



Visions - Further Reading

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1. Teacher Education - Scenarios and Metaphors

Borko, H., Liston, D. & Whitcomb, J.A. (2006). A conversation of many voices, critiques and visions of teacher education (editorial). *Journal of Teacher Education*, 57(3), 199 – 204.

<http://dx.doi.org/10.1177/0022487106287978>

Bullough, R.V. Jr. (2010). Parables, Storytelling, and Teacher Education. *Journal of Teacher Education*, 61(1-2), 153–160.

<http://dx.doi.org/10.1177/0022487109346971>

Arguing that teacher education has become rule bound, even in the use of teaching narratives and cases, and for the need to challenge beginning teachers' conceptions of teaching and learning, the author suggests parables as promising means for enlivening teacher education and for stretching understanding. After defining parable, the author presents an analysis of three examples—The Storm, The Sower, and The Fish and the Turtle—to illustrate some of the rich interpretative possibilities they offer for thinking critically and imaginatively about teaching and learning and for generating fresh educational metaphors useful for guiding thought and action.

Keywords: parables, storytelling, narrative inquiry, beginning teacher beliefs, teacher education curriculum

Korthagen, F. (2019). Visies op opleiden. (Visions on teacher education) In: **G.Geerdink en I. Pauw (Eds.).** *Kennisbasis lerarenopleiders - Katern 7: Opleidingsdidactiek: Hoe leiden we leraren op?* Pp. 17-28. Eindhoven: VELON.

[https://registratiesite.brlo.nl/CMS/RPP/Organizations/1/Shops/1/Media%20Libraries/2/Visies%20op%20opleiden%20\(KB-2019-7-01\).pdf?mode=normal](https://registratiesite.brlo.nl/CMS/RPP/Organizations/1/Shops/1/Media%20Libraries/2/Visies%20op%20opleiden%20(KB-2019-7-01).pdf?mode=normal)

Dit hoofdstuk begint met een kort historisch overzicht over visies op het opleiden van leraren. Daaruit komt een aantal thema's naar voren die nog steeds actueel zijn, zoals reflectie, onderzoek door leraren, competentiegericht opleiden en maatwerkopleidingen. Tegenwoordig wordt vooral het belang benadrukt van praktijkervaring als basis voor theoretische verdieping, wat een belangrijk uitgangspunt is van opleiden in de school en werkplekieren. Toch blijft het centrale probleem het verbinden van praktijk en theorie. Enkele succesvolle opleidingsdidactische benaderingen worden besproken, namelijk realistisch opleiden, 'case methods', 'approximations of practice' en 'lesson study'. Onderzoek naar de effectiviteit van dergelijke benaderingen staat nog in de kinderschoenen, waardoor het ontwikkelen van een krachtige opleidingsdidactiek niet eenvoudig is en bovendien een opleiding van lerarenopleiders vereist.

Snoek, M. (2003). The Use and Methodology of Scenario Making. *European Journal of Teacher Education*, 26(1), 9–19.

<https://doi.org/10.1080/0261976032000065607>

In Europe the educational system is under constant revision. Based on the changes in society, education and teacher education are forced to adapt themselves to changing circumstances. Often these changes are lagging behind the changes outside schools and are motivated by the problems of today or yesterday. Forward-thinking strategies are hardly developed in education. Scenarios are powerful tools to create new perspectives on the future of (teacher) education, stimulating reflection, creativity and imagination. Scenarios can be helpful both for deciding on institutional or (inter)national policies on teacher education and for facilitating individual learning processes of

teacher educators and organisational learning processes. From this point of view scenarios are not a goal in themselves, but by-products of a learning process. A methodology is presented for the development of scenarios, as used by the ATEE-RDC19.

Whitcomb, J.A. (2010). Conceptions of Teacher Education. In: E. Baker, B. McGaw & P. Peterson (Eds.) *International Encyclopedia of Education 3rd Ed.* Oxford, UK: Elsevier. pp 598- 603.

<https://doi.org/10.1016/B978-0-08-044894-7.00665-5>

Sections: Introduction; Social Justice Approach; Teaching for Understanding Approach; Contemplative Approach; Clinician-Professional Approach.

1.1. Policy context

Ellis, V., Glackin, M., Heighes, D., Norman, M., Nicol, S., Norris, K., Spencer, I., and McNicholl, J. (2013). A difficult realisation: the proletarianisation of higher education based teacher educators. *Journal Of Education For Teaching*, 39 (2), 266-280.

<https://doi.org/10.1080/02607476.2013.799845>

Written collaboratively with research participants, this article reports the main findings of the Work of Teacher Education project that studied the labour of 13 higher education-based teacher educators in England and Scotland over the course of a year. The priority of maintaining relationships with schools (and between schools and student teachers) is noted and 'relationship maintenance' is advanced as a defining characteristic of teacher educators' work. Policy changes and their impact on institutional structures and roles, variations in organisational arrangements and research activity are also discussed. The paper concludes by arguing that a new conceptualisation of the work of teacher educators as academic work is essential for the discipline and higher education institutions as a whole.

European Commission (2013). *Supporting Teacher Educators for Better Learning Outcomes.*

Brussels: European Commission

http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/support-teacher-educators_en.pdf

Executive Summary:

1. Making sure that Europe's six million teachers have the essential competences they require in order to be effective in the classroom is one of the keys to raising levels of pupil attainment; providing new teachers with initial teacher education of the highest quality, and encouraging serving teachers to continue developing and extending their competences throughout their careers, are both vital in a fast-changing world.
2. Teacher educators are crucial players for maintaining - and improving - the high quality of the teaching workforce. They can have a significant impact upon the quality of teaching and learning in our schools. Yet they are often neglected in policy-making, meaning that some Member States do not always benefit fully from the knowledge and experience of this key profession. It also means that teacher educators do not always get the support and challenge they need, for example in terms of their education and professional development.
3. Member States increasingly acknowledge the need to define clearly what those who teach teachers should be expected to know, and be able to do; they acknowledge that great care needs to be taken in recruiting and selecting teacher educators, and in facilitating their career-long

professional development. By stimulating and supporting the development of explicit frameworks and policies, national and regional education authorities can assist teacher educators to be as effective as possible.

4. This document is intended to inspire and inform policy makers in this endeavour. The guidance and advice it contains stem from a process of 'peer learning' between experts on teacher education policy and practice, nominated by 26 countries and by European stakeholder bodies. Peer learning enables participants to compare and contrast different policy approaches, learn from other countries' practices, reflect critically on current arrangements in their own countries and draw shared conclusions about what makes for effective policies.

5. This document offers policymakers practical advice that is underpinned by evidence from academic research and from the analysis of current policies in participating countries. It identifies key characteristics of successful policies and gives practical examples. Recognising that every education system is unique, it does not make prescriptions about specific policy reforms, but provides a menu of choices, allowing for tailored policy responses to fit each national context.

With examples drawn from many countries, it deals with the following aspects: • the importance of the profession and the roles it plays • policy challenges fa • roles and responsibilities of stakeholders.

Murray, J., Lunenberg, M. & Smith, K. (2017). *Educating the Educators: Policies and Initiatives in European Teacher Education*. In: M.A. Peters et al. (eds.), *A Companion to Research in Teacher Education*. Singapore: Springer Nature. pp 651 – 666.

https://doi.org/10.1007/978-981-10-4075-7_44

Sections:

1 Introduction

2 Competences and Teacher Educators' Professional Learning

3 Three European Case Studies 3.1 The Netherlands 3.2 Norway 3.3 England

3.4 Teacher Educators' Professional Learning Across the National Cases

3.5 Info-TED and Its Vision for Teacher Educators' Professional Development

Redecker, C., Leis, M., Leendertse, M., Punie, Y., Gijsbers, G., Kirschner, P., Stoyanov, S. & Hoogveld, B. (2011). *The Future of Learning: Preparing for Change*. Sevilla: European Commission, Joint Research Centre Institute for Prospective Technological Studies. 97 pp.

<http://dspace.ou.nl/bitstream/1820/4196/1/The%20Future%20of%20Learning%20-%20Preparing%20for%20Change.pdf>

Chapters:

Executive Summary - Context and objectives of the study - The future of learning - Six major challenges for the future of learning - A vision for the future of initial Education and Training. - A vision for the future of lifelong learning - Policy implications

1 Introduction 1.1 Policy Background 1.2 Methodology 1.3 Outline of this Report

Part I. Envisaging the Future

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3 The Landscape of the Future of Learning 3.1 Brainstorming the Future of Learning 3.2 Group

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 6: Re-skilling 5.5 Normative Vision for Future Lifelong Learning Strategies 6 Conclusions and Policy Implications 6.1 A Vision of the Future of Learning 6.2 Priority Areas 6.3 The Role of ICT 6.4 In Conclusion

Simons, M. & Kelchtermans, G. (2008). Teacher professionalism in Flemish policy on teacher education: a critical analysis of the Decree on teacher education (2006) in Flanders, Belgium. *Teachers and Teaching*, 14(4), 283-294.

<http://dx.doi.org/10.1080/13540600802037686>

This article uses the new Decree on teacher education in Flanders, Belgium, as a case study to critically examine the changes in the conception of teacher professionalism in education policy. In this examination, the focus is on the 'form of problematisation' (Foucault) that is enacted in the texts of the Decree. It will be argued that the Decree reflects the movement from a profession-oriented to a market-oriented form of problematisation of teaching and teacher education. The new conception of teacher professionalism will be identified at four levels in the new Decree on teacher education: (1) the definition of the teacher (and her training) as a strategic policy target, (2) the structural reform of teacher education, (3) the qualitative reform of teacher education, and (4) the organisational framing of institutes for teacher education. Based on this analysis, the article concludes that 'profession-oriented virtues' (expertise, responsibility and autonomy) are replaced by 'entrepreneurial' or 'market-oriented' virtues (competency/ effectiveness, responsiveness and flexibility).

Keywords: teacher education; teacher professionalism; Foucault; policy study

1.2. Professional Knowledge and Core Practices

Evans, L. (2008). Professionalism, Professionalism and the development of Education Professionals. *British Journal of Educational Studies*, 56(1), 20-38.

<http://dx.doi.org/10.1111/j.1467-8527.2007.00392.x>

What purpose is served by renovation or redesign of professionalism, and how successful a process is it likely to be? This article addresses these questions by examining the effectiveness as a professional development mechanism of the imposition of changes to policy and/or practice that require modification or renovation of professionalism. The 'new' professionalisms purported to have been fashioned over the last two or three decades across the spectrum of UK education sectors and contexts have been the subject of extensive analysis, and this article avoids going over old ground and revisiting issues that have already been much debated. Nevertheless, the example of UK government education policy during this period is used as a basis for considering the pitfalls associated with mechanisms for modifying professionalism through a reform and standards agenda. The article's analysis incorporates redefinition and examination of the concept and substance of professionalism and offers new perspectives in the form of three distinct conceptions: demanded, prescribed and enacted professionalism. Exploring the existentialist status of 'new' or 'modified' professionalisms and the relationship between professionalism, professional culture and

professionalism, it examines how professionalism may be interpreted and utilised for the development of education professionals.

Keywords: functional development, attitudinal development, demanded professionalism, prescribed professionalism, enacted professionalism, professionalism, professional development, 'new' professionalism

Fairbanks, C.M., Duffy, G.G., Faircloth, B.S., He, Y., Levin, B., Rohr, J., & Stein, C. (2010). Beyond Knowledge: Exploring Why Some Teachers Are More Thoughtfully Adaptive Than Others. *Journal of Teacher Education*, 61(1-2), 161-171.

<http://dx.doi.org/10.1177/0022487109347874>

As teacher educators, we have observed that knowledge alone does not lead to the kinds of thoughtful teaching we strive for. Puzzled by differences in the teaching practices of teacher candidates having similar professional knowledge, we explore what might account for these differences. We address what is necessary, beyond traditional forms of professional knowledge, to support the development of thoughtful teachers who are responsive to students and situations. We provide four perspectives, each drawn from areas in which we conduct our research, and suggest a need to move beyond knowledge in teacher education. Our aim is to explore questions about preparing thoughtful teachers and to challenge others to do the same. We postulate that self-knowledge and a sense of agency with the intent of purposefully negotiating personal and professional contexts may be as important, if not more important, than the more traditional conceptions of professional knowledge.

Keywords knowledge, thoughtfully adaptive teaching, beliefs, vision, belonging, identity

Hargreaves, A. (2000). Four Ages of Professionalism and Professional Learning. *Teachers and Teaching: Theory and Practice* 6 (2) 151 – 182.

<http://dx.doi.org/10.1080/713698714>

This paper conceptualizes the development of teacher professionalism as passing through four historical phases in many countries: the pre-professional age, the age of the autonomous professional, the age of the collegial professional and the fourth age—post-professional or postmodern. Current experiences and perceptions of teacher professionalism and professionalization, it is argued, draw on all these ages. Conclusions are drawn regarding new directions in teacher professionalism, and the linking of professional projects to wider social movements for public education and its transformation

Janssen, F., Westbroek, H. & Doyle, W. (2014). The Practical Turn in Teacher Education: Designing a Preparation Sequence for Core Practice Frames. *Journal of Teacher Education*, 65(3), 195–206.

<http://dx.doi.org/10.1177/0022487113518584>

Amid calls for more practice-based teacher education, this article presents a concrete illustration of a practice-based bridging strategy for preparing high school biology teachers to enact open-inquiry labs. Open-inquiry labs were considered a core practice frame that served as a context for identifying core practices and for giving coherence to separate components of the approach to labs. A bridging model was developed in which the teaching practices, understandings, and intentions of 31 biology student teachers were elicited with respect to their current lab segments, and these were compared with the concrete segments of the core practice frame. From this analysis, a progression was

developed to support prospective teachers in moving from existing conceptions of appropriate practice to a realization of the new practice frame as a better way to achieve valued goals.

Keywords: instructional practices, preservice education, teacher learning, science teacher education

Johnson, T.G. (2013). The Value of Performance in Physical Education Teacher Education, *Quest*, 65(4), 485-497.

<http://dx.doi.org/10.1080/00336297.2013.811093>

The current philosophical paradigm in higher education, where theory transcends practice, consigns physical education to the bottom of a hierarchy of educational content (Kretchmar, 2005). Leaders of physical education teacher education programs are left with three difficult choices: (a) accept physical education's lowly position in the hierarchy, (b) emphasize the theory and science of physical activity and teaching to make the program appear academically respectable, or (c) argue for a different philosophical paradigm (Kretchmar, 1996). I contend the final option is the best strategy. Using John Dewey's philosophy of experience and conception of human intelligence, I argue that skillful performance of dance, games, play, and sport should maintain a more prominent position in physical education teacher education curricula because skillful performance of the content represents a legitimate domain of human activity worthy of significant involvement in an academic program. Also, pre-service teachers need content knowledge derived authentically from the process of becoming skillful performers to teach physical education. Suggestions for activity performance coursework are offered.

Keywords: Dewey, philosophy, performance, skill, physical education

Malm, B. (2009). Towards a new professionalism: enhancing personal and professional development in teacher education. *Journal of Education for Teaching* 35(1), 77-91.

<http://dx.doi.org/10.1080/02607470802587160>

The diversity and complexity of the post-modern era places new and important challenges on teacher education. The crucial role that personal dispositions have for professional learning needs to be better understood and acknowledged. Teacher training programmes need to focus more on objectives such as promoting conflict literacy, self-awareness, empathy, leadership and collaborative skills, i.e. taking into account not only the cognitive but also the social and emotional aspects of human development. In this article, Swedish lecturers' descriptions of what they consider to be competences and qualities necessary for future teachers constitute the starting point for a wider discussion on the decisive role of beliefs and emotions in being and becoming a teacher. Issues raised here should be able to contribute to a better understanding of what it means to be a teacher and, consequently, result in improvements in the planning of teacher training programmes.

Keywords: competences; emotions of teaching; personal development; professional development; teachers' belief systems; teacher education; teacher training programmes

Martin, J., & McLellan, A-M. (2008). The Educational Psychology of Self-Regulation: A Conceptual and Critical Analysis. *Studies in Philosophy and Education*, 27(2008), 433-448.

<http://dx.doi.org/10.1007/s11217-007-9060-4>

The multiplicity of definitions and conceptions of self-regulation that typifies contemporary research on self-regulation in psychology and educational psychology is examined. This examination is followed by critical analyses of theory and research in educational psychology that reveal not only conceptual confusions, but misunderstandings of conceptual versus empirical issues, individualistic

biases to the detriment of an adequate consideration of social and cultural contexts, and a tendency to reify psychological states and processes as ontologically foundational to self-regulation. The essay concludes with a consideration of educational research and intervention in the area of students' self-regulated learning in terms of the scientific and professional interests of psychologists and educators, and the disguised manipulation of student self-surveillance in the service of the institutional mandates of schools.

Keywords Self-regulation Self-regulated learning Conceptual analysis Critical analysis

McDonald, M., Kazemi, E. & Schneider Kavanagh, S. (2013). Core Practices and Pedagogies of Teacher Education: A Call for a Common Language and Collective Activity. *Journal of Teacher Education*, 64(2013), 378-386.

<http://dx.doi.org/10.1177/0022487113493807>

Currently, the field of teacher education is undergoing a major shift—a turn away from a predominant focus on specifying the necessary knowledge for teaching toward specifying teaching practices that entail knowledge and doing. In this article, the authors suggest that current work on K-12 core teaching practices has the potential to shift teacher education toward the practice of teaching. However, the authors argue that to realize this vision we must reimagine not only the curriculum for learning to teach but also the pedagogy of teacher education. We present one example of what we mean by reimagined teacher education pedagogy by offering a framework through which to conceptualize the preparation of teachers organized around core practices. From our perspectives, this framework could be the backbone of a larger research and development agenda aimed at engaging teachers and teacher educators in systematic knowledge generation regarding ambitious teaching and teacher education pedagogy. We conclude with an invitation to the field to join with us in imagining approaches to generating and aggregating knowledge about teaching and the pedagogy of teacher education that will move not only our individual practice but also our collective practice forward.

Keywords: elementary teacher education, preservice education, secondary teacher education

1.3.Role of Theory and Research in Teacher Education

Beauchamp, G., L. Clarke, M. Hulme, and J. Murray. (2015) "Teacher Education in the United Kingdom Post Devolution: Convergences and Divergences." *Oxford Review of Education*, 41(2), 154-170.

<http://dx.doi.org/10.1080/03054985.2015.1017403>

This paper examines the roles of research in teacher education across the four nations of the United Kingdom. Both devolution and on-going reviews of teacher education are facilitating a greater degree of cross-national divergence. England is becoming a distinct outlier, in which the locus for teacher education is moving increasingly away from Higher Education Institutions and towards an ever-growing number of school-based providers. While the idea of teaching as a research-based profession is research about teacher education being conducted by teacher educators themselves than at any previous time. On the other hand, in certain contexts, this research is discounted because it is judged not rigorous or because it does not generalize across contexts. The article considers the deliberations about practitioner research by the AERA Panel on Research and Teacher Education as an illustration of how these competing viewpoints can play out.

Bos, P. van den, & Brouwer, J. (2014). Learning to teach in higher education: how to Link theory and practice. *Teaching in Higher Education*, 19(7), 772-786.

<http://dx.doi.org/10.1080/13562517.2014.901952>

In this study the learning process of 12 Dutch novice university teachers was monitored during a five-month induction programme. The teachers were interviewed before and after the programme and were asked to fill in several email logbooks during the programme. A change process was identified, in which experiencing and experimentation played a central role. In particular, modelling by the teacher educator, the observation of video cases, reflection on these with peers and experiencing success in their own practice seemed to be important incentives that encouraged teachers to adopt and eventually implement new pedagogical approaches. On the basis of our data, we think that teachers' conceptions and teaching practice are best developed simultaneously and that the design of induction programmes should support this process.

Keywords: higher education; professional development; reflection in action; teacher education; induction programmes; induction programmes

Hodson, E., Smith, K. & Brown, T. (2012). Reasserting theory in professionally based initial teacher Education. *Teachers and Teaching: theory and practice*, 18(2), 181–195.

<http://dx.doi.org/10.1080/13540602.2012.632269>

Conceptions of theory within initial teacher education in England are adjusting to new conditions where most learning how to teach is school-based. Student teachers on a programme situated primarily in an employing school were monitored within a practitioner enquiry by their university programme tutors according to how they progressively understood theory. The tutors meanwhile also focused on how their own conceptions of theory responded and evolved in relation to their students' changing perceptions. This resulted in the students retrospectively identifying and developing theoretical and analytical capabilities. University sessions became a reflective platform from which to critically interrogate the emergent story of what it is to be a teacher in a school. There are implications for schools and universities about what it is to learn to be a teacher.

Keywords: theory; employment-based; initial teacher education; subjectification; apprenticeship

Krokkfors, L., Kynäslähti, H., Stenberg, K., Toom, A., Maaranen, K., Jyrhämä, R., Byman, R. & Kansanen, P. (2011). Investigating Finnish teacher educators' views on research-based teacher education. *Teaching Education* 22(1) 1-13.

<https://doi.org/10.1080/10476210.2010.542559>

In this article, we examine teacher educators' views on research-based teacher education. Finnish research-based teacher education has four characteristics: (1) the study programme is structured according to a systematic analysis of education; (2) all teaching is based on research; (3) activities are organized in such a way that students can practice argumentation, decision-making and justification when inquiring about and solving pedagogical problems; and (4) the students learn formal research skills during their studies. According to the results, teacher educators appreciate the research-based approach to which the university is committed, although they were sceptical about how well this vision transfers to the students.

Keywords: teacher education policy; teacher education curriculum

Sjølie, E. (2014). The role of theory in teacher education: reconsidered from a student teacher perspective. *Journal of Curriculum Studies*, 46(6), 729-750.

<https://doi.org/10.1080/00220272.2013.871754>

With the persistent criticism of teacher education as a backdrop, this article explores the common perception that teacher education is too theoretical. This article takes the view that the student teachers' assumptions regarding the concept of theory affect how they engage with theory during initial teacher education. Using a qualitative approach, this study examines student teachers' conceptualizations of the nature and role of theory in teacher education. The results indicate conflicts between student teachers' assumptions about theory in general and pedagogical theories in particular, and also between a narrow conception of the nature of theory and a more nuanced understanding of the purpose of theory. Student teachers' encounter with pedagogy as an academic discipline—with a different epistemology than the one they know from their discipline-specific studies—seems to cause considerable struggle that often ends in a devaluation and denigration of theory in teacher education. The implications of these findings for teacher education are discussed. *Keywords: theory–practice relationship; teacher education; pre-service teachers; student teacher beliefs; pedagogy*

Westbury, I., Hansen, S-E., Kansanen, P. & Björkqvist, O. (2005). Teacher education for research-based practice in expanded roles: Finland's experience. *Scandinavian Journal of Educational Research*, 49(5), 475-485.

<http://dx.doi.org/10.1080/00313830500267937>

Preparing teachers for a research-based professionalism has been the central mission of teacher education in Finland since the mid-1970s. More recently, as a result of such national policy developments as school-based curriculum development and local decision-making, the conception of teachers' work and professionalism has expanded. Drawing on experience within the teacher education programmes at the University of Helsinki and Åbo Akademi University, this paper discusses some of the programmatic issues that these developments have raised in class-teacher, i.e. "elementary", teacher education programmes. We focus in particular firstly on the research thesis that is a part of every teacher education programme in Finland, and the hallmark of the research-based professional ideal; and, secondly on the emerging issues that derive from the need to incorporate the expanded understanding of the teacher's role within the curriculum of teacher education.

Keywords: Curriculum of teacher education; Research-based teaching; Student teaching; Teacher education

Winch, C. (2012). For philosophy of education in teacher education. *Oxford Review of Education*, 38(3), 305–322.

<http://dx.doi.org/10.1080/03054985.2012.693299>

The time has come to re-assess the role that Philosophy has to play in the education of teachers, both at the beginning of and during their careers. The currently fashionable craft conception of teaching is inadequate as a preparation for a career in teaching. Philosophy of Education has an important role to play in preparing for a career in teaching. First, it enables teachers to acquire a grasp of the conceptual field of education and an ability to find their way around the often contested views within that field, which in turn impinge upon the normative structure of particular education systems. Second, it enables them to understand better the conceptual debates that involve the subjects that they are teaching. Third it enables teachers to understand the scope and limits of

empirical research in education and the relationships between that research and conceptual issues in education. These claims are discussed with examples, and recent government statements about standards and competences in teaching are looked at through the perspective of a conceptually informed, career-oriented profession of teaching. Reasons for the past decline of philosophy of education in teacher education and how they might be avoided in the future are also reviewed. *Keywords: philosophy; contestability; occupational capacity; standards; aims; assessment*

Winch, C., Oancea, A., & Orchard, J. (2013). *Research and Teacher Education: the BERA-RSA Inquiry: The contribution of educational research to teachers' professional learning – philosophical understandings*. London: British Educational Research Association. 11 pp.

Introduction - Three aspects of teachers' professional knowledge - The textured nature of professional judgement - Possible implications for teacher education in the future. In this paper, we argue from principle that teacher education needs to enable a positive relationship between educational research and practice, which recognises and benefits from the complementarity between the knowledge that educational research generates and the knowledge that teachers need to undertake their job well. The argument proceeds as follows. We identify three interconnected and complementary aspects of teachers' professional knowledge: situated understanding (sometimes described as 'tacit knowledge', other times as 'phronesis'); technical knowledge; and critical reflection (as reflection in action, as scholarship and as systematic enquiry). With reference to two popular conceptions of the good teacher (as craft worker and executive technician), we suggest that while each of these aspects of knowing reflects something of the qualities that good teachers need, any one on its own is insufficient. For example, the 'craft' conception, popular in recent policy discourse, overplays the value of situated professional knowledge at the expense of technical know-how and critical reflection; while the 'executive technician' view foregrounds the contribution of teachers' technical know-how to effective classroom practice at the expense of situated professional judgement. The former conception responds to the uncertainty of practice by placing faith in 'common sense' and experience and denying the value of research; the latter responds to it by calling for strong statements of 'what works' and dismissing any research that doesn't deliver them. In contrast to such monodimensional conceptions, a textured notion of professional judgement encompasses a complementary and mutually enriching relationship between all three aspects of professional knowledge. Research can play a role in relation to each of these dimensions and enhance their joint effectiveness. Engagement with/in research and awareness of research processes and findings may contribute to the richness of reflection required in practical deliberation, while enriching research itself through bringing it closer to the fluidity and immediateness of practice. Further, research can contribute to teachers' technical knowledge by offering them warrants for action, reference points for decisions and practical toolboxes; conversely, teachers' systematic reflection on their professional action can be beneficial for the refinement and interpretation of research-based readings of pedagogical situations. And finally, a body of theory is important in enabling teachers to discriminate autonomously between good sense and common sense; the professional teacher exercises discretion and judgment to evaluate educational research. Thus, professional practice makes the following demands of teachers: practical understanding and know-how, a good conceptual understanding of education and teaching, and the ability to understand, interpret and form critical judgements on empirical research and its relevance to their particular situation. In the final part, we go on to consider what form teacher education must take if it is to foster professional judgement and what role research might play in fostering it. We conclude that in principle research can both enrich (and be enriched by) teachers' professional knowledge but that to

build this relationship in a holistic way into teacher education programmes and partnership models presents considerable practical challenges.

Winch, C., Oancea, A., & Orchard, J. (2015). The contribution of educational research to teachers' professional learning: philosophical understandings. *Oxford Review of Education*, 41(2), 202-216.
<https://doi.org/10.1080/03054985.2015.1017406>

In this paper, we argue from principle that teacher education must enable a positive relationship between educational research and teaching knowledge and practice. We discuss two popular conceptions of good teaching, which conceive of the teacher as craft worker and as executive technician, and suggest that, while each of these aspects of knowing reflects something of the qualities that good teachers need, any one on its own is insufficient. In contrast to such mono-dimensional conceptions, a research-based textured notion of professional judgement encompasses a complementary and mutually enriching relationship between different aspects of professional knowledge and practice. We identify three interconnected and complementary aspects of teachers' professional knowledge: situated understanding; technical knowledge; and critical reflection. Accordingly, teaching as professional endeavour demands of teachers practical know-how, conceptual understandings of education, teaching and learning, and the ability to interpret and form critical judgements on existing knowledge and its relevance to their particular situation. We conclude that in principle research can both enrich and be enriched by teachers' professional knowledge and practice but that to build this relationship in a holistic way into teacher education programmes and partnership models presents considerable practical challenges.

1.4.Cooperation Schools – Universities

Ariza, R.P., Pozo, R.M. del, Toscano, J.M. (2002). Conceptions of school-based teacher educators concerning ongoing teacher education. *Teaching and Teacher Education* ,18(2002), 305-321.
[https://doi.org/10.1016/S0742-051X\(01\)00071-3](https://doi.org/10.1016/S0742-051X(01)00071-3)

In this work we describe and analyze the conceptions of 28 teacher educators on the principles, contents, methods, and evaluation of ongoing teacher education, taking the model of teacher-researcher as the theoretical referent. The data obtained with an Inventory of Beliefs on Teacher Education were submitted to classical statistical and to multifactorial analyses. The statistical analysis showed that most of the subjects agree that ongoing teacher education has to be developed around problems of professional practice and in contexts of curricular innovation, and disagree with a technical model of this education developed around academic disciplines. The multifactorial analysis identified four factors which together account for more than 50% of the variance, and which generally reaffirm these tendencies.

Brown, T., Rowley, H. & Smith, K. (2016). *The beginnings of school led teacher training: New challenges for university teacher education*. School Direct Research Project. Final Report. Manchester: Manchester Metropolitan University.
<https://e-space.mmu.ac.uk/id/eprint/602385>

Executive Summary x Introduction x Literature Review x Teacher education in England x Methods x Analysis of Findings x Local market conditions shape teacher education provision x School led-training is altering the balance of power away from universities x The composition of universities' contribution to teacher training is changing x The composition of trainee pedagogical experience is

being reconfigured x Conceptions of pedagogical subject knowledge vary between schools and universities x New research priorities are redefining teacher educator professionalism x Future Implications x A distinctive role for universities in teacher education x Outputs from Project x Publications x Presentations

Burn, K., Mutton, T., & Hagger, H. (2017). Towards a Principled Approach for School-Based Teacher Educators: Lessons from Research. In: M.A. Peters et al. (eds.), *A Companion to Research in Teacher Education*. Singapore: Springer Nature. pp. 105-120.

https://doi.org/10.1007/978-981-10-4075-7_7

This chapter has its origins in our attempt to provide a summary of key insights into teacher education, written for teachers in school who are increasingly taking responsibility for designing (and not merely implementing) curricula for beginning teachers' school-based professional learning. Sections: 1 Understanding the Challenges of Learning to Teach .1.1 The Nature of Teachers' Knowledge and Expertise 1.2 The Ways in Which Learning to Teach Differs from Other Kinds of Learning 1.3 The Tensions Inherent in Sustaining a Dual Identity as Teacher and Learner 2 Understanding Beginning Teachers as Learners 2.1 The Preconceptions that Trainees Bring with Them 2.2 Trainees' Orientations Towards Learning from Experience 3 Developing Research-Informed and Practice-Sensitive Principles 4 Framing the Future Research Agenda 4.1 How Do Beginning Teachers Solve the Dilemmas and Deal with the Dichotomies They Face? 4.2 How Might Schools Be Transformed as Learning Environments for Teachers? 4.3 How Does Acting as School-Based Educator Impact on the Practice of Experienced Teachers? 4.4 What Role Should School-Based Teacher Educators Play in Further Research?

Escalié, G., & Chaliès, S. (2016). Supporting the work arrangements of cooperating teachers and university supervisors to better train preservice teachers: a new theoretical contribution. *European Journal of Teacher Education*, 39(3), 302-319.

<https://doi.org/10.1080/02619768.2016.1185098>

This longitudinal case study examines whether a school-based training scheme that brings together different categories of teacher educators (university supervisors and cooperating teachers) engenders true collective training activity and, if so, whether this collective work contributes to pre-service teacher education. The scheme grew out of a recent French reform policy. The study is based on an original theoretical conception of teacher education that borrows postulates from a theory of learning and collective action (Wittgenstein 1996). Illustrated by excerpts from post-lesson meetings and selfconfrontation interviews, the results suggest that the training scheme does not always lead to collective training activity. The difficulties are notably due to disagreement between the educators about attributing meaning to the pre-service teacher's classroom activity, which hampers professional development. On this basis, proposals are made to contribute to an effective and authentically shared supervision process and to reposition training activity at the heart of the processes of pre-service teacher professional development.

Keywords Professional training; schoolbased teacher education; preservice teacher education

Lefever-Davis, S., Johnson, C. & Pearman, C. (2007). Two Sides of a Partnership: Egalitarianism and Empowerment in School-University Partnerships. *The Journal of Educational Research*, 100(4), 204-210.

<https://doi.org/10.3200/JOER.100.4.204-210>

Partnerships between universities and public schools that recognize the interdependence and mutual benefits derived from an alliance have become a cornerstone of educational restructuring (C. Dean, P. Lauer, & V. Urquhart, 2005; J. L. Goodlad, 1991; Holmes Group, 1990). Although interrelated, these partners exist in distinctive milieus in which roles and expectations differ. Effective partnerships honor the distinct characteristics of each while ensuring egalitarianism between the 2 partners. Mutually beneficial goals, valuing each party's unique contributions, and receipt of benefits based on involvement are critical for the egalitarianism that is realized between the partners. Those ideas are achieved on the basis of relationships developed between the participants. Histories of affiliation have implications for the type of partnership relationship that is developed and its effectiveness in being mutually beneficial. The authors describe relationships that were formed between a university and 2 elementary schools. They also illustrate unique historical relationships between the university and the schools, contextual factors of the schools that influenced these relationships, implications of these relationships for the degree of egalitarianism realized, and the way that this is reflected in the communicative stances taken by the partners. The impact of these factors on conditions that contribute to successful partnerships, such as a shared vision of simultaneous renewal, active and open communication between all partners, and ensured true egalitarianism and empowerment is explored. Key words: egalitarianism and empowerment, partnerships, public elementary- and universitylevel schools.

Salo, A., Uibu, K., Ugaste, A., & Rasku-Puttonen, H. (2015). Student-Teachers' And School-Based Teacher Educators' Beliefs About Teaching Practices And Instructional Goals. *Procedia - Social and Behavioral Sciences*, 191(2015), 2203–2212.

<https://doi.org/10.1016/j.sbspro.2015.04.295>

Beliefs about teaching are integrated into teaching practices and instructional goals that impact teachers' professional development. The aim of the research was to identify the beliefs that student-teachers and school-based teacher educators have about the development of pupils' cognitive and social competences. First-year student-teachers and school-based teacher educators completed a questionnaire. The results revealed that the teachers' beliefs vary according to their teaching experience. The student teachers preferred practices that were aimed at mechanical acquisition. The teacher educators' choices of teaching practices were aimed at developing the pupils' learning competences and the implementation of competence-based tasks. To support the student-teacher's professional development and formation of their beliefs, it is important to implement different combinations of teaching practices.

Keywords: effective teaching; teachers' beliefs; school-based teacher educator; student-teacher

2.Roles and Professional Conceptions of Teacher Educators

Loughran, J. (2014). Professionally Developing as a Teacher Educator. *Journal of Teacher Education*, 65(4), 271-283.

<https://doi.org/10.1177/0022487114533386>

There is growing interest in the professional development of teacher educators as the demands, expectations, and requirements of teacher education increasingly come under scrutiny. The manner in which teacher educators learn to traverse their world of work in the development of their knowledge, skills, and ability is important. This article outlines some of the crucial shaping factors in that development, including the transition associated with becoming a teacher educator, the nature of teacher education itself, and the importance of researching teacher education practices. Through

a careful analysis of these features, a framework for better understanding what it might mean to professionally develop as a teacher educator is proposed. The framework is designed to draw serious attention to the major aspects of teaching and learning about teaching that are central to shaping scholarship in teacher education and offer insights into the ways in which teacher educators' professional development might be better understood and interpreted. Keywords professional development, professional vision, teacher education preparation, teacher learning, teacher research

Lunenberg, M., Dengerink, J., & Korthagen, F. (2014). *The Professional Teacher Educator. Roles, Behaviour, and Professional Development of Teacher Educators*. Rotterdam/Boston/Taipei: Sense Publishers.

<https://link.springer.com/book/10.1007/978-94-6209-518-2> or

https://books.google.nl/books?hl=nl&lr=&id=9SnIBAAAQBAJ&oi=fnd&pg=PR5&ots=6mD78M8GLQ&sig=xqrODPLV0-pOM3sQ_nn6RhbiVVI&redir_esc=y#v=onepage&q&f=false

This book is a review of more than twenty years of international research on teacher educators. It offers a solid overview of what is known about the professional roles, professional behaviour and professional development of teacher educators. A systematic analysis of the focus, methods and data sources of 137 key publications on teacher educators make this book into an important reference work for everyone interested in the work of and research on teacher educators. There is a growing consensus that teacher educators largely determine the quality of teachers and hence, the quality of education. Through this book, Lunenberg, Dengerink and Korthagen provide not only insights into the various roles of teacher educators and the complexity of their work, but they also discuss building blocks for ongoing structured and in-depth professional development. The authors clarify that if we wish to take 'being a teacher educator' seriously, it is imperative that we build our understanding on research data. The book shows that although the number of studies on teacher educators is growing, the research in this field is still scattered. The authors highlight the need to create a coherent research programme on teacher educators and provide concrete suggestions for such a programme.

Maaranen, K., Kynäslähti, H., Byman, R., Jyrhämä, R., & Sintonen, S. (2019). Teacher education matters: Finnish teacher educators' concerns, beliefs, and values. *European Journal of Teacher Education*, 42(2), 211-227.

<https://doi.org/10.1080/02619768.2019.1566317>

The professional development of teacher educators is gaining increasing interest globally. However, not so many studies have been carried out in the Finnish context, which is somewhat surprising considering that the Finnish education system and teacher education has gained so much interest worldwide. This study investigates Finnish teacher educators' concerns, beliefs and values. The results show that teacher educators experienced a variety of concerns in their work, in the beginning mainly dealing with the position and being a novice, and later they became more concerned with heavy workloads and practical teaching-related matters. The teacher educators studied considered the students' education to be the most important aspect of their work. The research-based nature of teacher education was also felt to be very important, along with its community aspects, and their own specialization. In general, Finnish teacher educators considered their work to be important. *Keywords: Teacher educators; teacher education; concerns; beliefs*

Pereira, F., Lopes, A. & Marta, M. (2015). Being a teacher educator: professional identities and conceptions of professional education. *Educational Research*, 57(4), 451-469.

<http://dx.doi.org/10.1080/00131881.2015.1078142>

Background: This study consists of an analysis of the conceptions that teacher educators have of their work, identifying the relationship between their professional identities and their views of the professional qualities of the future teachers. Method and design: Semi-directive interviews with 19 teacher educators of a primary education teachers course were held, and qualitative analysis was undertaken. It was important to listen to the teacher educators in terms of meanings that were indicative of their identities, of their conceptions of teaching in primary education and of the corresponding professional teachers. Findings: The findings are grouped into four categories of professional identities of teacher educators: academic, cooperative, dual and supervisor (the latter two being mediating identities), and those different conceptions about school education and teacher professional work. The conceptions show similarities and divergences in terms of the knowledge that they think is important, their beliefs and personal values, the matters that they problematise and their performances as professional trainers and educators of future teachers. Conclusions: These findings enable us to understand that the identity of teacher educators, in the case studied, is largely built on a foundation of past and present experience gained in the field of school education. The exception is of the academic sort of teacher educators, whose identity appears to be based on the restricted area of initial teacher education.

Keywords: teacher educator's identities; initial teacher education; teaching as a helping profession; mediation

Shagrir, L. (2015): Working with students in higher education – professional conceptions of teacher educators. *Teaching in Higher Education*, 20(8), 783-794.

<http://dx.doi.org/10.1080/13562517.2015.1085854>

The objective of this research is to identify the professional conceptions that guide teacher educators in their work with students, to learn about the nature of these conceptions and to distinguish among them. This aim is important because the conceptions formulated by those working in higher education guide their professional practice and affect their everyday conduct. Multidimensional categorical content analysis of the data shows that the conceptions can be characterized according to specific criteria. The research findings reveal three types of conceptions. The first conception is that the role of teacher-educators is to assist students in succeeding in their studies and to expand ties with them. The second conception is that teacher-educators should empower students and help them grow and construct their professional identity as teachers. The third conception is that in guiding their students teacher-educators should mediate between teaching theories and practices.

Keywords: higher education; professional conceptions; teacher education; student teachers; teacher educators

Smith, K. (2011). The multi-faceted teacher educator - a Norwegian perspective. *Journal of Education for Teaching*, 37(3), 337–349.

<https://doi.org/10.1080/02607476.2011.588024>

Within the broad theme of this special issue, the current article describes a turbulent Norwegian teacher education context in which two new teacher educators start work in a university. Like other nations, Norway is affected by international educational trends, some of which have a reductive impact on the teaching profession and on teacher education. The article discusses the many roles teacher educators have to hold and presents what the local context, a university's teacher education department, does to support new colleagues in developing individual roles and identities as teacher

educators which enable them to fit into the local culture and requirements. The article examines some of the many frustrations that teacher educators often feel are rooted in local, national and international movements, before it concludes with a quest for developing programme identity that builds on the strength of having a diverse staff of teacher educators.

Yuan, E.R. (2017). Exploring university-based teacher educators' teaching beliefs and practice: a Hong Kong study. *Teaching in Higher Education*, 22(3), 259-273.

<https://doi.org/10.1080/13562517.2016.1248393>

This study explores two higher education-based language teacher educators' teaching beliefs and how they implemented their beliefs in classroom practice. Drawing on data from in-depth interviews and classroom observation, the findings revealed the teacher educators' multiple and complex beliefs, which were derived from their past experiences and continued to be shaped and transformed through their professional work. The study also shows that while the participants tried to act in accordance with their beliefs in their teaching of teachers, they encountered some contextual obstacles (e.g. the 'publish-or-perish' system) which resulted in the gap between their beliefs and practice. Through their continuous reflections and agentive work, the teacher educators tried to close the gap and facilitate their students' learning to teach. This study concludes with some implications for current teacher education and higher education on how to promote language teacher educators' cognitive learning and continuous development.

Keywords Teacher educators; teaching beliefs and practice; higher education

2.1.(Cultural) Values and Ethics

Gutman, M. (2018). Ethical dilemmas in senior teacher educators' administrative work. *European Journal of Teacher Education*, 41(5), 591-603.

<https://doi.org/10.1080/02619768.2018.1531124>

The current study presents the professional experiences of senior teacher educators ('Associate Professors'), with an emphasis placed on ethical dilemmas they face during their administrative work. The main purpose is to characterize the critical incidents underlying these dilemmas, their interpretation, and the ways of balancing the different considerations in their resolution. A qualitative analysis of twelve narrative interviews pointed to four core values which underpinned the approaches taken by teacher educators in their handling of critical situations: perception of integrity, empathy and care, commitment to the institution, and the need to promote initiatives. Findings indicate that the concept of integrity is central to the decision making processes, but that this concept is interpreted differently according to the personality characteristics, experience, and educational vision of the interviewees. It is proposed to conduct further studies that examine the interpretation of 'integrity' as a concept among senior teacher educators.

Keywords: Ethical dilemma; teacher educators; administration

Nash, R.J. (1991). Three Conceptions of Ethics for Teacher Educators. *Journal of Teacher Education*, 42(3), 163-172.

<https://doi.org/10.1177/002248719104200302>

Applied ethics courses in education emphasize an analytical or rules/principles approach to resolving ethical dilemmas. Two other fruitful approaches, character/structure and background beliefs/ideals, tend to be ignored or minimized in these courses. Every applied ethics course should include rigorous

preparation in all three approaches if teachers are to appreciate fully the complexity of ethical decision making. This essay attempts to restore a balance among the three approaches.

Sherman, G.L. (2016). Service Learning in Light of Emmanuel Levinas. *Studies in Philosophy and Education*, 35(2016), 477-492.

<https://doi.org/10.1007/s11217-015-9493-0>

Emmanuel Levinas, a twentieth century French Continental philosopher, proposed an original understanding of ethics which has serious implications for the particular activities within higher education designated as service learning and community service. First I will define service learning and community service and briefly review the theoretical and philosophical justifications typically employed to substantiate and ground these activities within higher education. Next, I will explicate key aspects from Levinas' ethical philosophy important for reconceptualizing service learning, and discuss their significance for related concerns in higher education about language and justice. Finally, in light of these considerations, I will suggest the profound implications of a Levinasian conception of service for higher education.

Keywords: Levinas Service learning Community service Service Ethics Postmodern

Skinner, B., & Abbott, L. (2013). An exploration of differences in cultural values in teacher education pedagogy: Chinese English language teacher trainees' perceptions of effective teaching practice review. *Teacher Development*, 17(2), 228-245.

<https://doi.org/10.1080/13664530.2012.753937>

This study reports the impact of different cultural values on the teacher education of Chinese teacher trainees. By examining their perceptions of the effectiveness of teaching practice feedback, the study uses Hofstede's dimension of 'individualism' (IDV) to explore the 'culture bumps' which may occur between teacher educators and trainees during their six-week, Hungarian teaching practice, part of their postgraduate diploma in TESOL (Teaching English to Speakers of Other Languages).

Questionnaire, recorded conversation and interview explore how far Chinese trainees' perceptions are due to the different cultural orientations at play in this context. The findings have implications for teacher educators working with trainees from different cultural backgrounds, since there is a need to improve cross-cultural competence to avoid culture bumps and lead to a more effective TP review pedagogy.

Keywords: TESOL; cultural competence; individualism; Chinese trainees; teaching practice review

Vandeputte, S. (2016). De lerarenopleider als geëngageerde professional - Pleidooi voor lerarenopleiders die in de wereld staan. (the teacher educator as engaged professional - appeal for teacher educators who are conscious what is happening in the world). *Tijdschrift voor Lerarenopleiders*, 37(4), 65-67.

[https://registratiesite.brlo.nl/CMS/RPP/Organizations/1/Shops/1/Media%20Libraries/2/De%20lerarenopleider%20als%20ge%c3%abngageerde...%20\(TVL-2016-37-4-07\).pdf?mode=normal](https://registratiesite.brlo.nl/CMS/RPP/Organizations/1/Shops/1/Media%20Libraries/2/De%20lerarenopleider%20als%20ge%c3%abngageerde...%20(TVL-2016-37-4-07).pdf?mode=normal)

Ten volle bevatten wat er in de wereld gebeurt, dichtbij en veraf, nu en in de toekomst. Inschatten wat de impact is van deze ontwikkelingen op onderwijs. Ons positioneren in de wereld, en ons engageren door consequent en kwetsbaar naar die positie te handelen. Dit opiniestuk gaat in op deze driedelige uitdaging waar wij als geëngageerde professional voor staan. Omdat leraren opleiden niet in een vacuüm gebeurt. Maar wel te midden van een maatschappelijke context die onze professionele identiteit mag én moet beïnvloeden. Hoe belangrijk vakinhoudelijke, didactische en

pedagogische competenties ook zijn: laat ons evengoed ten volle 'in de wereld staan' en engagement voorleven.

Zimmerman Nilsson, M.H. (2017). Practical and Theoretical Knowledge in Contrast: Teacher Educators' Discursive Positions. *Australian Journal of Teacher Education*, 42(8), 29-42.

<http://dx.doi.org/10.14221/ajte.2017v42n8.3>

Higher education in general and teacher education in particular have been subjected to significant changes. As there are few studies examining how actors rhetorically position themselves within this context, the ambition of the paper is to study conversations between teacher educators related to norms and values in education. The aim of the paper is to study interpretative repertoires and subject positions that are constructed in conversations between teacher educators and to discuss these in relation to qualities in teacher education. The theoretical framework emanates from poststructuralist and social constructionist theories. The empirical material consists of group conversations with teacher educators. The findings reveal that the practical and theoretical appear to be in contrast, which in turn seem to affect education quality. Finally, implications of the findings are discussed, where a future diagonal diverse discourse, combining theoretical and practical knowledge, is argued for.

2.2. Pedagogy of Teacher Education

Conklin, H.G., & Hughes, H.E. (2016). Practices of Compassionate, Critical, Justice-Oriented Teacher Education. *Journal of Teacher Education*, 67(1), 47–60.

<http://dx.doi.org/10.1177/0022487115607346>

In this cross-institutional, qualitative case study, two teacher educators in urban teacher education programs identify and analyze the components of our teacher education practice in relation to a vision of compassionate, critical, justice-oriented teacher education. Using Grossman et al.'s concepts of preparation for professional practice as an analytic tool, we illuminate some of our teacher education practices that (a) facilitated the development of relationships and community within our classes, (b) honored preservice teachers' lived experiences and existing attitudes, (c) introduced preservice teachers to multiple perspectives of viewing the world, and (d) provided a vision of equitable, intellectually challenging teaching and learning. Drawing on our data, we offer a pedagogical framework that identifies key features of compassionate, critical, justice-oriented teacher education to inform research and practice. We highlight the contributions of this framework for justice-oriented teacher education and the inherent complexity of attempts to parse such fundamentally messy relational practice. Keywords preservice teacher education, social justice, urban teacher education, social studies teacher education, secondary teacher education

Donche, V. & Van Petegem, P. (2011). Teacher educators' conceptions of learning to teach and related teaching strategies. *Research Papers in Education*, 26(2), 207-222.

<http://dx.doi.org/10.1080/02671522.2011.561979>

Many contemporary pre-service teacher education programmes aim to enhance the self-regulation and active knowledge construction of student teachers. Fostering the growth of these life-long learning skills in teacher education is an important task for teacher educators. It is often taken for granted that teacher educators when engaging in innovative practices will be able to take on these

new roles of facilitators for learning. However, research investigating the relationship between teachers' thoughts and actions showed a picture of great variability. Studies investigating the relationship between teaching conceptions and strategies among teacher educators are scarce. To better understand why teacher educators teach the way they do, we aim in this study to advance current understandings of teacher educators' conceptions of learning to teach and related teaching strategies. Data were collected from 119 teacher educators of a Belgian Institute of Teacher Education. Results show that teacher educators have different conceptions of learning to teach and that these conceptions are moderately associated with their teaching strategies. Relationships between teacher characteristics and contextual factors yield possible explanations as to why inconsistencies are also present between likewise conceptions and strategies. The results are not only important for theory, but also for teacher education practice. Within current contexts of educational change, it is an important prerequisite to recognise these individual differences and, if needed, to also seek out ways of enhancing discussion and pedagogic development for teacher educators.

Keywords: teaching style, teaching approach, learning to teach, teacher education, teacher educator, teacher beliefs and practices

Gore, J.M., & Zeichner, K.M. (1991). Action Research and Reflective Teaching in Preservice Teacher Education: a Case study from the United States. *Teaching and Teacher Education, 7(2)*, 119-136.

<https://eric.ed.gov/?id=EJ431923>

Following a discussion of different conceptions of reflective teaching, the social reconstructionist view of reflection that underlies the University of Wisconsin-Madison elementary teacher education program is described and then defended in relation to existing inequalities in the United States. This orientation to reflection stresses a commitment by teacher educators to both social justice and to an ethic of care. Various tensions that arise from this dual commitment are discussed. Following a discussion of the place of action research in the Wisconsin student teaching curriculum and of the way in which action research is facilitated by one supervisor, the written reports of action research projects completed by IS student teachers during 1988-89 are then analyzed for evidence of the favored view of reflective thinking. The authors speculate about why they did not find as much evidence of attention to the critical domain of reflection as they had hoped for and suggest several possible changes in the student teaching course that grow out of their analysis of action research reports.

Hunde, A.B., & Tacconi, G. (2014). Teacher Educators' Practices From The View Of Building Lifelong Learning Capabilities In Student Teachers. *Procedia - Social and Behavioral Sciences, 136(2014)*, 496-500.

<http://dx.doi.org/10.1016/j.sbspro.2014.05.363>

Drawing on evidences collected from one university based teacher education program in Ethiopia, this study presents what teacher educators and student teachers are thinking that expert teacher educators are doing and what actually they experienced in developing and sustaining lifelong learning abilities in student teachers. To this end, the study used qualitative research approach. Accordingly, 12 teacher educators and 14 student teachers were interviewed. The interviews were transcribed and then through re-reading of transcripts, thematic areas were identified and categorized. Then, narration produced for selected major categories to give deeper insight into the practices of teacher educators.

Keywords: Lifelong learning; teacher educator; teacher education, Student teacher; Ethiopia

Lunenberg, M., Korthagen, F. & Swennen, A. (2007). The teacher educator as a role model. (2007), 586–601.

<http://dx.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.

Keywords: Teacher educators; Modelling; New learning

Nelson, F.L.(2015). What we see when we look in the mirror: Conceptions of and intentions for reflection by science teacher educators. *Cogent Education*, 2(2015), 1122139.

<http://dx.doi.org/10.1080/2331186X.2015.1122139>

In this naturalistic study, I examined science teacher educators' ideas and plans for preservice teachers' development of reflection. Participants espoused different ideas about influences, values, and strategies, but consistently emphasized the outcome of effective decision-making by pre-service teachers. Differences were found concerning stimuli, content, processes, and other outcomes such as issues of personal growth and equity. External influences of students, subject matter, and the milieu of learning contributed to how participants framed the value of reflection and designed curriculum for its development. The study provides a meaningful framework for teacher education faculty to examine their own practice. Results suggest further inquiry into (1) reflection in the enacted curriculum, (2) reflective practice of teacher educators and how that is modeled for their pre-service teachers, and (3) changes in components and orientations from accountability influences. Subjects: Education; Science Education; Teachers & Teacher Education

Keywords: reflection; teacher education; teacher educators; reflective practice; science education

Shulman, L.S. & Shulman, J.H. (2004). How and what teachers learn: a shifting perspective. *Journal of Curriculum Studies*, 36(2), 257–271.

<http://dx.doi.org/10.1080/0022027032000148298>

We explore our efforts to create a conceptual framework to describe and analyse the challenges around preparing teachers to create, sustain, and educate in a 'community of learners'. In particular, we offer a new frame for conceptualizing teacher learning and development within communities and contexts. This conception allows us to understand the variety of ways in which teachers respond in the process of learning to teach in the manner described by the 'Fostering a Community of Learners' (FCL) programme. The model illustrates the ongoing interaction among individual student and teacher learning, institutional or programme learning, and the characteristics of the policy environment critical to the success of theory-intensive reform efforts such as FCL.

Tillema, H.H., & Kremer-Hayon, L. (2002). "Practising what we preach" – teacher educators' dilemmas in promoting self-regulated learning: a cross case comparison. *Teaching and Teacher Education*, 18(5), 593-607.

[https://doi.org/10.1016/S0742-051X\(02\)00018-5](https://doi.org/10.1016/S0742-051X(02)00018-5)

Teacher educators, as mentors involved in developing student–teacher learning, encounter increasing demands to promote self-regulated learning (SRL) in their students. This study investigated how teacher educators are committed to promoting SRL in their students, as well as how they promote their own professional development as self-regulated learners, which may (or may not) mirror the way they support SRL in their students. In both the Israeli and Dutch teacher education contexts, the study investigated how teacher educators conceptualize SRL and what they mean by actively utilizing SRL approaches, both as a framework for their own professional development and as a way to involve their students in self-directed learning. The study notes several professional dilemmas teacher educators face with respect to SRL. These dilemmas seem to be connected to their underlying conceptions of teaching and learning, as well as the demands of the setting in which they teach. Furthermore, what teacher educators themselves are doing in terms of SRL does not align with what they are teaching others to do; this divergence was the case in the Dutch context more than in the Israeli context. As such, teacher educators struggled with both learning to use SRL approaches themselves, and teaching their students to use them.

Keywords: Self-regulated learning; Student–teacher learning; Teacher educators; Professional development

Wang, J., & Odell, S.J. (2007). An alternative conception of mentor-novice relationships: Learning to teach in reform-minded ways as a context. *Teaching and Teacher Education, 23*(4), 473-489.

<https://doi.org/10.1016/j.tate.2006.12.010>

Teacher educators have suggested that mentoring has the potential to help novices learn to teach in reform-minded ways. This suggestion implies a change in the nature of mentor–novice relationships as conceptualized in the existing literature and an understanding of the complexities of mentoring relationships. Based on critical constructivist and social cultural perspectives of learning as well as research on learning to teach, we conceptualize 16 types of mentor–novice relationships and identify challenges and complexities associated with moving novices toward reform-minded teaching. Drawing on exemplary mentoring cases, we illustrate some of our conceptualized mentor–novice relationships and their consequences on learning to teach in reform-minded ways. Finally, we suggest that helping mentors and novices develop a shared vision for teaching and relevant beliefs about learning to teach is a central challenge for using mentoring to support reform-minded teaching.

Keywords: Teacher learning; Mentoring relationship; Teaching reform

2.3. Developing a Professional Vision of Preservice Teachers

Ginkel, G. van, Drie, J. van, & Verloop, N. (2018) Mentor teachers' views of their mentees. *Mentoring & Tutoring: Partnership in Learning, 26*(2), 122-147. DOI:

<https://doi.org/10.1080/13611267.2018.1472542>

Successful mentoring relationships are essential for novice teachers entering the teaching profession. The success of the mentoring process depends in large part on the diagnostic abilities of the mentor, but there is little research on how mentor teachers view their mentees. In this small-scale study, we explored how 11 mentor teachers describe similarities and differences between their mentee teachers. We found that mentor teachers' descriptions predominantly relate to differences in personal engagement with pupils, identifying as a teacher, perfectionism and self-confidence. Mentors tended to describe these differences in terms of traits and dispositions. We provide suggestions for addressing this issue in mentor preparation and for using findings in mentor training,

and we provide a conceptual framework for future studies of mentor teachers' views of their mentees.

Keywords: Mentoring; teacher education; practical knowledge; individual differences; novice teachers

Hamilton, E.R. (2016). Picture This: Multimodal representations of prospective teachers' metaphors about teachers and teaching. *Teaching and Teacher Education, 55*(2016), 33-44.

<http://dx.doi.org/10.1016/j.tate.2015.12.007>

Including metaphor in teacher education supports prospective teacher learning. Prospective teachers vary in their metaphorical conceptions of teachers and teaching. Many prospective teachers' metaphors reflect their apprenticeships of observation. Combining multimodality and metaphor serves to extend prospective teacher learning. Multimodality in teacher education may advance prospective teacher understanding. Metaphors are often used to help prospective teachers' articulate ideas and knowledge about teachers and teaching. This article reports the results of a study focused on a multimodal project completed by prospective teachers (N = 52) for the express purpose of identifying, capturing, displaying, and articulating their metaphorical definition(s) of teachers and teaching. Findings suggest that multimodality offered varied and nuanced ways for participants to represent and share metaphors. Findings also suggest that offering prospective teachers with opportunities to consider and articulate metaphorical ideas through multimodal means may further contribute to their development as they learn to teach.

Keywords: Prospective teachers Secondary teacher education Metaphor Multimodality Reflection

Seidel, T. & Stürmer, K. (2014). Modeling and Measuring the Structure of Professional Vision in Preservice Teachers. *American Educational Research Journal, 51*(4), 739-771.

<http://dx.doi.org/10.3102/0002831214531321>

Professional vision has been identified as an important element of teacher expertise that can be developed in teacher education. It describes the use of knowledge to notice and interpret significant features of classroom situations. Three aspects of professional vision have been described by qualitative research: describe, explain, and predict classroom situations. We refer to these aspects in order to model professional vision. We developed a videobased instrument to empirically test the model. The results show that our measure to assess aspects of professional vision differentiates between description, explanation, and prediction. The study provides insight into the structure of professional vision, allowing us to conceptualize it theoretically and discuss the targeted use for teaching and formative assessment of preservice teachers. *Keywords: teacher education, teacher expertise, professional vision, video, item response theory, competence assessment*

2.4.Relation Teaching – Research

Parker, J. (2008) Comparing research and teaching in university promotion criteria. *Higher Education Quarterly, 62*(3), 237-251.

<https://doi.org/10.1111/j.1468-2273.2008.00393.x>

This article categorises the different criteria and weightings used to determine promotions in UK universities. The criteria were analysed to determine the extent to which they recognise research and teaching equally as evidence for promotion. The results show that universities have largely adopted formal parity in the criteria for senior and principal lecturers. However, for the higher and more prestigious ranks of reader and professor most universities exclusively require research

excellence and do not allow similar applications based on teaching activities. Furthermore, there is a distinct and significant difference between promotion criteria in pre- and post-1992 universities, with the post-1992 universities much more likely to recognise research and teaching equally.

Visser-Wijnveen, G.J., Driel, J.H. van, Rijst, R.M. van der, Verloop, N., Visser, A. (2009). The relationship between academics' conceptions of knowledge, research and teaching – a metaphor study. *Teaching in Higher Education*, 14(6), 673-686.

<http://dx.doi.org/10.1080/13562510903315340>

Universities are supposed to be institutes where research and teaching are closely related. To understand this relationship fully, it is necessary to learn how academics perceive these key components. Different conceptions among academics may stem from varying conceptions of knowledge. Thirty academics were interviewed by means of metaphors about their conceptions of research, teaching and knowledge. Academics' conceptions of knowledge ranged from knowledge as facts in an external world to knowledge as a personal construction. Their conceptions of research ranged from research as disclosing patterns to research as creating patterns. Their conceptions of teaching ranged from teaching as knowledge transmission to teaching as encouraging critical thinking. Regarding the relationships between these conceptions, academics' conceptions of knowledge and research were shown to be closely linked, while their conceptions of teaching had a weaker association with their conceptions of knowledge and research.

Keywords: conceptions; humanities; knowledge; metaphors; research-teaching nexus

Young, P. (2006). Out of balance: lecturers' perception of differential status and rewards in relation to teaching and research, *Teaching in Higher Education*, 11(2), 191-202.

<https://doi.org/10.1080/13562510500527727>

One of the few areas of consensus in the literature of higher education concerns the status of teaching. Unanimously, writers report the low status which higher education institutions give to teaching as an activity. This article draws on research investigating activities and perceptions of staff in a single discipline: social policy. The question on rewards for effort in improving teaching provoked more strength of feeling and a greater degree of consensus than any other in the interviews. With similar unanimity to that found in the secondary sources, the respondents perceived teaching to be accorded low status, with rewards of tenure and promotion accruing to research or administration. The article suggests that the impact of new developments to enhance teaching and learning are undermined by the persistent low status accorded to teaching.

2.5. Research Dispositions of Teacher Educators

Tack, H., & Vanderlinde, R, (2014). Teacher Educators' Professional Development: Towards a Typology of Teacher Educators' Researcherly Disposition. *British Journal of Educational Studies*, 62(3), 297-315.

<https://doi.org/10.1080/00071005.2014.957639>

Since the beginning of the twenty-first century, the need for teacher educators' – or those who teach the teachers – professional development became increasingly recognised in both policy and research literature. In this respect, a growing body of publications highly stress the teacher educators' task of engaging in research and becoming a teacher educator-researcher. This article assumes that teacher educators' professional development can be conceptualised as the development of a 'researcherly

disposition'. A researcherly disposition is defined as the tendency to engage in research, and involves an inclination towards research (affective aspect), an ability to engage in research (cognitive aspect) and a sensitivity for research opportunities (behavioural aspect). Twenty in-depth interviews with teacher educators were conducted and analysed in order to empirically explore the concept and assess differences in teacher educators' researcherly disposition. The findings indicate a typology with three types of teacher educators: 'the enquiring teacher educator' (Type 1), 'the well-read teacher educator' (Type 2) and 'the teacher educator-researcher' (Type 3). Based on the proposed definition of a teacher educator's researcherly disposition, each type's disposition towards research is presented. Finally, implications for further research and for future programmes that focus on teacher educators' professional development are discussed.

2.6. Inclusion and Diversity

Cochran-Smith, M. (2000). Blind vision: Unlearning racism in teacher education. *Harvard Educational Review*, 70(2), 157-190.

https://www.hepg.org/her-home/issues/harvard-educational-review-volume-70-issue-2/herarticle/unlearning-racism-in-teacher-education_140

In this article Marilyn Cochran-Smith uses narrative to reflect on her experience of "unlearning" racism as a teacher educator

Villegas, A.M. (2007). Dispositions in teacher education. A look at social justice. *Journal of Teacher Education*, 58(5), 370-380.

<https://doi.org/10.1177/0022487107308419>

The use of a dispositional framework in the preparation of teachers, especially one that attends to issues of social justice, has generated considerable debate of late. In this article, the author argues that assessing teacher candidates' dispositions related to social justice is both reasonable and defensible. She explains why social justice matters in teacher education, provides a definition of the term dispositions and discusses why programs of teacher education must attend to them, and gives examples of practices used at one institution to assess teacher candidates' dispositions related to social justice to illustrate that such assessment can be done in a fair and principled manner. The author concludes that underlying the dispositions debate is an all-out war to define the goals of public education, the role of teachers, the nature of knowledge, and conceptions of learning, teaching, and learning to teach.

Keywords: dispositions; teacher education; social justice; teacher belief

3. (Collaborative) Vision-development of Teacher Educators

Chang, A., Neugebauer, S.R., Ellis, A., Ensminger, D., Ryan, A.M. & Kennedy, A. (2016). Teacher Educator Identity in a Culture of Iterative Teacher Education Program Design: A Collaborative Self-Study. *Studying Teacher Education*, 12(2), 152-169.

<https://doi.org/10.1080/17425964.2016.1192030>

Faculty in the School of Education have collaborated to re-envision teacher education at our university. A complex, dynamic, timeconsuming and sometimes painstaking process, redesigning a teacher education program from a traditional approach (i.e. where courses focus primarily on theoretical principles of practice through textbooks and university-based classroom discussions) to a

model of teacher education that embraces teaching, learning and leading with schools and in communities is challenging, yet exciting work. Little is known about teacher educators' experiences as they either design or deliver collaborative fieldbased models of teacher education. In this article, we examine our experiences in the second implementation year of our redesigned teacher education program, Teaching, Learning, and Leading with Schools and Communities (TLLSC) and how these unique experiences inform our teacher educator identities. Through a collaborative self-study, we sought to make meaning of our transformation from a faculty delivering a traditional model to educators collectively implementing a field-based model, by analyzing the diverse perspectives of faculty at different entry points in the TLLSC development and implementation process. We found that our participation in an intensive field-based teacher preparation model challenged our notions of teacher educator identity. In a culture of iterative program design, this study documents the personal and professional shifts in identity required to accomplish this collaborative and dynamic change in approach to teacher education.

Liu, L.B. (2014). *Teacher Educator International Professional Development as Ren*. Berlijn: Springer. 120 pp.

<https://www.springer.com/gp/book/9783662469705>

Increasing international comparative assessments present a need for education stakeholders to initiate meaningful professional collaborations across global settings and cultivate educational aims beyond comparative functions. Professionally shared international visions are needed regarding contextualized and evolving conceptions of achievement. Such conceptions must seek balance and reconciliation across seemingly irreconcilable aims, including diverse individual expression and harmonious collective functioning. Such conceptions of achievement should seek to promote equitable opportunity access by addressing relationship gaps as part of larger achievement and socioeconomic equity gaps. Cultivating compassionate learning communities is central to this work. This aesthetic narrative inquiry explored the international professional development of one Chinese higher institution's teacher education research center, an endeavor that involved extensive participatory observation over a 2-year time span, interviews with 14 teacher education faculty participants, as well as document analyses related to course instruction, center projects, and research publications. Teacher education faculty in this study demonstrated achievement as ren (仁) in their international immersion experiences by engaging in (1) personal and professional, (2) research- and practice-oriented, and (3) pragmatic and aesthetic development. Such international professional development for teacher education faculty is encouraged to build up the profession as a global community. In this, teacher educator international professional development as ren involves the work of the Confucian junzi (君子): learning to bring out the best in others while allowing others to bring out the best in oneself, a vital trait of global twenty-first-century teacher education communities seeking to cultivate wholeness by learning from and with each other. As faculty engage in ren as a vital twenty-first-century form of development, global notions of achievement may be re-conceptualized by merging the ancient concept of ren, with modern understandings for how to revive and apply this concept in our evolving global society.

Lovin, L-A.H., Sanchez, W.B., Leatham, K.R., Chauvot, J.B., Kastberg, S.E., & Norton, A.H. (2012) Examining Beliefs and Practices of Self and Others: Pivotal points for change and growth for mathematics teacher educators. *Studying Teacher Education*, 8(1), 51-68.

<https://doi.org/10.1080/17425964.2012.657018>

In this article six mathematics teacher educators describe a collaborative self-study that examined personal beliefs about mathematics teacher education. We were striving to understand more fully our beliefs and belief structures, including how these beliefs influence our instructional practices. We describe four beliefs about mathematics teacher education which we shared and which were instrumental in further examination of our beliefs and practices: (1) mathematics is problematic and generated through sense-making; (2) a community of learners enhances learning; (3) mathematics teacher educators need to be explicitly aware of the learner in different contexts; and (4) teaching is complex at all levels. By considering our own beliefs and practices as well as those of others, we came to see features that might have otherwise remained invisible. In the process of self-study, we became aware that some of our fundamental beliefs were not as evident in our practice as we expected. As a result, we each made conscious, productive moves that allowed our core beliefs to be more evident in our practice. We describe how these changes resulted from discussions with trusted colleagues and the examination of others' beliefs and practices as well as our own. We propose self-study as one approach for tapping into mathematics teacher educators' practitioner knowledge to create a professional knowledge base for mathematics teacher educators.

Keywords: beliefs; self-study; collaboration; mathematics teacher educators; changes in practice

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

McKeon, F. & Harrison, J. (2010). Developing pedagogical practice and professional identities of beginning teacher educators. *Professional Development in Education*, 36(1), 25-44.

<http://dx.doi.org/10.1080/19415250903454783>

This exploratory study draws on the experiences, workplace learning and professional development of five beginning teacher educators in the first three years of their new careers. Examples of their developing pedagogic practices and reasoning and conceptions of their roles and identities as teacher educators in their new settings have been generated from interviews from this longitudinal case study. Individual differences, which emerged from the start, remain but greater confidence to be more experimental with their studentteachers, to plan for student-teacher-led learning and to undertake modelling and more open discussion about their pedagogical practice and principles are reported. Insights are being gained into the ways in which professional pedagogical learning has developed and into the particular workplace learning influences on the formation of their emerging professional identities as teacher educators.

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.