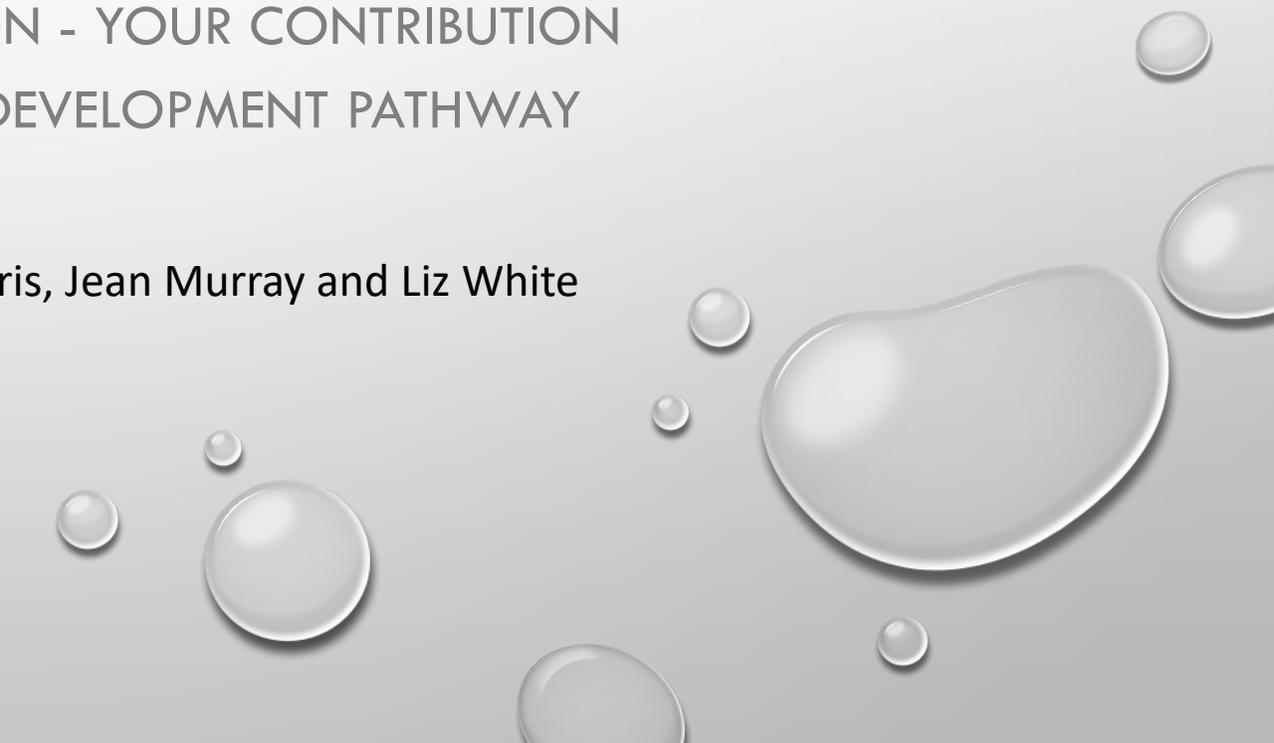




# BECOMING A TEACHER EDUCATOR 2019: SESSION 3

THE FIELD OF EDUCATION - YOUR CONTRIBUTION  
AND PROFESSIONAL DEVELOPMENT PATHWAY

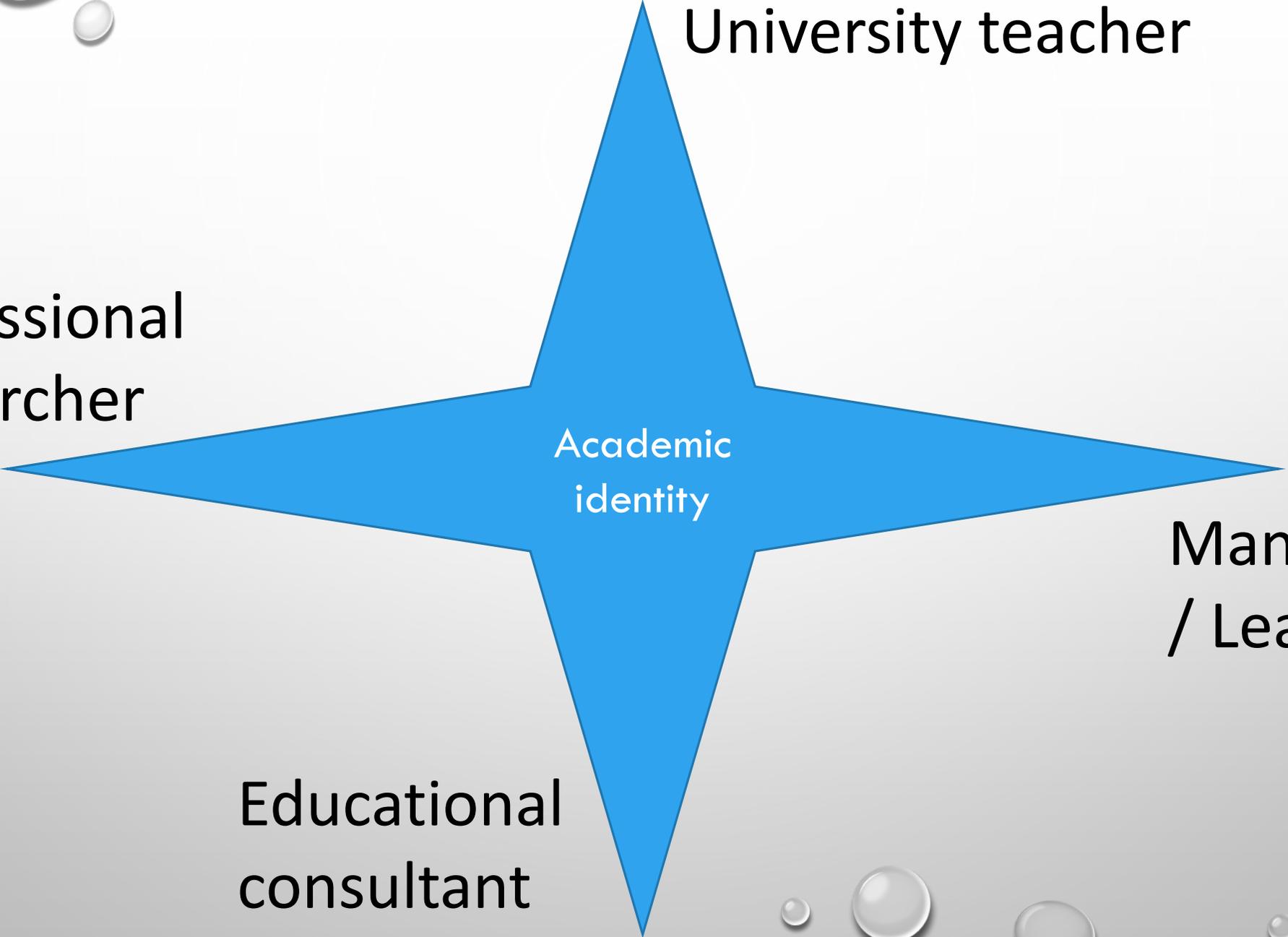
Pete Boyd with Kim Harris, Jean Murray and Liz White



# OPPORTUNITIES AND PRESSURES

- The key characteristic of higher education learning is that it is underpinned by scholarship and engagement with research....
- Professional inquiry, collaborative practitioner research, ‘design-based’ and ‘close to practice’ research provide powerful tools for leading change in schools and other educational settings...
- Managerialism, bureaucracy and heavy workloads, together with multiple opportunities for learning and growth, may combine to create a ‘hyper-expansive’ academic workplace...

Boyd, P., Smith, C. & Beyaztas, D. (2015)



University teacher

Professional  
researcher

Academic  
identity

Manager  
/ Leader

Educational  
consultant

# Dilemmas in pursuing a teacher educator 'researcher' identity

- Research intensive setting vs Teaching focused setting
- Qualitative research vs Mixed methods
- Practitioner and 'close to practice' research vs Research
- Wide-ranging topics vs Sub sub sub sub field
- Curriculum subject vs Generic pedagogy
- The 'techniques of schooling' vs A big issue (inc. social justice)
- Blue skies vs Research impact and consultancy

# **Possible directions for teacher education and teacher educators**

## **Different roles for different teacher educators?**

Does a teacher education team including ‘university teacher’ ‘research active academic’ and ‘school-based teacher educator’ work well? Which will you be?

## **Teacher educators as jugglers?**

Is it feasible for a teacher educator to maintain up to four professional identities – teacher, consultant, leader and researcher simultaneously? What level of advanced scholarship does each identity require?

## **Identity Trajectories?**

Will your institution allow you to foreground different identities at different times in your career? Does REF dominate? What is your current focus?

# CREATIVITY AND OPPORTUNITIES

- What is your personal mission and intended trajectory?
- What are your current areas of expertise?
- What expertise would you like to develop?
- How relevant is that to the sector?
- What level of synergy is there with your current teaching and role?

What formal and informal opportunities are there for you to pursue your professional learning? What possibilities do you need to explore? How proactive are you being?



# Proactive professional learning and networking

- Doctorate or not?
- Informal opportunities
- Individual endeavours
- Possible collaborators
- Joining projects – research apprenticeships
- Developing your research and scholarship networks
- Participating and contributing to formal networks...TEAN, UCET, ATEE, IPDA, BELMAS, BERA, EERA, TEPE...



# Finding Time To Think and Write

- Draft and update your mission statement
- Plan weekly, including life and mission critical time
- Avoid over-preparing, let the learner do the work
- Create standard emails for students and mentors
- Use 'outlining' and writing retreats
- Strategically seek synthesis
- Do it – Diarise it – Ditch it
- The Next Thing (TNT)
- No email until noon
- Say no – nicely!
- Be in the moment 😊



# Action Planning

1. Draft a mission statement... values, goals, ambitions
2. Evaluate your current expertise and ways to build on it
3. Choose either advanced scholarship or research (yes/no to a doctorate?)
4. Choose a focus that has synergy with your teaching
5. Select and begin to build internal and external networks
6. Build a project and present it (internally?) then at conference
7. Plan and pursue a balance between identities of university teacher, educational consultant, professional researcher and manager/leader
8. Manage your time and say 'thank you, but no' to some opportunities
9. Spend time with family, friends, exercise and interests... enjoy life 😊



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