical knowledge (organisation)
- Theoretical knowledge (head)
- Teaching skills (hands)
- Inter-personal knowledge and skills (heart)

Technology

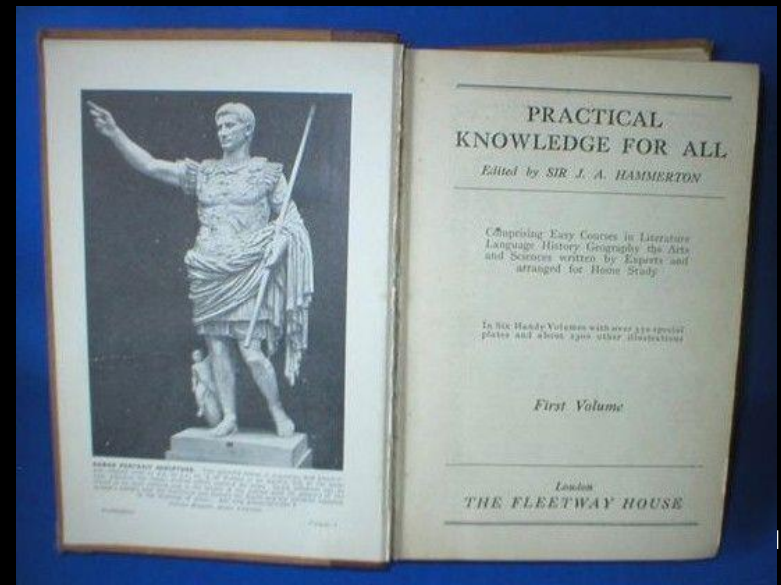
## Bridging Practice and Theory



# Structural/practical knowledge

Knowledge about the national and local educational system

- Knowledge about work-related issues, rights and responsibilities for teachers
- Knowledge about the organisation of the current school
- Knowledge about, in and of teaching



# Theoretical knowledge

- Content knowledge
- Knowledge about theories of learning, specifically adult and work-based learning
- Theoretical knowledge about mentoring
- Research knowledge on professional learning of teachers
- Research knowledge on NQTs
- Knowledge about and skills in assessment, assessment for learning such as feedback and feed-forward
- Knowledge about motivation theories/ self-



# Inter/intra-personal knowledge and skills

- Mentoring skills, including communication skills and cooperation skills.
- Knowledge about and skills in how to nurture reflection
- Skills in analysing own work and make knowledge about teaching (tacit knowledge) accessible to others.



# How to prepare school based teacher educators?

- The short way (not recommended, often done)
  - Information booklet in virtual and paper version
  - Pre-practice meeting
  - Half a day mentor course
  - Develop shared goals and assessment criteria
- The long way (strongly recommended)
  - Change of mind, mentors are colleagues
  - Academic mentor
  - Engage in joint action research projects

# Educating school based teacher educators (an example)

Overall goal: All school-based TEs will be certified mentors

## Education:

Level 1: 15 ECTS credits- portfolio assessment - 8 full day (8 hours) meetings over one year

Level 2: ECTS credits – action research assignment – 8 full day (8 hours) meetings over one year



# Content of SBTE education

- Pedagogical value of mentoring in teacher education and induction of NQTs
- Theories and research of teachers' professional learning
- School as a community of learning
- Theories, strategies and methods of mentoring
- Communication and ethical aspects of mentoring
- Planning, reasoning, implementing (practicing mentoring)
- ICT and mentoring





http://www.educatednation.com/wp-content/uploads/2011/08/4036372859\_69f7144639.jpg



# SBTE qualifications

(as I see it)

- Min. five years of teaching experience and practicing teaching when undertaking SBTE education.
- Recommended by the school principal with special focus on teaching competence, ethical behaviour, interpersonal intelligence (Gardner, 2006).
- SBTE education of minimum 30 ETCSs
- Internal and external assessment of qualifications
- Participation in a community of SBTE practice.



