



## Communication and Relations - Further Reading

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## Cultivating Student – Teacher Educator Relations

**Brubaker, N.B. (2012). Negotiating authority through cultivating a classroom community of inquiry. *Teaching and Teacher Education*, 28 (2), 240–250.**

<http://dx.doi.org/10.1016/j.tate.2011.10.002>

This qualitative study examines how authority was negotiated in an undergraduate teacher education course. As the teacher of the course, I involved students in on-going processes of collaborative dialogue and deliberation about issues of importance to those involved through cultivating a classroom community of inquiry. The findings suggest that constructing relations of mutual interdependence, deriving legitimacy from mutually recognized sources, and communicating about the problem rather than the people present potential frameworks for negotiating authority in teacher education. Such knowledge is important for informing efforts to foster democratic teacher education practices and prepare future teachers to teach reflectively.

**Brubaker, N.D. (2015). Critical moments in negotiating authority: grading, accountability, and teacher education. *Teaching Education*, 26(2), 222-246.**

<http://dx.doi.org/10.1080/10476210.2014.996742>

Understanding teacher educators' reasoning about critical moments in negotiating authority can inform efforts to foster democratic teacher education practices and prepare future teachers to teach democratically. We know very little, however, about critical moments in negotiating authority, particularly in teacher educators' practices. The purpose of this study was to examine, using self-study methodology, a teacher educator's assumptions and perspectives about purposefully and explicitly negotiating authority through grading and accountability processes in an undergraduate teacher education course. From a critical pedagogical lens – concerning the intersection of classroom power relations, democratic citizenship, and student growth – the findings suggest that seeking legitimacy through consensual acceptance, responding to students' expressed interests, and constructing knowledge through continual questioning present potential frameworks for constructing purposeful pedagogical partnerships consistent with democratic aims in teacher education.

*Keywords: democratic practice; teacher education; authority; negotiation; grading; accountability*

**Izadinia, M. (2016). Student teachers' and mentor teachers' perceptions and expectations of a mentoring relationship: do they match or clash? *Professional Development in Education*, 42(3), 387-402.**

<http://dx.doi.org/10.1080/19415257.2014.994136>

This study examines similarities and differences between mentor teachers' and student teachers' perceptions of the components of a positive mentoring relationship and its impact on the identity formation of student teachers. In addition to the interview data, the participants were asked to use metaphors to describe the mentoring relationship. The findings indicated that there was no serious dispute between their ideas and both parties considered encouragement and support, an open line of communication and feedback as the most significant elements. They also used metaphorical images such as guiding, parenting and training, verifying the importance of support and nurturing in the mentoring relationship. However, a difference was identified in participants' attitudes of the impact of the mentoring relationship on student teachers' identity formation. Based on the findings

it is suggested that mentor teachers consider the significance of the mentoring relationship on development of student teachers' identity.

*Keywords: mentoring relationship; pre-service teachers; teacher identity; metaphors*

**Kim, M. & Schallert, D. L. (2011). Building caring relationships between a teacher and students in a teacher preparation program word-by-word, moment-by-moment. *Teaching and Teacher Education, 27(7)*, 1059-1067.**

<http://dx.doi.org/10.1016/j.tate.2011.05.002>

Our purpose was to illustrate the process by which caring relationships between students and their teacher educator developed in the context of preservice reading preparation that made use of online communication as one class activity. Describing the development of caring relationships between three students and their teacher, we showed that caring could not be considered a one-way characteristic of what teachers do and are, but rather that it depended on students' reciprocal responses. Findings indicated that the trajectories of caring relationships developed differently, each influenced by differences in entering expectations, critical events, and a negotiation of what the relationship meant.

*Keywords: Caring Teacher-student relationships Teacher education Preservice teachers*

**Margolis, J. (2007). Improving Relationships between Mentor Teachers and Student Teachers: Engaging in a Pedagogy of Explicitness. *The New Educator, 3(1)*, 75-94.**

<http://dx.doi.org/10.1080/15476880601141540>

This study reports on the impact of mentor teachers using an explicit pedagogy with their student teachers. Seven mentors participated in workshops before the school year started and received ongoing support throughout the year about how to explicitly teach student teachers the strategies and skills needed to be an effective teacher. Observations of the mentors in their classrooms and feedback from them through interviews and on-line communications reveal how mentors went about developing an explicit pedagogy with their student teachers, the problems they encountered, and the strategies found to be most successful.

**Trout, M. (2018). Embodying Care: Igniting a Critical Turn in a Teacher Educator's Relational Practice. *Studying Teacher Education, 14(1)*. 39-55.**

<http://dx.doi.org/10.1080/17425964.2017.1404976>

When a cultural disconnect became antagonistic between me and my students of color, I found myself at a crossroads as a White teacher educator: use coercion and force students to follow my directions, or care and base my responses on students' needs. I chose the latter. Findings suggest that this choice benefitted the class and changed how I see myself as a teacher educator. The construct of embodied care helps describe the turn in my relational teacher educator practice from caring intentions that were dyadic in nature to caring that uses relational means for social justice ends. Data points include field notes, analytic journal entries, email communication, course materials, student interviews, and course evaluations. This self-study research contributes to the literature on caring teaching by suggesting that, in racially and culturally diverse classrooms, caring habits can help teacher educators from dominant groups gain critical self-awareness.

*Keywords: Relational teacher education; embodied care; ethical care; diverse classrooms; teacher educator practice*

## Developing a professional language

**Swart, F., Graaff, R. de, Onstenk, J., & Knèzic, D. (2017):** Teacher educators' conceptualization of ongoing language development in professional learning and teaching. *Professional Development in Education*, Published online: 14 Jul 2017.

<http://dx.doi.org/10.1080/19415257.2017.1345775>

Sociocultural and dialogic theories of education have identified the need to integrate both pedagogical content and language knowledge into teachers' professional development to promote effective interaction with students about subject content. In this intervention study, a meta-perspective on language was developed to understand how experienced teacher educators (N = 29) conceptualize ongoing language development in professional learning and teaching (referred to as language-developing learning in this study) as part of their pedagogical content knowledge. The data were analysed using content analysis. Language-developing learning was mainly conceived as teacher-oriented professional development. In this process, the language aspect was regarded not only as a tool that applies regulatory and explanatory language but also as a target that connects academic knowledge and interpersonally oriented language. The results increase our awareness of teacher educators' practical knowledge of academic and interpersonal language in specific disciplinary contexts of teacher professional development in higher education

*Keywords: Professional development; teacher educator; language across content; participatory learning; Socratic dialogue*

**Swart, F., Graaff, R. de, Onstenk, J., & Knezic, D. (2018).** Teacher educators' personal practical knowledge of language. *Teachers and Teaching*, 24(2), 166-182.

<http://dx.doi.org/10.1080/13540602.2017.1368477>

This paper describes teacher educators' understanding of language for classroom communication in higher education. We argue that teacher educators who are aware of their personal practical knowledge of language have a better understanding of their students' language use and provide better support for knowledge construction. Personal practical knowledge originates from teachers' professional practice and is based on their past experience, current awareness and future expectation. Data from focus group interviews with teacher educators (N = 35) were used for content analysis. Findings demonstrate an emerging conceptualization resulting in two language modalities of personal practical knowledge, specified as: 'language-sensitive and interpersonally oriented' and 'language-focused and pedagogically oriented.' The insights contribute to building a professional practical knowledge base of language and communication-oriented teaching.

*Keywords: Classroom communication; language awareness; teacher professional development; teaching experience*

## Dialogue

**Jones, H. (2016).** Discussing poverty with student teachers: the realities of dialogue. *Journal of Education for Teaching*, 42(4), 468-482.

<http://dx.doi.org/10.1080/02607476.2016.1215553>

This paper is based on my own practice as a teacher educator at a university in the northeast of England and focuses on the effectiveness of dialogue as a tool for teaching the topic of

socioeconomic disadvantage in initial teacher education (ITE). The research was triggered by questions which had emerged within my work, about the compatibility of the liberal procedures of dialogic enquiry on the one hand, with the aims of critical teacher education on the other. Using critical realism as a theoretical framework, this article explores these tensions in a case study which follows dialogic enquiries across four consecutively taught groups of student-teachers. Results indicate that dialogic enquiry can be used as a powerful tool in social justice teaching in ITE, but that critical teacher educators have a duty to support students in identifying false understandings and the workings of inequality. Neutrality on the part of the teacher educator and notions of equal validity of the students' responses were thus found to be of secondary importance to the aims of social justice education. More widely, this article argues that critical realism can shed light on our understanding of the teaching of contentious and politically sensitive issues.

*Keywords: Dialogic enquiry; poverty; social justice; initial teacher education; critical realism*

**Edwards-Groves, C. J. (2013). Creating spaces for critical transformative dialogues: Legitimising discussion groups as professional practice. *Australian Journal of Teacher Education*, 38(12).**

**Retrieved from**

<http://ro.ecu.edu.au/ajte/vol38/iss12/2>.

Focussed dialogue (as lived and living practices) can have a powerful role in renewing professional practice, advancing its sustainability and development as administrative and political systems colonise the practices of teachers and teacher educators. However, participating in discussion groups for many teachers, including those in academia, is often constrained by time demands, workplace structures and accountabilities. This paper reports a two year empirical case study investigating the transformative nature of dialogues experienced in one such focused discussion group. The dialogic practices of the group aimed firstly to provide a communicative space for its participants to interrogate and interpret factors which enable and constrain teaching and research practices; secondly, to critique practices as a form of collective professional learning; and thirdly, to study the educational practices of its members from within their own practice tradition. To do this it describes the nature of discussion groups. Findings reveal that creating communicative space for discussion enables professional learning and agency through critical and transformative dialogues.

## Communication in Feedback and Mentoring

**Auld, G., Ridgway, A., & Williams, J. (2013). Digital Oral Feedback on Written Assignments as Professional Learning for Teacher Educators: A collaborative self-study. *Studying Teacher Education*, 9(1), 31-44.**

<http://dx.doi.org/10.1080/17425964.2013.771575>

This article reports on a self-study of teacher educators involved in a preservice teacher unit on literacy. In this study the teacher educators provided the preservice teachers with digital oral feedback about their final unit of work. Rather than marking written work as individual lecturers, we collaboratively read each assignment and recorded a sound file of our conversation. We constructed our collaborative marking of each assignment as a "cultural gift" to our own professional learning. We found that we were providing more in-depth feedback on the assessment criteria for each assignment than we would have with written feedback prepared individually. We also uncovered tensions in relation to our preferred modalities associated with the digital marking.

*Keywords: assessment; cultural– historical theory; collaborative self-study; teacher educator professional learning*

**Dowden, T., Pittaway, S., Yost, H., & McCarthy, R.(2013). Students' perceptions of written feedback in teacher education: ideally feedback is a continuing two-way communication that encourages progress. *Assessment & Evaluation in Higher Education*, 38(3), 349-362**

<http://dx.doi.org/10.1080/02602938.2011.632676>

A small but growing body of research has investigated students' perceptions of written feedback in higher education but little attention has been brought to bear on students' emotional responses to feedback. This paper investigates students' perceptions of written feedback with particular emphasis on their emotional responses within a teacher education programme in a regional Australian university. Online questionnaires were used to gather qualitative data from cohorts of distance students and on-campus students. The study found that students' emotions strongly mediated their perceptions of written feedback. The paper concludes that in order to accommodate students' emotional responses, effective written feedback should be aligned with pedagogies which specifically include the development of rich dialogue within the teaching and learning context.

**Hudson, P. (2014). Feedback consistencies and inconsistencies: eight mentors' observations on one preservice teacher's lesson. *European Journal of Teacher Education*, 37(1), 63-73.**

<https://doi.org/10.1080/02619768.2013.801075>

Mentors play a key role in developing preservice teachers for their chosen careers, and providing feedback appears as a significant relational interaction between the mentor and mentee that assists in guiding the mentee's practices. But what are mentors' perspectives on providing feedback to their mentees? In this case study, eight mentors viewed a professional video-recorded science lesson facilitated by a final-year preservice teacher during practicum for the purposes of providing oral feedback in a simulated mentor-mentee discussion. Findings showed that mentors' feedback was variable in both their positive feedback and constructive criticisms and, in one case, the feedback was contrasting in nature. Implications are discussed, including preservice teachers receiving feedback from more than one mentor and universities researching the design of valid and reliable tools to guide mentors' oral feedback

**Ibrahim, A.S. (2013). Approaches to supervision of student teachers in one UAE teacher education program. *Teaching and Teacher Education*, 34, 38-45.**

<https://doi.org/10.1016/j.tate.2013.04.002>

This study investigated approaches to supervision of student teachers in one UAE teacher education program. Student teachers completed a researcher-developed supervisory inventory and responded to a questionnaire of closed- and open-ended questions. Cooperating teachers completed a questionnaire and university supervisors were interviewed. The study found that student teachers preferred the collaborative approach to supervision. The collaborative approach was used by cooperating teachers, but the directive approach was used by university supervisors. Moreover, unlike cooperating teachers, university supervisors had negative views about student teachers' levels of commitment and abstraction.

**Radstake, J. (2018). Stimulating student growth through written feedback: A self-study on supporting students' research projects. In J. Ritter, M. Lunenberg, K. Pithouse-Morgan, A. Samaras, & E. Vanassche (Eds), *Teaching, Learning, and Enacting of Self-Study Methodology: Unraveling a Complex Interplay*. Dordrecht, The Netherlands: Springer.**

[https://doi.org/10.1007/978-981-10-8105-7\\_14](https://doi.org/10.1007/978-981-10-8105-7_14)

Feedback is very important when students plan and conduct their action research study. The role of the teacher educator, in deciding what kind of feedback to give to students, when to give it and how, is a crucial element in supporting student learning. In this study, I focused on the nature and type of feedback I give to student-teachers. To do this, I categorised my comments on the research plans of two groups of students in a distance learning programme. Based on the results of the first group, I tried to give the students of the second group more feed up and feed forward comments on the level of process and self-regulation. I also tried to explain more about why I made a certain comment. In doing so, I thought that would lead to more growth, rather than telling comments. The results of the study show that I did make more feed up, feed forward comments on the level of process and self-regulation, but the balance between growth and telling remarks was nearly the same in both groups. Therefore, there is an inconsistency between the analysis in category, level and depth of feedback and the analysis between telling and growth comments. A possible explanation for this outcome could be that analysis in category, level and depth only considers the cognitive load of the comments, while analysis in 'telling' and 'growth' also considers the emotional load of the comments. When a comment is encouraging or motivating it can help a student grow. This may explain the differences in the two forms of analysis. Further research into these findings would be interesting.

**Van Velzen, C., Volman, M., Brekelmans, M., & White, S. (2012). Guided work-based learning: Sharing practical teaching knowledge with student teachers. *Teaching and Teacher Education, 20*, 229-239.**

<https://doi.org/10.1016/j.tate.2011.09.011>

Building quality work-based learning opportunities for student teachers is a challenge for schools in school–university partnerships. This study focused on the guidance of student teachers by means of a mentoring approach aimed at sharing practical knowledge, with student teachers' learning needs as an emphasis. The approach was built on collaborative lesson planning, enactment, and evaluation. The study followed three triads (student teacher, mentor, school-based teacher educator) and examined participants' appreciation of the effectiveness of the approach and their perception of relevant conditions. The approach was considered effective: deeper conversations appeared and new issues emerged earlier than in regular mentoring conversations.

**Yuan, E.R. (2016). The dark side of mentoring on pre-service language teachers' identity formation. *Teaching and Teacher Education, 55*, 188–197.**

<https://doi.org/10.1016/j.tate.2016.01.012>

This research explores the identity construction of two pre-service language teachers through their interactions with school mentors and university supervisors during their teaching practicum. Informed by self-discrepancy theory and possible-selves theory, the findings demonstrate how negative mentoring dismantled the student teachers' ideal identities (e.g., "a communicative teacher" and "an active learner") and created different ought (e.g., "a follower") and feared (e.g., "a controlling teacher") identities, which impinged on their professional learning and growth. This study concludes with practical implications on how to promote the effectiveness of mentoring to facilitate pre-service teachers' learning to teach.



## Stimulating Collaboration among (Student)Teachers

**Clarà, M., Mauri, T., Colomina, R., & Onrubia, J. (2019). Supporting collaborative reflection in teacher education: a case study. *European Journal of Teacher Education*, 42(2), 175-191.**

<https://doi.org/10.1080/02619768.2019.1576626>

The aim of this paper is to understand how certain educational supports promote preservice teachers' learning to reflect in collaborative settings. To address this issue, we present a case study on collaborative reflection among 14 preservice teachers and one teacher educator over the course of five weekly consecutive sessions. The results suggest that collaborative reflection can be supported by organizing the process according to a twofold dynamic: from analysis to synthesis, and from open facilitation to directive facilitation. Six different types of assistance related to this dynamic, and provided by the teacher educator, are identified and qualitatively described: framing, oppositional voice, counterpoising alternatives, asking for the dilemma, problematizing, and modelling.

*Keywords: Preservice teacher education; reflective practice; teacher educators*

**Dobber, M., Akkerman, S.F., Verloop, N., & Vermunt, J.D. (2014). Regulating collaboration in teacher education. *Research Papers in Education*, 29(1), 69-92.**

<https://doi.org/10.1080/02671522.2012.749506>

Collaboration in teacher education can be seen as a way to prepare student teachers for future social practices at school. When people collaborate with each other, they have to regulate their collaboration. In the Dutch teacher education programme that was investigated, student teachers were members of different types of groups, each of which had its own purpose and curriculum and required a certain amount of collaboration. We studied the ways in which teacher educators and student teachers together regulated collaboration in each of these types of groups. We concluded that regulating collaboration is not yet an explicit learning aim in this programme, while it is important for student teachers to learn how to direct and support collaboration in a group.

*Keywords: teacher education; regulation; collaboration; group work; student teachers.*

**Dobber, M., Vandyck, I., Akkerman, S., Graaff, R. de, Beishuizen, J., Pilot, A., Verloop, N. & Vermunt, J. (2013). The development of community competence in the teacher education curriculum. *European Journal of Teacher Education*, 36(3), 346-363.**

<http://dx.doi.org/10.1080/02619768.2012.718326>

Teachers are expected to frequently collaborate within teacher communities in schools. This requires teacher education to prepare student teachers by developing the necessary community competence. The present study empirically investigates the extent to which teacher education programmes pay attention to and aim to stimulate the development of community competence in the intended curriculum, the implemented curriculum and the attained curriculum. Various types of data are gathered and analysed in respect of these three curriculum representations. It appears that community competence is weakly conceptualised in the intended curriculum. In the implemented, and especially the attained curriculum, this results in no systematic and explicit practice in terms of the development of community competence.

*Keywords: teacher education; community competence; collaborative learning; community*



## Communication about Assessment and Accountability

**Smith, K. (2010). Assessing the practicum in teacher education – Do we want candidates and mentors to agree? *Studies In Educational Evaluation*, 36(1-2), 36-41.**

<http://dx.doi.org/10.1016/j.stueduc.2010.08.001>

One of the most important components of teacher education is the practical part, the Practicum, and assessment of the candidates' performance plays a major part in forming the future generation of teachers. Little is known about the extent of agreement between the two main actors in the Practicum, the candidates and the school-based teacher educators. The aim of this paper is to add information about a rather blurred area of assessment in teacher education. The findings indicate there is a considerably extent of disagreement about assessment in the Practicum between the mentors and the candidates. It is suggested that instead of seeing the disagreements merely as obstacles to valid assessment, they can be exploited to initiate professional learning for the candidates.

## Communication School-based – University-based Educators

**Erickson, L.B., & Young, J.R. (2011) Toward Transparency: Competing discourses of teacher educators and teachers. *Studying Teacher Education*, 7(1), 93-104.**

<https://doi.org/10.1080/17425964.2011.558399>

This self-study emerged within the context of a school-based professional development project that established collaboration between two teacher educators and a group of elementary public school teachers. We launched the Book in a Bag project as a way to promote curriculum integration in classrooms and at the same time to provide a venue for research. Within the two contexts of university and public schools, certain knowledge and practices were privileged, largely as a result of the distinct stewardships each assumes. When tensions arose in the course of the project, we employed self-study methodology. We identified competing discourses of teachers, teacher educators, and partnership, noting paradoxes that focused on discourse-bound knowledge, discourses-driven motivation, and discourse-limited aspirations. Self-study served to deepen our understanding of our own practices and ourselves as teacher educators with an eye to future relationships with teachers.

*Keywords: curriculum integration; partnership; discourse; paradox*

**Maher, D., Schuck, S., & Perry, R. (2017). Investigating Knowledge Exchange amongst School Teachers, University Teacher Educators and Industry Partners. *Australian Journal of Teacher Education*, 42(3).**

<http://dx.doi.org/10.14221/ajte.2017v42n3.5>

This article reports on a study in which teachers, university teacher educators and a software company formed a learning community which provided a mechanism for knowledge exchange regarding pedagogical approaches using mobile technologies. The study employed an interpretivist methodology. The findings indicated that the collaboration promoted reflection on practice and facilitated development of innovative pedagogies. All partners benefited through this knowledge exchange: the teachers developed new approaches and ways of thinking about teaching; the teacher educators gained insights informing their practice and feedback on theory-practice alignment; and

the industry partner derived insights on how to support other schools in technology knowledge exchange.

**Montecinos, C., Walker, H., & Maldonado, F. (2015). School administrators and university practicum supervisors as boundary brokers for initial teacher education in Chile. *Teaching and Teacher Education, 49*, 1-10.**

<http://dx.doi.org/10.1016/j.tate.2015.02.011>

The study examines school administrators' perspectives on a central problem of the school-based component of initial teacher preparation: the distance between schools and universities. Data obtained through in-depth interviews and focus groups with administrators (N = 51) from 36 schools were analyzed using Wenger's (2000) theory of inter-organizational learning. Findings suggest that an expansion of the roles supervisors and school administrators have traditionally played in the practicum may help reduce this gap. As brokers for their respective institutions they can coordinate actions by gaining access to the meanings each community assigns to practices and acknowledging the competence each brings to the practicum.

**Mtika, P., Robson, D., & Fitzpatrick, R. (2014). Joint observation of student teaching and related tripartite dialogue during field experience: partner perspectives. *Teaching and Teacher Education 39*(5), 66-76.**

<http://dx.doi.org/10.1016/j.tate.2013.12.006>

This article explores joint observation implemented as part of a partnership between schools and a teacher education institution during field experience (practicum) from the perspectives of student teachers, supporter (cooperating) teachers and tutors (university teacher educators). Joint observation comprising the viewing of student teacher practice in the classroom context by supporter teacher and tutor, and related tripartite dialogue, were implemented with a view to strengthening such collaborative partnership. In this exploratory study, qualitative and quantitative data were collected using semi-structured interviews and questionnaires. Findings identified the benefits and challenges of joint observation. Implications of the study are discussed.

**Williams, J. (2014). Teacher Educator Professional Learning in the Third Space: Implications for Identity and Practice. *Journal of Teacher Education, 65*(4), 315-326.**

<http://dx.doi.org/10.1177/0022487114533128>

This article reports on the results of a research project in which 18 teacher educators in three countries—Australia, The Netherlands, and United Kingdom—were interviewed about their experiences of working in the so-called “third space” between schools and universities, particularly in relation to the practicum, or field supervision. Most teacher educators have previously worked as teachers in schools or other educational settings, and when they become teacher educators in universities, they are often involved in the supervision or mentoring of preservice teachers in the field. The research reported in this article examined how university-based teacher educators manage the challenges inherent in working with mentor/cooperating teachers after having been or when still practicing as teachers in schools. Findings from the study showed that for teacher educators, working in the third space involves managing shifting identities between teacher and teacher educator, responding to changing perspectives on learning and teaching, and negotiating sometimes finely balanced and difficult relationships.

**Young, A-M & MacPhail, A. (2016). Cultivating relationships with school placement stakeholders: the perspective of the cooperating teacher. *European Journal of Teacher Education*, 39 (3), 287-301.**

<https://doi.org/10.1080/02619768.2016.1187595>

The aim of this paper is to analyse Irish school placement cooperating teachers' supervisory experiences when involved in various structures of communities and explore factors which enabled or challenged them in cultivating relationships with school placement stakeholders where there is no formal system of supervision established in schools in the Republic of Ireland. Describing learning as a social process, research implies the significance of the development of relationships, membership within communities and identity construction. Using a qualitative approach, it was found that by formally engaging in a supervisory process, cooperating teachers experienced each of these characteristics to varying extents resulting in different supervisory experiences. The different configurations of membership allowed cooperating teachers to contribute towards school placement collaboration.

### Communication between Teacher Educators and Other Staff in the University

**Heldens, H., Bakx, A., & Brok, P. den (2015) Teacher educators' collaboration in subject departments: collaborative activities and social relations. *Educational Research and Evaluation*, 21(7-8), 515-536.**

<https://doi.org/10.1080/13803611.2016.1153488>

Teacher educators' collaboration plays an important role in the improvement of teacher education. Many studies in educational research focus on collaboration from 1 particular perspective. A focus on 2 perspectives, a qualitative (focusing on collaborative activities) as well as a quantitative (focusing on relations) perspective, and relating both perspectives, can add to our knowledge. Data were collected in 3 subject departments of a teacher education institute. Findings indicated that educators' collaborative networks inside the departments could gain from more coherent and dense relations, and that key players were important to support and sustain collaboration. Both perspectives were mildly related, correlations were found for "degree" and "information" ( $r = .31, p < .05$ ), "degree" and "joint work" ( $r = .38, p < .01$ ), and "reciprocity" and "joint work" ( $r = .33, p < .05$ ), no correlations were found for "degree" or "reciprocity" and "discussing". At the department level, only mathematics showed significant correlations. Results indicated that, in further research, qualitative aspects as well as quantitative aspects should be included.

*Keywords: collaboration; teacher educator; interdependence; network theory*

### Communication in Teacher Education Policy

**Zeichner, K. & Conklin, H.G. (2015). Beyond Knowledge Ventriloquism and Echo Chambers: Raising the Quality of the Debate in Teacher Education. *Teachers College Record*, 119 (4), 2017, p. -**

**<http://www.tcrecord.org> ID Number: 18148, Date Accessed: 11/20/2015 10:08:06 AM.**

See also:

<https://education.uw.edu/sites/default/files/profiles/documents/zeichner/Zeichner%20TCRFINAL.pdf>

**Background/Context:** For over two decades, there has been a steady call for deregulating U.S. teacher education, closing down allegedly poor quality college and university programs, and creating greater market competition. In response to this call to disrupt the dominance of colleges and universities in teacher education, and because of the policies and funding allocations of the U.S. Education Department and private foundation funding, non-university providers of teacher education have proliferated in certain areas of the country. A critical aspect of the current call for greater deregulation and market competition in teacher education has been the declaration that university teacher education has failed. While there is no dispute about the need for improvements in the dominant college and university system of teacher education, it is also important to critically evaluate the warrants for the value of programs that critics claim should replace college and university programs. **Purpose:** The focus of this paper is to illustrate how research has been misrepresented to support policies and programs that would simultaneously reduce the role of colleges and universities in preparing U.S. teachers and support the expansion of the role of nonuniversity providers. We also examine the print news media's role in uncritically reproducing a narrative of failure about university teacher education and promoting the success of new non-university programs—attention that has served to inflate the public perception of these organizations and programs beyond what is warranted by the available evidence. **Research Design:** Four cases are presented that illustrate the efforts to manufacture a narrative of the failure of colleges and universities in preparing teachers, and to construct a narrative of success for the non-university programs that have been funded to replace them. The authors use the concepts of echo chambers and knowledge ventriloquism to show how this process operates. **Conclusions/Recommendations:** Following the presentation of the cases, specific recommendations are offered for raising the quality of the debates about the future of U.S. teacher education. These include greater transparency in the process of reform, better communication between researchers and stakeholders, using research that has been vetted to inform the debates, and genuinely exploring different policy options for teacher education.

## Co-teaching and Collaborative Work of Teacher Educators

**Martin, S.D., & Dismuke, S. (2015). Maneuvering Together to Develop New Practices: Examining Our Collaborative Processes. *Studying Teacher Education*, 11(1), 3-15.**

<https://doi.org/10.1080/17425964.2014.1001356>

Although collaboration is foundational to self-study methodology, few self-studies of teacher education practices have focused on collaborative teaching processes. In this inquiry, two teacher educators report a two-year self-study into the collaborative processes of planning and reflection that they used to co-construct significant changes to their practices in concurrent sections of a writing methods course. Situated in narrative inquiry, cyclical reflective and dialogic methods were used to generate and analyze data. Examination of our collaborative processes revealed that four interlinked factors were central to the ways in which we worked together: our modus operandi, shifting roles, collective vision, and support for risk-taking. We discuss these factors and how we maneuvered together to develop new practices; we also suggest implications for teacher educators and self-study researchers.

*Keywords: collaboration; teacher education; collective vision; risk-taking*

**Siry, C.A. (2011). Emphasizing collaborative practices in learning to teach: coteaching and cogenerative dialogue in a field-based methods course. *Teaching Education*, 22(1), 91-101.**  
<https://doi.org/10.1080/10476210.2010.520699>

This article details a field-based methods course for preservice teachers that has been designed to integrate shared teaching experiences in elementary classrooms with ongoing critical dialogues with a focus on highlighting the complexities of teaching. I describe the structure of the course and explore the use of coteaching and cogenerative dialogue as approaches to learning how to teach. Vignettes that typify experiences in this course are analyzed, and two main findings are explored. First, coteaching provided critical support to preservice teachers as they taught their first lessons to children. Second, cogenerative dialogues mediated reflexive dialogue around the complexities of teaching. This structure provided a foundation for participants to examine their epistemological assumptions. It is argued that at a time of increasing segmentation of teacher education, teacher educators need to support dialogic, multi-perspectival approaches that emphasize the complex nature of teaching and learning in elementary classrooms.

*Keywords: methods courses; shared responsibility; preservice teacher education; coteaching; cogenerative dialogue*

**Weiss, M.P., Pellegrino, A., Regan, K. & Mann, L. (2015). Beyond the Blind Date: Collaborative Course Development and Co-Teaching by Teacher Educators. *Teacher Education and Special Education*, 38(2), 88–104.**

<https://doi.org/10.1177/0888406414548599>

Given the current climate of accountability, teachers must collaborate across disciplines to meet the diverse needs of students. Few, however, are prepared to collaborate in school settings upon completing teacher preparation programs. In this article, a participatory action research study undertaken by teacher educators who approached the lack of crossdisciplinary collaborations in two teacher preparation programs by developing and implementing a co-taught course on collaboration for general and special education teachers is presented. The described process was informed by interviews, observations, and analysis of course materials. Results contribute to the development of a framework for educator collaborations in higher education.

*Keywords: collaboration, co-teaching, instructional development*

## Teacher Educator Development in Learning Communities

**Cochran-Smith M. (2003). Learning and unlearning: The education of teacher Educators. *Teaching and Teacher Education*, 19(1), 5-28.**

[https://doi.org/10.1016/S0742-051X\(02\)00091-4](https://doi.org/10.1016/S0742-051X(02)00091-4)

Despite the many expectations that US and other teacher educators around the world are striving to meet, there has been little attention to development of a curriculum for educating teacher educators, or to local and larger policies that might support the development of what teacher educators need to know and do in order to meet the complex demands of preparing teachers for the 21st century. In this article, Cochran-Smith analyzes four teacher educator communities in different contexts and entry points across the career lifespan. She makes the case that the education of teacher educators is substantially enriched when inquiry is a stance on the overall enterprise of teaching, schooling, and teacher education.

**Cooper, T, & Scriven, R. (2017). Communities of inquiry in curriculum approach to online learning: Strengths and limitations in context. *Australasian Journal of Educational Technology*, 33(4), 22-37.**  
<https://doi.org/10.14742/ajet.3026>

The case study discussed in this article examines how the community of inquiry (CoI) model (Garrison, Anderson, & Archer, 2010) was used to redesign the digital learning environment in the context of an Australian university. Some purposes were to replicate features of a traditional classroom and to support collaboration between professionals with different expertise. The discussion addresses three questions. Firstly, how useful was the CoI model in context and to what extent was the success (or failure) of the redevelopment attributable to the CoI? Secondly, what are the implications for current debates about the CoI model? Thirdly, what are the emergent issues and areas for future research? The paper concludes that the CoI model was useful as a communication and design heuristic rather than as a model that makes universal truth claims about the world.

**Coronel, J.M., Carrasco, M.J., Fernandez, M., & Gonzalez, S. (2003). Qualities of Collaboration, Professional Development and Teaching Improvement: An experience in the university context. *Journal of Education for Teaching*, 29(2). 125-147.**  
<https://doi.org/10.1080/0260747032000092620>

A group of teacher educators adopted collaborative teamwork to cope with a too large teaching load. The authors reflect on the experience of working together in a critical friendship group, highlighting the role that conversation plays in this process. The experience of a collaborative approach and its impact on teaching and professional development is evaluated in terms of the teaching process and the professional development of the teachers involved. This experience contributes to understanding teaching as a complex social practice which is susceptible to improvement.

**Dengerink, J., & Swennen, A. (2018). Hoe leren leidende lerarenopleiders? Expertiseontwikkeling in een projectgroep die leiding geeft aan een complex regionaal onderwijsinnovatieproject (How learn leading teacher educators? Development of expertise in a group leading a complex regional educational innovation project). *Tijdschrift voor Lerarenopleiders*, 39(2), 83-94.**  
<http://www.lerarenopleider.nl/velon/blog/j2018/hoe-leren-leidende-lerarenopleiders/>

Lerarenopleiders participeren naast hun onderwijstaak regelmatig in onderwijsinnovatieprojecten. Dit artikel gaat over de expertiseontwikkeling van lerarenopleiders uit scholen en lerarenopleidingen in een projectgroep van een grootschalig regionaal project, gericht op het ontwerpen en implementeren van inductiearrangementen. Welke expertise ontwikkelden ze en hoe ontwikkelden zij die individueel en gezamenlijk? Daarbij is ook onderzocht of de projectgroep kenmerken van een professionele leergemeenschap kreeg. Het artikel besluit met een paragraaf over de praktische relevantie van dit onderzoek voor het individueel en gezamenlijk leren in en het welslagen van complexe onderwijsinnovatieprojecten.

**Dye, V., Herrington, M., Hughes, J., Kendall, A., Lacey, C., & Smith, R. (2010). Collaborative writing and dis-continuing professional development: challenging the rituals and rules of the education game? *Professional Development in Education*, 36(1-2), 289-306.**  
<https://doi.org/10.1080/19415250903457497>



This article discusses a critical challenge to current paradigms of continuing professional development within higher education institutions. A small group of higher-education-based teacher educators for the English post-compulsory sector describes and exposes the values and processes operating within a particular kind of professional development 'space' of their own creation. Within this space for thinking, talking, reading and writing as academics, a different way of characterising professional development emerged that challenged existing power relations in higher education, and that can best be named 'critical educative practice'. The main constituents of this way of working are identified and the process is illustrated with reference to the experience of collaborative writing within the group. The focus on criticality leads to an emerging concept of 'critical collaborative writing', and the implications of this particular example for higher education colleagues and institutions are explored.

**Grierson, A.L., Tessaro, M.L., Grant, C., Cantalini-Williams, M., Denton, R., Quigg, K., & Bumstead, J. (2012). The Bricks and Mortar of our Foundation for Faculty Development: Book-study within a self-study professional learning community. *Studying Teacher Education*, 8(1), 87-104.**  
<https://doi.org/10.1080/17425964.2012.657037>

This article examines the experiences of seven teacher educators who met monthly over one academic year to engage in a collaborative self-study focused on exploring the text, *Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching*. Through reflective discussion focused on relating the text to our practices, we enhanced understandings of ourselves, one another, our students, and our teacher education program. Description and analysis are provided through two frameworks. First, we detail our engagement in authentic conversations about our tensions, documenting how we negotiated the same six tensions as teacher educators and in learning about teaching teachers through collaborative self-study. Next, we illustrate how exemplifying the key characteristics of effective professional learning community groups supported our collaborative exploration. We also detail how we moved increasingly beyond book-study to focus on our context-specific needs and co-construct possibilities for the future. Implications of considerations in forming a collaborative self-study group are identified.

*Keywords: teacher educators; faculty development; professional learning community; collaborative self-study; book-study; tensions*

**Hadar, L.H., & Brody, D.L. (2013). The Interaction Between Group Processes and Personal Professional Trajectories in a Professional Development Community for Teacher Educators. *Journal of Teacher Education*, 64 (2), 145-161.**  
<https://doi.org/10.1177/0022487112466898>

This study explores the interaction between transformative processes in which a group of teacher educators became a professional development community (PDC) and the individual progress of these instructors through the professional development course on the topic of thinking education. Twelve teacher educators who participated in one of three yearlong programs were each interviewed three times. Other data sources include reflective writing of the participants, field notes, and recordings of the PDC meetings. Findings show that both breaking of isolation in the group and talk about student learning were essential in promoting individual progression toward change that entailed developing awareness of the possibility of infusing thinking into college-level teaching and the development of



dispositions to do so in their courses. Factors that enhanced and hindered dispositional change are explicated in the findings and discussion.

**Hadar, L. L., & Brody, D. L. (2016). Talk about student learning: Promoting professional growth among teacher educators. *Teaching and Teacher Education, 59*, 101-114.**

<http://dx.doi.org/10.1016/j.tate.2016.05.021>

Talk about student learning (TASL) in the professional development of teacher educators shifts the focus from teaching to a more productive emphasis on learning. This study examines characteristics of TASL among teacher educators in community and its functions for their learning. The research was based on professional learning communities in which discourse was analyzed. Three genres were found: managing understanding, advisory talk and meta-analytic talk. The functions of TASL included an inquiry and research orientation, awareness of the connection between teaching and learning, and awareness of their own learning process. TASL was found to improve teaching through these functions.

**Hamilton, M.L., & Pinnegar, S. (2013). A Topography of Collaboration: Methodology, identity and community in self-study of practice research. *Studying Teacher Education, 9*(1), 74-89.**

<http://dx.doi.org/10.1080/17425964.2013.771572>

Through the use of the metaphoric tool of topography, two educational researchers explore the development of their understanding of collaboration in self-study of teacher education practices research. The researchers communicate their perceptions through the presentation of four topographic moments. Each topographic moment is represented by a poem and the analysis of the poem. The four moments explored include the self in collaboration, the positioning of the self and the other on the landscape of collaboration, the way in which collaboration impacts research methodology, and the role of representation and community. The poems stand as landscape markers used to metaphorically capture and communicate the authors' understandings. The way in which collaboration influences the layers of methodology contributes to the identity of teacher educator/researchers and establishes a community of scholarship in self-study research.

*Keywords: collaboration; self-study methodology; teacher educator identity*

**MacPhail, A., Patton, K., Parker, M., & Tannehill, D. (2014). Leading by Example: Teacher Educators' Professional Learning Through Communities of Practice. *Quest, 66*(1), 39-56.**

<http://dx.doi.org/10.1080/00336297.2013.826139>

There has been a limited interest in examining physical education teacher educators' role and practices in embedding professional responsibility and commitment to continued professional learning for both teacher educators and pre-service teachers in a physical education teacher education (PETE) program (MacPhail, 2011). Directed by a landscape of community of practice (CoP) as professional development (Parker, Patton & Tannehill, 2012), this article shares four case studies that demonstrate the extent to which PETE learning can be mapped onto the landscape. In essence, a CoP is sustained over time, involves shared member goals, involves frequent discourse, is active and social, and is characterized by problems being solved by the members. The ideas in this article in tandem with Wenger's (1998) CoP process can encourage teacher educators to consider whether opportunities undertaken in a PETE program, and with colleagues external to the PETE program, encourage an authentic CoP.

*Keywords: physical education, teaching, professional learning, community of practice*

**Patton, K., & Parker, M. (2017). Teacher education communities of practice: More than a culture of collaboration. *Teaching and Teacher Education, 67*, 351-360.**

<http://dx.doi.org/10.1016/j.tate.2017.06.013>

Teacher educator professional learning, like teacher education, can be messy and complex. This study's purpose was to explore physical education teacher educators' understandings of how their participation in communities of practice (CoP) supported their own professional development. More specifically, significant dynamics and group processes of CoP were explored. Results indicated that engagement in CoP provided a foundation for collaboration and reduced isolation, allowing participants to extend teaching and research capacities. Significant social dynamics and group processes that shaped their practice included a common focus, personal and professional relationships, safe but challenging spaces, and shared commitment.

**Pellegrino, K., Sweet, B., Derges Kastner, J., Russell, H.A., & Reese, J. (2014). Becoming music teacher educators: Learning from and with each other in a professional development community. *International Journal of Music Education, 32*(4), 462–477.**

<http://dx.doi.org/10.1177/0255761413515819>

During this heuristic phenomenological inquiry, we examined our lived experiences as five women (three doctoral students, two early career faculty) in the process of becoming music teacher educators participating in a year-long, online, group-facilitated professional development community (PDC). Data included recorded meetings via Skype, journal entries via a private Facebook blog, and written introductory and final reflection statements. The three core themes that emerged from the data were as follows: (a) self-doubt and fear of failure as researchers; (b) struggle to establish balance; and (c) the PDC as a safe place. The essence of our lived experience in the group was developing our identities as music teacher educators through interactions in our PDC, which was a safe place for us to discuss our thoughts, concerns, and insecurities. We offer suggestions for PDCs, including future research and participation, as well as international sharing, collaboration, and community.

*Keywords: Early career faculty, graduate students, identity, music teacher educators, peer mentoring, professional development communities, socialization, technology*

**Ramirez, L.A., Allison-Roan, V.A., Peterson, S., & Elliott-Johns, S.E. (2012). Supporting One Another as Beginning Teacher Educators: Forging an online community of critical inquiry into practice. *Studying Teacher Education, 8*(2), 109-126.**

<https://doi.org/10.1080/17425964.2012.692976>

Four novice teacher educators working at different universities in the USA and Canada used online journaling and dialoguing combined with feedback from their students to explore their practice and new roles as teacher educators in new contexts. Their priorities included modeling critical reflection and enacting democratic practices. They chronicle their struggles and successes over the course of an academic year. The authors' online community provided a viable and valued venue for self-study. Findings include insight into their taken-for-granted assumptions, how their instructional efforts were interpreted by others, and the impact that their collaborative efforts had on each researcher's professional development. The authors include implications for universities and colleges regarding the format and structure of mentoring of junior faculty.

*Keywords: critical reflection; online collaboration; mentoring*

**Snow, J., Dismuke, S., Zenkert, A.J., & Loffer, C. (2017). ReCulturing Educator Preparation Programs: A Collaborative Case Study of Continuous Improvement. *The Teacher Educator*, 52(4), 308-325.**

<http://dx.doi.org/10.1080/08878730.2017.1341590>

Teacher educators at one institution of higher education collaborated to reculture systems for a focus on continuous improvement even within mounting accountability pressures. A framework of social network theory allowed for themes to develop around layered interactions of faculty, processes, and professional capital. Findings focused on people, groups, and systems for sustaining a culture of continuous improvement.

**Vanassche, E. & Kelchtermans, G. (2015). Leren en helpen leren in professionele leergemeenschappen: Een LOEP-casus. *Tijdschrift voor Lerarenopleiders*, 36(4), 47-59.**

[http://www.lerarenopleider.nl/velon/ledensite/files/2015/12/36\\_4\\_05Vanassche\\_Kelchtermans.pdf](http://www.lerarenopleider.nl/velon/ledensite/files/2015/12/36_4_05Vanassche_Kelchtermans.pdf)

De professionalisering van lerarenopleiders krijgt recent steeds meer de aandacht die het verdient. Opvallend daarbij is dat veel professionaliseringsinitiatieven doelbewust een groepscomponent inbouwen: men gaat ervan uit dat samenwerken met anderen de professionele ontwikkeling van alle betrokkenen faciliteert. In dit artikel analyseren we onze ervaringen met het ontwerpen en implementeren van een begeleidingstraject voor een groep van ervaren lerarenopleiders in een LOEP-project (Lerarenopleiders Onderzoeken hun Eigen Praktijk). We gaan systematisch na hoe een aantal onderzoeksgebaseerde inzichten over de professionele ontwikkeling van lerarenopleiders en de noodzaak van en voorwaarden voor samenwerking tussen professionals in de praktijk al dan niet functioneren als verwacht. Het resultaat is een diepgaander inzicht in de factoren die ertoe leiden dat professionele leergemeenschappen kritische reflectie - en dus professionele ontwikkeling - faciliteren dan wel inhiberen. We besteden hierbij in het bijzonder aandacht aan de rol van begeleiders van professionele leergemeenschappen.

**Vanassche, E., Rust, F., Conway, P., Smith, K., Tack, H. & Vanderlinde, R. (2015). InFo-TED: Bringing Policy, Research, and Practice Together Around Teacher Educator Development.**

**In C. Craig, & L. Orland-Barak (Eds.) *International teacher education: Promising pedagogies* (pp. 341-364) Bingley, UK: Emerald Publishing.**

<http://www.emeraldinsight.com/doi/abs/10.1108/S1479-368720150000022015>

This chapter is contributed by InFo-TED, the International Forum for Teacher Educator Development. This newly established community brings together people from across the world to exchange research, policy, and practice related to teacher educators' professional learning and development. We define teacher educators broadly as those who are professionally involved and engaged in the initial and on-going education of teachers. Our contention is that while there is general agreement about the important role played by teacher educators, their professional education is under-studied and under-supported. Here, we elaborate the rationale for this initiative, delineate our conceptual framework, and provide examples of steps taken in Belgium, Ireland, and Norway to develop the professional identities and knowledge bases of those who educate and support teachers, and conclude with implications for a scholarly study agenda having to do with research, policy, and practice relating to teacher educators' professional development.

**Willegems, V., Consuegra, E., Struyven, K., & Engels, N. (2016). How to become a broker: the role of teacher educators in developing collaborative teacher research teams. *Educational Research and Evaluation*, 22(3-4), 173-193.**

<http://dx.doi.org/10.1080/13803611.2016.1247721>

This study explores how teacher educators involved in developing collaborative teacher research teams of pre-service and in-service teachers perceive their new role. Ten teacher educators in 9 teams were involved in a 1-year teacher research cycle. Thematic analysis was performed on the transcriptions of audio-taped group sessions, video diaries of the teacher educators, and field notes of the researcher. Three recurrent sub-roles of teacher educators as brokers between theory and practice were confirmed: researcher, coach, and mentor. A 4th sub-role as “learner” emerged from the data, stressing the preoccupation of teacher educators with their own professional development. The dynamics of teacher research teams shape the way teacher educators grow into their role as brokers: Teams with a high research disposition and self-regulation provide a better learning environment for teacher educators. We argue for the development of a systematic support programme for teacher educators who take on the role of broker.

*Keywords: Collaborative teacher research; teacher educator; professional development; partnerships; teacher teams; video diaries*