



## “How I teach is the message” – Further Reading

### Contents

<b>Pedagogy of teacher education</b> .....	2
<b>Modelling</b> .....	3
<b>Linking theory and practice</b> .....	5
<b>Cultivating reflection</b> .....	6
<b>Cultivating collaborative learning</b> .....	7
<b>Cultivating self-regulated learning</b> .....	7
<b>Cultivating identity development</b> .....	8
<b>Teaching pedagogical content knowledge</b> .....	8
<b>Developing inclusive teachers</b> .....	9
<b>Mentoring</b> .....	10
<b>Supervision</b> .....	11
<b>Professional development of teacher educators in pedagogy of teacher education</b> .....	11

## Pedagogy of teacher education

**Korthagen, F. A. J. (2016). Pedagogy of teacher education. In: J. Loughran & M. L. Hamilton (Eds.), *International Handbook of Teacher Education*, pp.311-346. Singapore: Springer.**

**andbook of Teacher**

[http://dx.doi.org/10.1007/978-981-10-0366-0\\_8](http://dx.doi.org/10.1007/978-981-10-0366-0_8)

Teaching about teaching requires specific pedagogical approaches fundamentally different from those guiding teaching in schools. The chapter starts with a discussion of how the 50- years old distinction between competency-based approaches and approaches emphasizing the person of the teacher has evolved into a variety of traditions. Empirical research into 4 outcomes of these traditions are discussed. Next, an overview is presented of a number of specific pedagogical strategies and techniques, and the research on these topics is reviewed. Finally, underlying tensions in the pedagogy of teacher education are discussed, and promising approaches for overcoming such tensions, leading to research-based principles for effective pedagogies of teacher education.

**Loughran, J., & Menter, I. (2019). The essence of being a teacher educator and why it matters, *Asia-Pacific Journal of Teacher Education*, 14 pp.**

<http://dx.doi.org/10.1080/1359866X.2019.1575946>

The teaching of teaching is sophisticated work although it is often viewed simplistically. To challenge simplistic approaches to teacher education, teacher educators need to actively articulate the specialist knowledge, skills and abilities that underpin expertise in teaching and to do so through their practice with their students of teaching. In schools, teachers do not commonly experience a workplace culture whereby the explicit discussion and critique of pedagogical purpose and reasoning occurs. Therefore, it is all the more important that teacher educators bring such thinking to the surface in their teaching about teaching. Teaching is not just about the “doing” of teaching, it is also about the “why”—which leads to the development of informed and meaningful practice to enhance student learning. This paper considers some of the principles that underpin thinking about teaching as more than transmission and therefore shapes what teacher educators need to know and are able to do.

*Keywords: Teacher educator; scholarship in teacher education; teaching; pedagogy of teacher education*

**Westrick J. M., Morris G.A. (2015). Teacher education pedagogy: disrupting the apprenticeship of observation. *Teaching Education*, 27(2), 156-172.**

<https://doi.org/10.1080/10476210.2015.1059413>

Teacher educators are challenged to enact a pedagogy that helps facilitate conceptual transitions in preservice teachers away from the naïve notions formed during their long apprenticeships of observation. This study examines one ‘educative experience purposefully embedded in meaningful pedagogical experiences’ using the three-level model of teacher learning. Findings indicate preservice teachers derived a range of learning from the educative experience, and most were found to be surfacing, confronting, and beginning to replace naïve notions of teaching, learning, and assessment. Findings also suggest several characteristics of teacher education pedagogy that disrupt the apprenticeship of observation, including the presentation of dramatically new ideas to elicit the awareness of unexamined assumptions about teaching and learning; the usefulness of affect in

awakening that awareness; and opportunities to develop metacognition and process reactions through writing that surfaces prior ideas and articulates new understandings.

**Koster, B., & Oldeboom, B. (2019). Leraar van leraren: hoe kan de lerarenopleider de ontmoeting met studenten vormgeven?** (Teacher of teachers: how can the teacher educator cultivate relationship with students) In: **G. Geerdink & I. Pauw (eds.). Kennisbasis Lerarenopleiders - Katern 7: Opleidingsdidactiek: Hoe leiden we leraren op?** Pp 29-42. Eindhoven: VELON.

[https://registratiesite.brlo.nl/CMS/RPP/Organizations/1/Shops/1/Media%20Libraries/2/Leraar%20van%20leraren%20\(KB-2019-7-02\).pdf?mode=normal](https://registratiesite.brlo.nl/CMS/RPP/Organizations/1/Shops/1/Media%20Libraries/2/Leraar%20van%20leraren%20(KB-2019-7-02).pdf?mode=normal)

Een lerarenopleider is een 'leraar van leraren'. Bij het opleiden van leraren kan deze kern van het beroep opleidingsdidactisch gebruikt worden door in allerlei opzichten een voorbeeld te zijn als opleider voor de studenten. De lerarenopleider is daarmee in de eerste plaats ook een voorbeeldleraar. In deze bijdrage wordt dit 'voor-beeld zijn' verder uitgewerkt. Omdat reflectie één van de belangrijkste manieren is om je als professional te blijven ontwikkelen (zie bijv. De Vries, 2014) wordt ook daaraan aandacht besteed vanuit een opleidingsdidactisch perspectief. Binnen het op gang houden van reflectie bij studenten krijgt het omgaan met dilemma's en het zoeken naar de kern van ervaring nadere aandacht. Ander opleidingsdidactisch repertoire betreft het stimuleren van actief leren evenals het ontwikkelen van een curriculum voor het opleiden van leraren. Het blijkt dat lerarenopleiders behoefte hebben aan een methode of programma coherentie (zie bijv. Martin, 2017). Aan de orde komt wat er allemaal bekend is over opleidingsdidactiek waarbij opleidingsdidactiek wordt gedefinieerd als het handelen van de lerarenopleider tijdens de ontmoeting tussen de lerarenopleider en (aanstaande) leraar of leraren in een context ten behoeve van de beroepsontwikkeling van die (aanstaande) leraar. Een lerarenopleider heeft voor deze ontmoeting een groot arsenaal aan handelingsmogelijkheden tot zijn of haar beschikking die in deze bijdrage verder worden uitgewerkt. Met dit handelings-repertoire zijn lerarenopleiders beter in staat om tot het verdiepen van het leren van (aanstaande) leraren te komen en daarmee komen leerlingen in aanraking met kwalitatief hoogwaardige leraren. We sluiten dit hoofdstuk af met een korte paragraaf over het-leren-van-de-leraarvan-leraren en de consequenties die dat voor het opleidingsdidactisch handelen van de lerarenopleider heeft. Eerst gaan we in op het concept 'leraar van leraren' en werken we uit wat we onder opleidingsdidactiek verstaan.

## Modelling

**Boyd, Pete (2014). Using 'modelling' to improve the coherence of initial teacher education. In: Boyd, Pete, Szplit, Agnieszka and Zbróg, Zuzanna, (Eds.). Teacher educators and teachers as learners: international perspectives. Wydawnictwo Libron, Kraków, Poland, pp. 51-73. ISBN 978-83-65644-28-2**

<https://insight.cumbria.ac.uk/id/eprint/1987/1/Pete%20Boyd%20Using%20modelling%20in%20teacher%20education.pdf>

Internationally, initial teacher education programmes usually include trainee teachers in formal taught sessions facilitated by a teacher educator. These formal taught sessions are intended to build on and to shape the more informal work-place learning gained by supported teaching experience in schools. The formal teaching provides opportunities to foreground the trainee teachers' experiences as learners, but the pedagogy of teacher education is complex and the intentions of teacher educators and actual learning outcomes of these sessions is uncertain. Many teacher educators use

an element of 'modelling' within their approach, although the frequency, nature and impact of this strategy is contested. Modelling may also be used by school based teacher educators during more informal workplace learning, for example when being observed teaching and in the ensuing debrief with a trainee teacher. This chapter argues that explicit modelling of 'being a learner' by teacher educators may provide the 'glue' required to make the domains of knowing and the layers of purpose in the complex pedagogy of teacher educators more coherent for trainee teachers.

**Loughran J., Berry A. (2005). Modelling by teacher educators. *Teaching and Teacher education*, 21 (2), 193-203.**

<https://doi.org/10.1016/j.tate.2004.12.005>

A desirable professional competency of teacher educators is the ability to explicitly model for their students, the thoughts and actions that underpin one's pedagogical approach. However desirable, the articulation of knowledge of practice is a difficult and complex task that demands considerable awareness of oneself, pedagogy and students. This article explores the nature and development of explicit modelling by two teacher educators in the context of a preservice education programme in an Australian University. The article illustrates how through their collaborative self-study, the teacher educator/authors have begun to conceptualise a pedagogy of teacher education that is based on learning from the experience of 'being explicit'.

**Lunenberg, M., Korthagen, F., & Swennen, A. (2007). 'The teacher educator as a role model'. *Teaching and Teacher Education*, 23 (5), 586-601.**

<https://doi.org/10.1016/j.tate.2006.11.001>

New visions of learning have entered education. This article discusses the consequences for teacher education, and examines modelling by teacher educators as a means of changing the views and practices of future teachers. The results of a literature search and a multiple case study on modelling are discussed. Both the literature search and the case study approach led to the conclusion that we have discovered what is almost a blank spot in both the body of knowledge on teacher education and the actual practices of many teacher educators. The article concludes with a discussion of ways to improve this situation.

**Powell, D., & Swennen, A. (2019). Leren onderwijzen door leren kijken: Een opleidingsdidactische benadering.** (Learning to teach by learning to observe – an approach in the pedagogy of teacher education). In: **G.Geerdink en I. Pauw (Eds.). *Kennisbasis lerarenopleiders - Katern 7: Opleidingsdidactiek: Hoe leiden we leraren op?* Pp. 43-54. Eindhoven: VELON.**

[https://registratiesite.brlo.nl/CMS/RPP/Organizations/1/Shops/1/Media%20Libraries/2/Leren%20onderwijzen%20door%20leren%20kijken%20\(KB-2019-7-03\).pdf?mode=normal](https://registratiesite.brlo.nl/CMS/RPP/Organizations/1/Shops/1/Media%20Libraries/2/Leren%20onderwijzen%20door%20leren%20kijken%20(KB-2019-7-03).pdf?mode=normal)

Dit hoofdstuk gaat over een didactische aanpak die tot doel heeft een bijdrage te leveren aan het leren onderwijzen van aanstaande leraren door het leren observeren van hun lerarenopleiders die zij dagelijks aan het werk zien. Het eerste deel gaat over hoe leraren leren onderwijzen waarbij vooral aandacht wordt geschonken aan leren in de praktijk en leren door te observeren. In het tweede deel beschrijven we wat lerarenopleiders kunnen doen om aanstaande leraren de mogelijkheid te geven het handelen en denken van lerarenopleiders te achterhalen en te vertalen naar hun eigen praktijk. Lerarenopleiders kunnen gebruik maken van congruent opleiden en andere vormen van opleidingsdidactiek. In het derde deel presenteren we een Kijkkader, dat is ontwikkeld om lerarenopleiders te ondersteunen om de vaardigheden van aanstaande leraren om te leren

onderwijzen door te kijken te ontwikkelen. Dat deel is gebaseerd op een onderzoek dat David Powell heeft gedaan over 'modelling' door lerarenopleiders aan een grote mbo-instelling in Engeland. Tot slot geven we drie praktische aanbevelingen om het Kijkkader daadwerkelijk te gaan gebruiken.

**Swennen, J.M.H., Lunenberg, M.L. & Korthagen, F. (2008). Preach what you teach! Teacher educators and congruent teaching. *Teachers and Teaching, Theory and Practice*, 14(6), 531-542.**  
<http://dx.doi.org/10.1080/13540600802571387>

Teacher educators seem to agree that, to be able to support their student teachers' learning, they themselves should be good models of the kind of teaching they are trying to promote. However, it is clear from the literature that this congruent teaching is not self-evident in teacher education. In the present article, we describe a small in-depth study, in which we attempted to establish whether teacher educators begin to teach more congruently when supported, and the factors influencing the occurrence or non-occurrence of such congruent teaching. To do so, we organised a workshop on the subject. Before and after the workshop, we interviewed the participating teacher educators, using videotapes of their lessons. To discover the possible contribution of the workshop to their congruent teaching, we later compared both interviews. We found that a particularly important aspect of congruent teaching, i.e. the teacher educators' ability to link their own teaching to theory, had improved. Our conclusion is that the acquisition of a language enabling them to talk about congruent teaching helps teacher educators to overcome problems with congruent teaching.

**Velzen, C. van, Volman, M. & Brekelmans, M. (2019). There Is No Need to Sit on My Hands Anymore! Modelling and Scaffolding as Mentoring Tools During Co-teaching. In: J. Murray, A. Swennen, & C. Kosnik (eds.), *International Research, Policy and Practice in Teacher Education*. (pp 155-170). Singapore: Springer Nature.**  
[https://doi.org/10.1007/978-3-030-01612-8\\_11](https://doi.org/10.1007/978-3-030-01612-8_11)

The title of this chapter is a statement made by Megan, a student teachers' mentor, after she and her student teacher Selma experienced the collaborative mentoring approach (CMA) and co-teaching as a mentoring activity in this approach. This chapter describes this CMA, a mentoring practice built on cycles of three lessons, which was designed to provide mentors with opportunities to share and discuss practical teaching knowledge using (explicit) modelling and scaffolding as mentoring tools. Co-teaching is part of CMA. The approach was studied in two schools of secondary education in the Netherlands. At the time of the research project both schools participated in a school-university partnership in teacher education, meaning both schools and university feel a shared responsibility for teacher education. Teacher education in these partnerships asks for a transformation of the traditional practicum into guided workbased education. Guidance provided in CMA is seen as a contribution to a workbased pedagogy providing support to student teachers' workplace learning. Five different teams of mentors and student teachers participated in this study, but here we will especially follow Megan and her student teacher Selma during their collaborative lesson-based conversations and co-taught lessons. Next to their experiences the theoretical background of this approach will be discussed. At the end of the chapter we will also go into some challenges related to the implementation of the approach.

### Linking theory and practice

**Korthagen F., & Kessels, J. (1999). Linking Theory and Practice: Changing the Pedagogy of Teacher Education. *Educational Researcher*, 28(4), 4-17.**

<https://doi.org/10.3102/0013189X028004004>

The pressure towards more school-based teacher education programs, visible in many countries, creates a need to rethink the relationship between theory and practice. The traditional application-of-theory model appears to be rather ineffective and is currently being replaced by other, more reflective approaches. However, until now the variety of different notions and assumptions underlying these new approaches have not provided a sound basis for further development. Two related theoretical bases are presented for a new paradigm in teacher education. The first uses the concepts of episteme and phronesis to introduce a new way of framing relevant knowledge. The second is a more holistic way of describing the relationship between teacher cognition and teacher behavior, leading to a model of three levels in learning about teaching, the Gestalt level, the schema level and the theory level, which are illustrated by interview data. Building on these two theoretical frameworks, a so-called “realistic approach” to teacher education is introduced. The teacher educator's role within this approach is analyzed as well as organizational consequences. First evaluative results are presented.

### Cultivating reflection

**Gelfuso, A. (2016). A framework for facilitating video-mediated reflection: Supporting preservice teachers as they create ‘warranted assertabilities’ about literacy teaching and learning. *Teaching and Teacher Education*, 58, 68-79.**

<https://doi.org/10.1016/j.tate.2016.04.003>

Reflection is a widely used pedagogy in teacher education. Although there is consensus that reflection is important for preservice teacher learning, the large corpus of empirical literature on reflection seems not to agree on what reflection is or how to support preservice teachers as they reflect. This study examined the moves made by a teacher educator as she facilitated video-mediated reflection with 15 preservice teachers. The findings describe those moves and how they helped the preservice teachers to create ‘warranted assertabilities’ about literacy teaching and learning. A framework for facilitating reflection is offered.

**Helleve, I. (2014). Teaching about teaching is to reveal how to live with uncertainty. *Reflective Practice*, 15(5), 603-617.**

<https://doi.org/10.1080/14623943.2014.900027>

Teacher educators demonstrate scholarship and contribute to professional development when they reveal to their student teachers how to live with uncertainty. The focus of this paper is a self-study where the aims were to contribute to my own professional development as a teacher educator and to understand if and eventually what student teachers could learn from reading my plans and reflections published online through my open journal. The self-study project lasted for 18 months and was carried out in close collaboration with a critical friend. Data collection is based on transcripts from mentor meetings, my personal and open journals, my critical friend's observations and interviews with student teachers. Through the study I learned that access to my open journal made the student teachers understand more of the complexity of teaching, the possibilities for framing and reframing teaching and the importance of reflection. Different possibilities for getting access to teacher educators' uncertainty are discussed.

*Keywords: reflection; reflective practice; professional development; teacher educator; open journal*

**Thomas, L., & Geursen, J. (2013). Creating Spaces for Reflection on Learning to Teach a Foreign Language through Open Journals: A Canadian-Dutch self-study. *Studying Teacher Education, 9(1)*, 18-30.**

<http://dx.doi.org/10.1080/17425964.2013.771576>

This article describes a collaborative self-study undertaken by two teacher educators who sought to examine the impact of writing reflective journals and sharing them with students in their foreign language methodology classes. The study documents the process of 7 undertaking the typical student assignment of keeping a reflective journal and making it available to students as a form of modeling. Findings include much greater understanding of the complexities of reflective writing, the discovery of a new space for discussions about learning to teach, and a much greater awareness of the importance of deliberate, explicit exchanges in teacher education classes.

### Cultivating collaborative learning

**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.

### Cultivating self-regulated learning

**Vrieling-Teunter, E., Sins, P., & Besselink, E. (2019). Zelfgestuurd leren en het opleiden van leraren: waarom, hoe en wat? In: G. Geerdink & I. Pauw (eds.). *Kennisbasis Lerarenopleiders - Katern 7: Opleidingsdidactiek: Hoe leiden we leraren op?* Pp 113-128. Eindhoven: VELON.**

[https://registratiesite.brlo.nl/CMS/RPP/Organizations/1/Shops/1/Media%20Libraries/2/Zelfgestuurd%20leren%20en%20het%20opleiden%20van...%20\(KB-2019-7-07\).pdf?mode=normal](https://registratiesite.brlo.nl/CMS/RPP/Organizations/1/Shops/1/Media%20Libraries/2/Zelfgestuurd%20leren%20en%20het%20opleiden%20van...%20(KB-2019-7-07).pdf?mode=normal)

De kennis en vaardigheden van studenten om het eigen leerproces te kunnen plannen, monitoren, controleren en evalueren is een cruciale voorwaarde voor het leren nu en straks. Kenmerkend aan dit zelfgestuurd leren (ZGL) is dat het verwijst naar een proactief en constructief proces waarbij studenten zelf initiatieven ondernemen, doorzettingsvermogen tonen en adaptief hun eigen leerproces vormgeven. Gezien het belang van ZGL voor het leren en voorbereiden van studenten op de kennismaatschappij van de 21ste eeuw, is het essentieel dat er in het hoger onderwijs expliciet aandacht wordt gegeven aan het effectief stimuleren en ondersteunen hiervan. Maar het is niet eenvoudig om ZGL te implementeren in het curriculum van de lerarenopleiding. In dit hoofdstuk beschrijven we waarom ZGL essentieel is in de lerarenopleiding, hoe ZGL kan worden geïntegreerd in het curriculum en wat nodig is om dat te realiseren. Na een definitie van ZGL waarbij ook het belang aan bod komt (waarom), bespreken we een model met ontwerpprincipes voor het

implementeren van ZGL binnen lerarenopleidingen primair onderwijs (hoe). Tenslotte illustreren we de toepassing van deze principes door het beschrijven van een drietal casussen (wat). De eerste twee casussen richten zich op het opleiden van pabostudenten; de derde casus beschrijft de wijze waarop de principes zijn gebruikt voor het professionaliseren van basisschoolleraars. Op deze wijze bieden we praktische aanknopingspunten voor het opleiden van zowel aankomende als zittende leraren in het basisonderwijs.

## Cultivating identity development

**Lanas, M. & Kelchtermans, G. (2015). "This has more to do with who I am than with my skills" - Student teacher subjectification in Finnish teacher education. *Teaching and Teacher Education*, 47(2015), 22-29.**

<http://dx.doi.org/10.1016/j.tate.2014.12.002>

This article addresses the argument that in order to offer responsive teacher education which acknowledges student teachers as active members in their education process, teacher educators need to know more about who student teachers are. The context of the research is Finland, in which teacher education is highly selective. The interest in this article is on the process of shaping and re-shaping of student teacher-selves in response to the surrounding implicit norms and a process of student teacher subjectification. Using purposefully constructed narrative data and thematic analysis we identified how students negotiate the implicit social and cultural expectations towards teachers.

*Keywords: Teacher education Pre-service Subjectification Teacher identity Norms Poststructuralism*

## Teaching pedagogical content knowledge

**Achinstein, B., & Fogo, D. (2015). Mentoring novices' teaching of historical reasoning: Opportunities for pedagogical content knowledge development through mentorfacilitated practice. *Teaching and Teacher Education*, 45, 45–58.**

<http://dx.doi.org/10.1016/j.tate.2014.09.002>

While worldwide policy attention turns to mentoring to develop new teachers' practice, researchers have not investigated mentoring exchanges that support novices' teaching of historical reasoning and pedagogical content knowledge (PCK) development. Drawing on case studies of U.S. mentor–novice pairs, authors ask: How, if at all, is the teaching of history represented in mentoring conversations? How, if at all, do mentoring exchanges support novices' teaching of historical reasoning? Authors illustrate how mentoring conversations can support PCK elements through guided conceptual and practical representations of disciplinary history instruction; and reveal a form of mentor PCK for diagnosing and supporting novices' PCK development.

**Berry, A., & Van Driel, J.H. (2013). Teaching About Teaching Science: Aims, Strategies, and Backgrounds of Science Teacher Educators. *Journal of Teacher Education*, 64, 117-128.**

<http://dx.doi.org/10.1177/0022487112466266>

Despite pressing concerns about the need to prepare high-quality teachers and the central role of teacher educators (TEs) in this process, little is known about how TEs teach about teaching specific subject matter, and how they develop their expertise. This empirical study focuses on the specific



expertise that science TEs bring into teacher education. Individual interviews and story lines were conducted with 12 experienced science TEs from four different teacher education institutions in Australia and the Netherlands, to gain insight into their aims for teaching about science teaching, and how their expertise has developed on the basis of their professional background and experiences. The findings of this exploratory study reveal similarities among the concerns of these TEs and yet considerable diversity among their approaches. The study aims to contribute to a better understanding of science TEs' work and the development of a pedagogy of science teacher education.

**Fletcher, T., & Bullock, S.M. (2012). Enacting Literacy Pedagogies: A collaborative self-study by teacher educators in physical education and science. *Studying Teacher Education*, 8(1), 19-33.**  
<https://doi.org/10.1080/17425964.2012.657011>

As beginning teacher educators we aimed to examine our pedagogical approaches for engaging teacher candidates in thinking about physical literacy and scientific literacy, respectively. We employed self-study research methodologies to explore our literacy practices and developing pedagogies of teacher education, the similarities and differences in our approaches and practices, and the utility of collaborating in two different subject areas. Data were collected and analyzed over one academic year using a collaborative blog and bi-weekly meetings. The self-study helped us understand several conceptual similarities between the concepts of physical literacy and scientific literacy. By discussing our thoughts about teaching and learning, we began to craft a shared vision for our pedagogies of teacher education with literacy as the central piece of that vision. The collaborative nature of this self-study provided both support and encouragement from a trusted colleague and a safe space to explore and reframe problematic aspects of practice.

*Keywords: self-study; teacher education; physical literacy; scientific literacy; literacy education*

**Gelfuso, A. (2017). Facilitating the development of preservice teachers' Pedagogical Content Knowledge of literacy and agentic identities: Examining a teacher Educator's intentional language choices during videomediated reflection. *Teaching and Teacher Education*, 66(2017), 33-46.**  
<http://dx.doi.org/10.1016/j.tate.2017.03.012>

Three dialogic interaction patterns that developed PSTs PCK and agentic identities were noted. This study examined a possible way of facilitating the development of PSTs PCK and agentic identities through video-mediated, guided reflection on literacy field experiences. Particularly, this study examined the intentional language use of a teacher educator as she engaged in dyadic reflection conversations with 26 PSTs. The questions guiding this study were (1) What discursive practices open spaces for PSTs to rehearse/develop both PCK and agentic identities? (2) What particular phrases does a teacher educator use to open such spaces? Positive Discourse Analyses revealed three distinct dialogic patterns that opened spaces for the PSTs to rehearse/develop both PCK and agentic identities. Language was used to create symmetrical power relationships. Language was used to provide opportunities for PSTs to notice and name important features literacy instruction. Language was used to provide PSTs the opportunity to imagine possibilities.

*Keywords: Agency Pedagogical content knowledge Literacy Preservice teacher Video-mediated reflection*

## Developing inclusive teachers

**Pantic, N., Florian, L. (2015). Developing teachers as agents of inclusion and social justice. *Education Inquiry*, 6(3), 333-351.**  
<https://doi.org/10.3402/edui.v6.27311>

Policies around the world increasingly call for teachers to become 'agents of change', often linked to social justice agendas. However, there is little clarity about the kind of competencies such agency involves or how it can be developed in teacher education. This paper draws on theories of teacher agency and inclusive pedagogy to clarify the meaning of teachers as agents of change in the context of inclusion and social justice. Inclusive practice requires the collaboration of teachers and others such as families and other professionals. Agents of change work purposefully with others to challenge the status quo and develop social justice and inclusion. We discuss the possibilities of combining theories of inclusive pedagogy and teacher agency for developing teachers as agents of inclusion and social justice in teacher education. These possibilities include: 1) nurturing commitment to social justice as part of teachers' sense of purpose; 2) developing competencies in inclusive pedagogical approaches, including working with others; 3) developing relational agency for transforming the conditions of teachers' workplaces; and 4) a capacity to reflect on their own practices and environments when seeking to support the learning of all students.

## Mentoring

**Crasborn, F., & Hennissen, P. (2019). Integratief begeleiden op de werkplek. Modellen en methodieken voor opleidingsdidactisch handelen.** (Integrative work-place mentoring. Models and methods for practice in the pedagogy of teacher education). In: **G. Geerdink & I. Pauw (eds.). *Kennisbasis Lerarenopleiders - Katern 7: Opleidingsdidactiek: Hoe leiden we leraren op?* Pp 55-84. Eindhoven: VELON.**  
[https://registratiesite.brlo.nl/CMS/RPP/Organizations/1/Shops/1/Media%20Libraries/2/Integratief%20begeleiden%20op%20de%20werkplek%20\(KB-2019-7-04\).pdf?mode=normal](https://registratiesite.brlo.nl/CMS/RPP/Organizations/1/Shops/1/Media%20Libraries/2/Integratief%20begeleiden%20op%20de%20werkplek%20(KB-2019-7-04).pdf?mode=normal)

De kern van dit hoofdstuk bestaat uit voorbeelden van handelingsmodellen en methodieken die begeleiders op de werkplek kunnen inzetten om het leren van (aanstaande) leraren te verbreden en te verdiepen. Als inleiding lichten we drie aspecten van de bijbehorende context toe: de kwaliteit van het werkplekcurriculum voor (aanstaande) leraren, verschillende typen begeleiders die een rol spelen en het belang van hun opleidingsdidactische bekwaamheid. Daarna gaan we in op de waarde van integratie van praktijk, theorie en persoon als referentiekader voor de kwaliteit van het leren en opleiden van (aanstaande) leraren en het opleidingsdidactisch handelen van hun begeleiders. Vervolgens vormt de driehoek praktijk, theorie en persoon het ordeningskader voor de beschrijving van een aantal handelingsmodellen en methodieken met verwijzingen naar literatuur voor verdere verdieping. Ter inspiratie zijn in aparte tekstkaders veertien methodieken geconcretiseerd. Daarna bespreken we contextuele factoren die het gebruik van handelingsmodellen en methodieken door begeleiders beïnvloeden. We signaleren tot slot dat het kiezen van modellen en methodieken op basis van onderzoek naar hun werkzaamheid een uitdaging is.

**O'Dwyer J.B. (2015). A study of in-service teacher educator roles, with implications for a curriculum for their professional development. *European Journal of Teacher Education*, 38(1), 4-20.**  
<http://dx.doi.org/10.1080/02619768.2014.902438>

In-service educators have a crucial role to play in meeting the professional learning needs of teachers of the future, according to the Council of Europe's 'ET 2020', although it is less clear what that role

entails. This empirical study, undertaken in a university school of English language in Turkey, explores the everyday experience of a team of wholly school-based inservice educators and develops a model of their role based on an analysis of questionnaire, interview and focus group data. The results attest to the complexities of the in-service educator's role, revealing them to be more than simply effective teachers. Catering for affective needs, coaching a broad range of clients, interpreting contextual variables and providing appropriate feedback represent some of the challenges in-service educators are facing in the research context, which set them apart and suggest important lessons for the development of an in-service educator training curriculum.

## Supervision

**Burns, R.W., & Badiali, B. (2016). Unearthing the Complexities of Clinical Pedagogy in Supervision: Identifying the Pedagogical Skills of Supervisors. *Action in Teacher Education*, 38(2), 156-174.**  
<http://dx.doi.org/10.1080/01626620.2016.1155097>

Instructional supervision is a highly complex endeavor as supervisors work to enhance teacher, teacher candidate, and school effectiveness. The process of learning to supervise well can be daunting and difficult. Recent research on teaching has focused on enhancing teachers' ability to notice or observe aspects of teaching and student learning. The ability to assist teacher candidates to "notice" and observe is equally important when supervising them. This qualitative case study builds upon the research on teaching and on supervision. It illustrates that "noticing" is one of a constellation of pedagogical skills supervisors use to support the learning of others. In addition, the authors identify six other pedagogical skills including ignoring, marking, intervening, pointing, unpacking, and processing. Further defining these skills is useful for understanding the intricacies of clinical pedagogy in instructional supervision. The results of this study suggest that supervision in clinically rich contexts is a pedagogical or teaching function which extends beyond traditional conceptions of observation and feedback.

*Keywords: Instructional supervision; supervision in teacher education; professional development schools; clinical pedagogy of supervision; pedagogical skills of supervisors*

## Professional development of teacher educators in pedagogy of teacher education

**Berry, A. (2007). Reconceptualizing Teacher Educator Knowledge as Tensions: Exploring the tension between valuing and reconstructing experience. *Studying Teacher Education*, 3(2), 117-134.**  
<http://dx.doi.org/10.1080/17425960701656510>

This paper reports my efforts as a teacher educator to improve our understanding of the process of learning to teach. It illustrates how the nature of the knowledge developed by teacher educators about their practice is often embedded in complexity and ambiguity. This knowledge is explored as a source of tensions that teacher educators can learn to recognize and manage within their work. By examining one of these tensions within my practice, that of valuing and reconstructing experience, I consider how conceptualizing knowledge as tensions can enhance teacher educators' understandings of practice and contribute to the professional knowledge base of teacher education.

**Brubaker, N.D. (2012). Multiple Layers of Self in an Evolving Pedagogy of Teacher Education: Conflict and compromise in a quest for classroom democracy. *Studying Teacher Education*, 8(1), 3-18.**

<https://doi.org/10.1080/17425964.2012.657009>

This study examines how my practice changed over three semesters as a beginning teacher educator. Teaching the undergraduate course, *Diversity in Elementary Education*, I worked to uphold and maintain my democratic ideals while more fully accounting for the larger context of authoritarian teaching to which my students were accustomed. The findings suggest that seeking few solutions to the problems being negotiated, prescribing purposes regardless of mutually perceived relevance, and imposing predetermined experiences and outcomes helped to construct a class climate that was more directly aligned with what students were ready to experience while compromising with the larger educational context. By making less discernible the differences between my practice and those with which my students were familiar, I reframed my underlying focus from clashing tales of triumph and tragedy to a complex tapestry of interwoven layers of self informing my evolving pedagogy of teacher education. Doing so helped illuminate the personal, pedagogical, and philosophical challenges of cultivating classroom democracy in an era of increased emphasis on highstakes testing, standardization, and transmission-based teaching. Such knowledge is important for expanding our understanding of democratic teacher education practices and informing efforts to cultivate democratic dispositions in teachers.

*Keywords: democratic teacher education; negotiation; authority; pedagogy*

**Chitpin, S. (2011). Can mentoring and reflection cause change in teaching practice? A professional development journey of a Canadian teacher educator. *Professional Development in Education*, 37(2), 225-240.**

<https://doi.org/10.1080/19415257.2010.531625>

This article explores elements of the professional development of a pre-tenured teacher education professor. I am that professor and I trace my journey of growth, which was aided by peer mentoring. First, I present a brief discussion on literature associated with mentoring that I found pertinent, followed by how mentoring has emerged as I re-designed a teacher education course to better meet the needs of pre-service teachers. This course previously posed great difficulties for me in linking theory to practice. In this context, mentoring helped me improve my teaching practice through critical conversations with a mentor. It documents my struggles to improve my teaching at the university level. In narrating my journey I am not presenting a model of best practice but, rather, highlighting how mentoring allowed me to reflect on and improve my teaching practice.

*Keywords: [professional development](#), [teacher educator](#), [teaching](#), [peer mentoring](#), [teacher education](#), [reflection](#)*

**Conklin, H.G. (2015). Preparing Novice Teacher Educators in the Pedagogy of Teacher Education, *Action in Teacher Education*, 37(4), 317-333.**

<https://doi.org/10.1080/01626620.2015.1078753>

In this article, the author provides a conceptual framework to guide the design of coursework to prepare teacher educators. Given the absence of a stronger research base to inform the preparation of novice teacher educators, the author argues that theoretical perspectives focused on K-12 preservice teacher learning can be a useful heuristic for decision making in a course for novice teacher educators. To illustrate the application of this framework, the author provides examples from a course on the pedagogy of teacher education oriented toward critical, social justice-oriented pedagogies that the author created and taught to a group of doctoral students who were learning to become teacher educators. By illustrating how the preservice teacher learning framework she

proposes guided her own course decision making, the author aims to provide others with a guiding framework for facilitating the learning of novice teacher educators.

**Czerniawski, G., Guberman, A., & MacPhail, A. (2017). The professional developmental needs of higher education-based teacher educators: an international comparative needs analysis. *European Journal of Teacher Education*, 40(1), 127-140.**

<http://dx.doi.org/10.1080/02619768.2016.1246528>

A universal lack of attention to the professional learning needs of teacher educators is the driver for this study, which considers the most effective ways to support the professional learning of higher education-based teacher educators. At a time when many industrialised countries are engaged in systemic educational reform, this study provides an international and comparative needs analysis through a survey of 1,158 higher education-based teacher educators in the countries participating in the International Forum for Teacher Educator Development (InFo-TED): Belgium, Ireland, Israel, the Netherlands, Norway and the UK. Our results suggest that while teacher educators are only moderately satisfied with their professional development experiences, a strong desire exists for further professional learning. This desire, influenced by their professional context, relates to their current beliefs concerning 'best practice' in teacher education, the academic skills required to further their professional careers and knowledge of the curriculum associated with their fields of expertise.

**DeMink-Carthew, J., Grove, R. & Peterson, M. (2017). The Influence of the Core Practices Movement on the Teaching and Perspectives of Novice Teacher Educators. *Studying Teacher Education*, 13(1), 87-104.**

<http://dx.doi.org/10.1080/17425964.2017.1289083>

This collaborative self-study examines the influence of engagement in the core practices movement on the course designs, instruction, and perspectives of three novice teacher educators at a large mid-Atlantic research university. Through core practices work, we integrated repeated cycles of analysis, practice, and reflection into our courses, ultimately becoming more deliberate and responsive in our planning. We engaged in more in-depth inquiry into our teaching as we inquired into the core practices with our teacher candidates and also noticed an enhanced use of shared language. Core practices work influenced our perspectives on the work of teacher educators by reaffirming our belief in the complexity of teaching and teacher education, raising important questions about the relationship between commitments and core practices and underscoring the value of learner-centered practices in teacher education. The finding of this self-study suggest that core practices present an opportunity to engage novice teacher educators in reflection, collaboration, and inquiry central to teacher education.

**Dolan, R. (2019). Strategies Employed by Pre-service Teacher Educators in Ireland in Order to Develop Second-Order Knowledge. In: J. Murray, A. Swennen, A., & C. Kosnik (eds.), *International Research, Policy and Practice in Teacher Education*. pp. 187-202. Switzerland: Springer Nature.**

**in Teacher**

[https://doi.org/10.1007/978-3-030-01612-8\\_13](https://doi.org/10.1007/978-3-030-01612-8_13)

The National Strategy for Higher Education to 2030 in Ireland (Hunt C. National strategy for higher education to 2030. Higher education authority. Department of Education and Skills, Dublin, 2011) recommends that academics should have access to professional development opportunities to

develop their knowledge of teaching, as well as their disciplinary knowledge. Teacher educators who enter universities after careers as school teachers tend to have high levels of understanding and competence in pedagogy. But they need not only to be able to teach: they must also be able to teach teaching. Professional development needs therefore include opportunities to transmute their knowledge-in-action into knowledge-of-practice knowledge that integrates both theoretical constructs and practical knowledge. Using data from a series of case studies of teacher educators on a preservice programme in an Irish university, this chapter describes and conceptualises the strategies employed by teacher educators in order to transmute this knowledge-in-action and to use it to teach student teachers

**Grierson, A.L., Tessaro, M.L., Grant, C., Cantalini-Williams, M., Denton, R., & Quigg, K. (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 6 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.

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

<https://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.

**Peercy, M.M., & Troyan, F.J. (2017). Making transparent the challenges of developing a practice-based pedagogy of teacher education. *Teaching and Teacher Education*, 61(2017), 26-36.**

<http://dx.doi.org/10.1016/j.tate.2016.10.005>

Much of the recent scholarship in teacher education relays the importance of preparing teachers to enact practice. However, scholars working in the fields of self-study and core practices have questioned the capacity of teacher educators to engage novice teachers in meaningful practice-

based work. We use collaborative self-study to examine the first author's experiences of using core practices as a guiding framework with novice teachers of English language learners. Findings illuminate a developmental journey that many teacher educators will experience as they undertake this work to make both conceptual and practical shifts in their pedagogy of teacher education.

*Keywords: Pedagogy of teacher education Core practices Practice-based teacher education Collaborative self-study English language learners*

**Petrarca, D., & Bullock, S.M. (2014). Tensions between theory and practice: interrogating our pedagogy through collaborative self-study. *Professional Development in Education, 40(2)*, 264-281. <http://dx.doi.org/10.1080/19415257.2013.801876>**

This qualitative study explored how two early-career teacher educators analysed and challenged pedagogical approaches within their curriculum methods courses via the collaborative self-study methodology. Our critical friendship revealed similar problems of enactment and tensions in our pedagogies of teacher education, despite the differences in both the curriculum methods course content area and division focus (i.e. elementary and 5 secondary education). The self-study also provided a structured opportunity to reflect critically upon the unique pedagogical issues embedded within pre-service teacher education programmes. Our central conclusion is that, as new teacher educators, we struggle to overcome the same problem of enactment as the teacher candidates we teach.