



# BECOMING A TEACHER EDUCATOR 2019

SESSION 2: WORKING COLLABORATIVELY

Liz White with Pete Boyd, Kim Harris and Jean Murray



# A TEACHER EDUCATOR 2019: SESSION 2

## WORKING COLLABORATIVELY

**‘Teacher educators** are all those who have a formal active role in the facilitation of professional learning by student teachers and teachers. They may be workplace-based or university-based. In some cases they may specialise in pedagogy or in the teaching of a specific curriculum subject.’

Boyd and White (2017) developed from European Commission (2013)

# SCHOOL-BASED TEACHER EDUCATOR IDENTITY

**First-order**

**TEACHER**

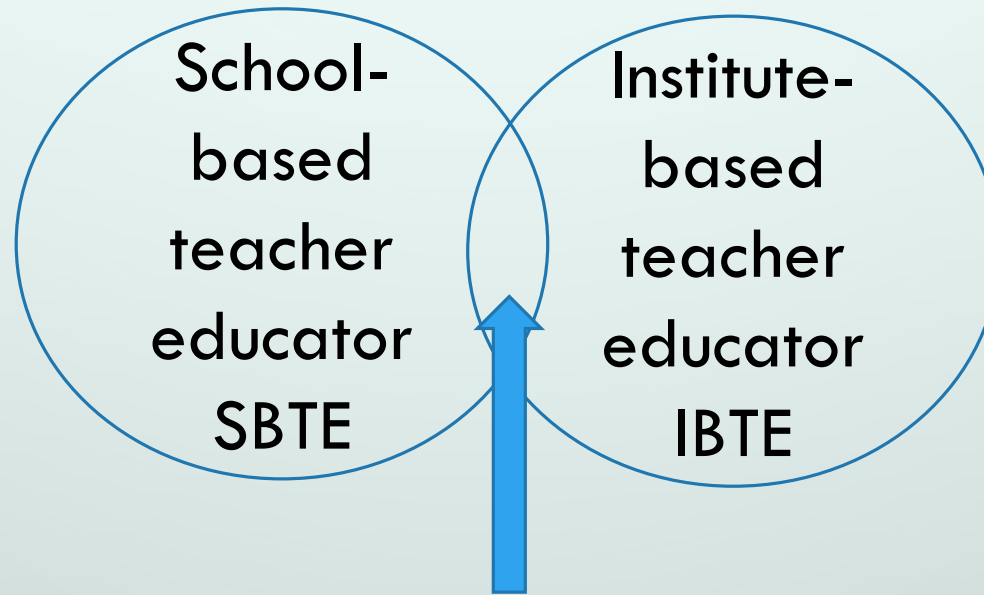
**Second-order**

**SBTE**  
**School-based**  
**Teacher Educator**

**IBTE**  
**Institute-based**  
**Teacher Educator**

# TEACHER EDUCATORS

Supporting the Development  
of Research-Informed Practice (Boyd & White, 2017)



THIRD SPACE  
Jackson and Burch (2019)

(Lave & Wenger, 1991)



## For Learning in Teacher Education

**Alone:** What is the dilemma that the SBTE is facing?

In pairs: Which parts of the story resonate with you?

Which parts of the story conflict with your experience?

As whole group:

When a student-teacher is not making adequate progress – how can you scaffold their learning?

Could stories like this help you to enrich the dialogues taking place in your ITE partnership?

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# PEDAGOGIES OF TEACHER EDUCATORS

<b>Institute-based Teacher Educator</b>	<b>School-based Teacher Educator</b>	<b>Comments</b>
Teaching student-teachers	Teaching pupils	Modelling explicitly?
Micro-teaching	Teaching practice	Using scaffolding?
Using educational research/theory	Enquiry-based learning e.g. lesson study	Shared learning?
Case studies, scenarios, role play	Access to opportunities in the setting	Reflecting on practice?
Work-place learning is from a distance	Agency to have an impact in the work-place	Supported?

# TENSIONS AND COLLABORATIVE ADVANTAGE IN EDUCATIONAL PARTNERSHIP

- **Purpose:** is it pupil achievement or student teacher achievement?
- **Knowledge:** is there value and respect for different forms of knowledge or knowing? Do we have shared language?
- **Structure and communication:** is the structure of partnership effective? Do we get what we need to know?
- **Resources:** are resources, especially time, distributed effectively?
- **Learning:** is everyone learning and getting a return from the partnership?

(Lank, 2006)

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