

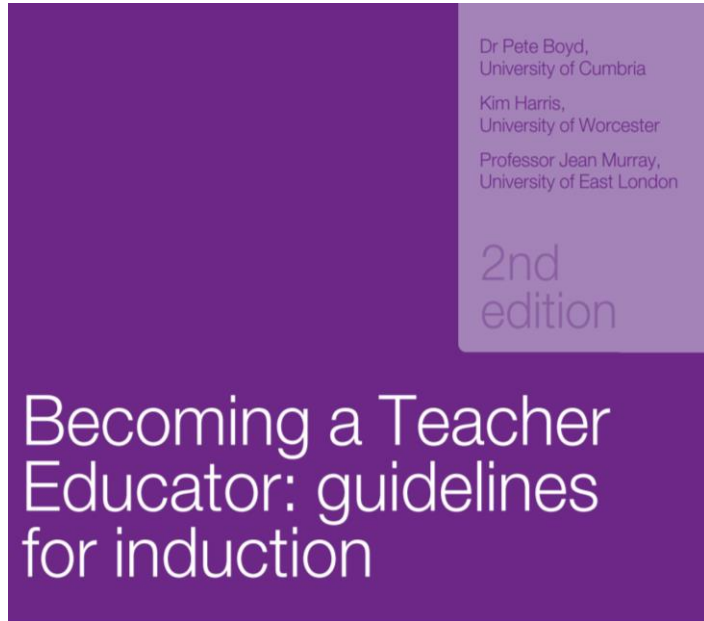


Through the looking glass: uncovering the ideological beliefs of teacher educators to support and develop practice

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Becoming a Teacher Educator: guidelines for induction



“There is considerable diversity in terms of the professional journeys which individual teacher educators undertake and the opportunities which they encounter in their work.”

Boyd, P., Harris, K., & Murray, J.
(2011).

Becoming a Teacher Educator: guidelines for induction 2

Things to include:

1. masters-level credits
2. professional enquiry
3. scholarship of application
4. scholarship of enquiry
5. academic writing
6. pedagogy of guidance
7. observation practice
8. new pedagogy
9. issues of isolation
10. modelling teaching
11. 'loop input'
12. assessment and developmental feedback
13. education policy
14. specialist language
15. quality assurance and improvement

Adapted from: Boyd, P., Harris, K., & Murray, J. (2011).

Who are teacher educators?

“The learning and skills workforce [i.e. FE lecturers] is predominantly female, white and ageing. The teacher educator workforce, to which attention is drawn here, is more female, more white and yet older.”

Noel, P. (2006: 152).

Q: How are they characterised in your context?
Do teacher educators, as a group, have any defining attributes/activities?

Attributes and skills of a teacher educator

“Obviously, if we are to have teachers who are change agents, we must also have teacher educators who are prepared to be the same... Question[ing] their own and others’ assumptions.”

Cochran-Smith, M. (2003: 25).

Attributes and skills of a teacher educator

“...those who work in teacher education programs need to think consciously about their role as teacher educators and engage in the same sort of self-study and critique of their practice as they ask their students to do in their elementary and secondary school classrooms.”

Zeichner, K. (2005: 123).

Subtle differences...(R1)

R1	[They were doing] mini-tasks and then evaluating the effectiveness of the mini-tasks. And then a lot of the time we then had a discussion as to how they would take that mini-task and apply it or adapt it to their context.
R1	A lot of what we talked about was classroom practicalities. 'Okay so where could you put the paper?' and 'how could you organise the students to do it?'

This teacher educator respondent discusses the importance for teachers to be able to adapt materials to their local needs and of the necessity to train teachers to do this.

Subtle differences...(R2)

R2

...sometimes some people just come to those training sessions and they think that this might work for you in your context but it wouldn't work in mine, and they put these walls up.

R2 talks less about the need to adapt teaching for different situations, and more about direct transfer of activities.

Subtle differences...?

Later comments reveal...

R1 discusses activities designed to develop critical awareness to encourage adaptation of particular techniques, getting teachers to find their own fit to a technique which R1 finds successful;

R2 describes more of a demonstration and material-giving approach, to give teachers something useful that they can take away and implement almost immediately in their own practice.

How do you do it?

For in-service training, do you have a primary focus on:

- 1) reflection leading to adaptation of activities used in the training room; or
- 2) giving practical experience of techniques for them to be repeated by teachers?

Training beliefs...

1. Is your over-arching training paradigm Behaviourist, Social Constructivist, Humanist or other?
2. Do you follow of a communicative model of teaching?
3. Do you give an outline of the session at the beginning or do lessons unfold as surprises for participants?
4. Apparently, 'good learners tolerate ambiguity'. What do good teachers do?
5. Do you use PPP as a lesson model? Why/why not?
6. Do you believe in using a learner's L1 in the classroom? What's your school's policy?
7. Is there a 'way of doing things' in your school that new comers might find unusual?
8. If you teach accredited training courses, is there anything you don't like about them and subversively try to change?
9. Are all your training recommendations supported by evidence or by preference?
10. What are teachers paid to do?

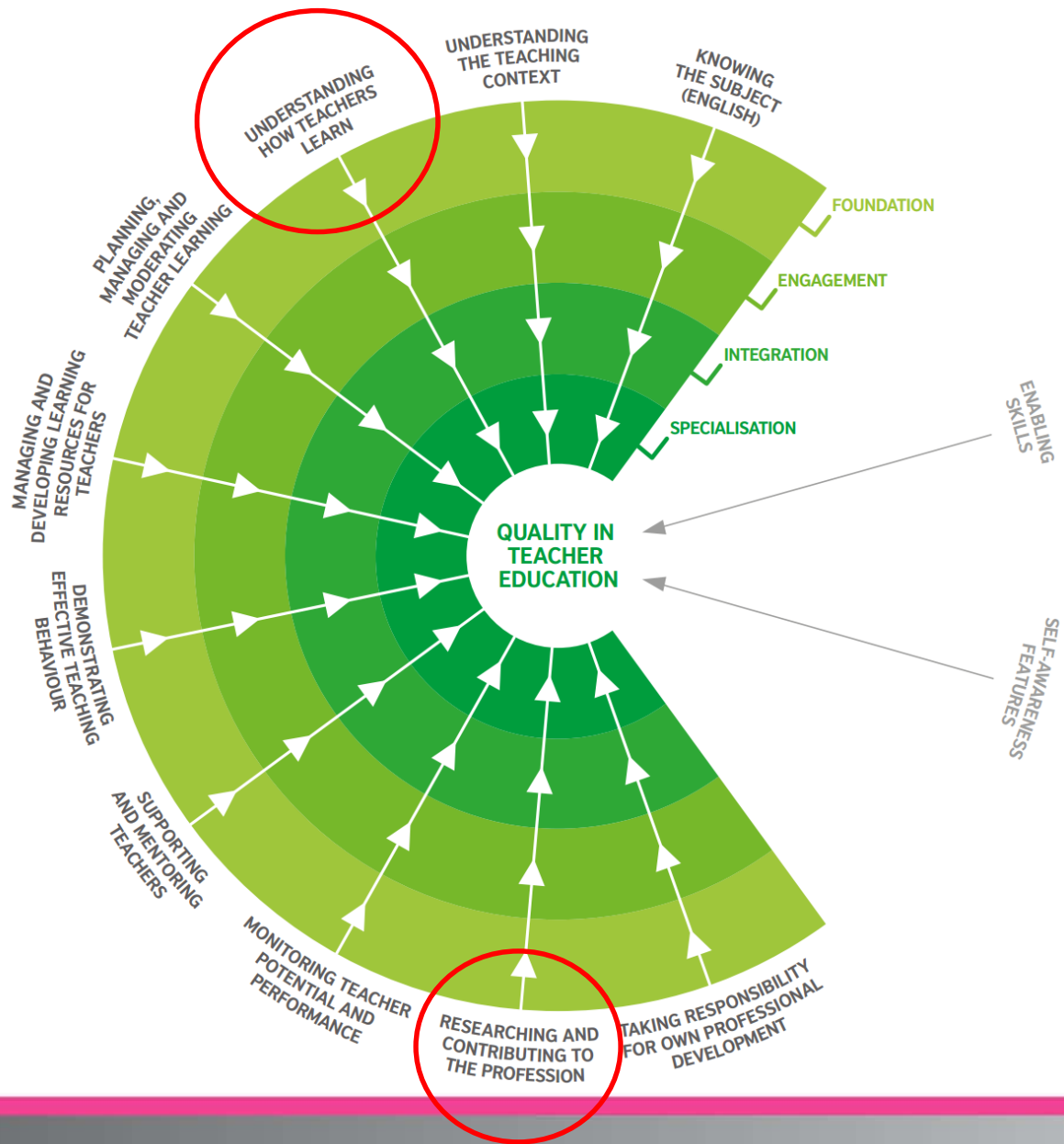
British Council guidance



Teaching for Success

Continuing Professional Development (CPD) Framework for teacher educators





EAQUALS EPG 'Professionalism'

Development phase	1.1	1.2.
Professional conduct	<ul style="list-style-type: none"> ▪ seeks feedback on her/his teaching practice and other work ▪ seeks advice from colleagues and handbooks 	<ul style="list-style-type: none"> ▪ acts in accordance with the mission and regulations of the institution. ▪ liaises with other teachers about students and lesson preparation ▪ acts on trainers' feedback after lesson observation
Administration	<ul style="list-style-type: none"> ▪ completes routine tasks like taking the attendance register, giving out/ collecting/returning materials 	<ul style="list-style-type: none"> ▪ delivers required plans and records of lessons correctly completed and on time ▪ marks homework and tests efficiently

EAQUALS EPG 'Professionalism'

3.1	3.2
<ul style="list-style-type: none">▪ acts as mentor to less experienced colleagues▪ leads training sessions with support from a colleague or when given material to use▪ observes colleagues and provides useful feedback▪ when the opportunity arises, takes responsibility for certain projects related to the development of the institution	<ul style="list-style-type: none">▪ creates training modules for less experienced teachers▪ runs teacher development programmes▪ observes and assesses colleagues who are teaching at all levels▪ organises opportunities for colleagues to observe one another
<ul style="list-style-type: none">▪ coordinates administrative tasks with others; collates information, reports, opinions, etc. if asked to do so▪ takes responsibility for certain administrative tasks such as organising teachers' meetings, gathering, analysing and reporting on end of course feedback etc.	<ul style="list-style-type: none">▪ acts as course coordinator if asked to do so▪ liaises with enrolment dept / finance dept / sponsors / parents etc. as necessary▪ contributes actively to the design or review of administrative systems

So why is this even relevant?

1. It's about recognising communities.



“‘Community’ is always a multiple, unstable notion, and to the extent that every act of learning involves repositioning within and across communities, it is also a dynamic one.”

2. It's about developing to be effective agents of change.

“The very act of professionalism... is invested with the interests that surpass strictly didactic practices...
- professionalism is ‘praxis’ in the Marxist sense of the word”

Pachler, *et al* (2008: 249)

Regular, free CPD



TESOL News and information

December 2015

Supporting professional development

This e-newsletter shares news and information for English language teaching professionals from the Trinity TESOL team. You can also download it as a [PDF](#).

Teaching resources

Award-winning innovation


Trinity caught up with the British Council award winner Jamie Keddie, creator of [Lessonstream](#) (formerly TEFLclips), to find out about the latest innovations on his resource-filled site, see www.lessonstream.org.

- 88 lesson plans are now available - significantly more than in 2009 when they won an ELTon award
- Most of the lesson plans are based around short online videos
- The search facility now allows teachers to find activities according to level, learner type, time, activity, language aim, topic and materials.
- All resources remain free

Teachers can also subscribe to newsletter updates to be kept informed when new resources become available.

A popular type of activity that has evolved over the years is 'videotelling'. This is good old-fashioned, teacher-led storytelling! However, the difference from normal storytelling is that these stories come from the narratives of short online videos instead of from the teacher.

One of the reasons for the success of videotelling is the positive feedback it gets from students, which is partly down to the pleasant surprise they get when they eventually watch the video their teacher has been describing. See an example of videotelling entitled 'Splat' [here](#).



- bi-monthly
- focus on teacher development
- research element
- useful for in-house CPD sessions
- showcases helpful resources

www.trinitycollege.com/TESOL



Thank you.

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