

# Becoming a Teacher Educator References, networks and links 2019

## Teacher Educator References

Bernstein, B. (1999) Vertical and horizontal discourse: An essay, *British Journal of Sociology of Education* 20(2): 157–173.

Boyd, P., Hymer, B. & Lockney, K. (2015) *Learning Teaching: becoming an inspirational teacher*. Northwich: Critical Publishing.

Boyd, P., Smith, C. & Beyaztas, D. (2015) Hyper-Expansive Academic Workplaces: the case of UK lecturers in Nursing and Midwifery. *International Journal for Academic Development*, 20 (1), 18-32.

Boyd, P. (2014) Using 'modelling' to improve the coherence of initial teacher education. In Pete Boyd, Agnieszka Szplit & Zuzanna Zbróg (Eds.) *Teacher Educators and Teachers Learning: International Perspectives*, Cracow: Libron. Available online at <http://libron.pl/katalog/czytaj/id/150>

Boyd, P. (2014) Learning Teaching in School. In Hilary Cooper (Ed.) *Professional Studies in Primary Education* (2<sup>nd</sup> Edition). London: Sage. Available at [http://www.uk.sagepub.com/upm-data/61142\\_Cooper.pdf](http://www.uk.sagepub.com/upm-data/61142_Cooper.pdf)

Boyd, P. & Bloxham, S. (2013) A situative metaphor for teacher learning: the case of university tutors learning to grade student coursework. *British Educational Research Journal* 40 (2), 337-352.

Boyd, P., Harris, K. & Murray, J. (2011) *Becoming a Teacher Educator: Guidelines for induction* (2<sup>nd</sup> Ed.). ESCalate, Higher Education Academy: Bristol. Available at <http://insight.cumbria.ac.uk/id/eprint/1349/>

Boyd, P. & Harris, K. (2010) Becoming a university lecturer in teacher education: expert school teachers reconstructing their pedagogy and identity. *Professional Development in Education* 36 (1-2): 9-24.

Boyd, P. & White, E. (2017) Teacher Educator Professional Inquiry in an Age of Accountability. In P.

Boyd & A. Szplit (Eds.), *Teacher and Teacher Educator Inquiry: International Perspectives*. Kraków: Attyka. Available online at:

[http://researchprofiles.herts.ac.uk/portal/files/12126690/Teacher\\_Educator\\_Professional\\_Inquiry\\_in\\_an\\_Age\\_of\\_Accountability\\_Boyd\\_White\\_2017.pdf](http://researchprofiles.herts.ac.uk/portal/files/12126690/Teacher_Educator_Professional_Inquiry_in_an_Age_of_Accountability_Boyd_White_2017.pdf)

Burn, K. & Mutton, T. (2013) Review of 'research-informed clinical practice' in initial teacher education. *BERA-RSA Review*. Available at <https://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Paper-4-Research-informed-clinical-practice.pdf?noredirect=1>

Conroy, J., Hulme, M. & Menter, I. (2013) Developing a 'clinical' model for teacher education. *Journal of Education for Teaching* 39 (5):557-573.

Ellis, V. et al. (2011) *The Work of Teacher Education*. HEA. Available at: <http://www.leeds.ac.uk/educol/documents/207290.pdf>

European Commission (2013) *Supporting Teacher Educators for better learning outcomes*. Available at <https://clarekosnik.files.wordpress.com/2014/12/european-commision-on-tchr-ed.pdf>

Graham, S. (2013) Enhancing professional learning conversations In E. White & J. Jarvis (Eds.), *School Based Teacher Training: A Handbook for Tutors and Mentors*. London: Sage.

Graham, S., Lester, N. & Dickerson, C. (2012) Discover – Deepen – Do: a 3D Pedagogical Approach for Developing Newly Qualified Teachers as Professional Learners. *Australian Journal of Teacher Education* 37(9).

Grossman, P., Hammerness, K. & McDonald, M. (2009) Redefining teaching, re-imagining teacher education. *Teachers and Teaching: theory and practice* 15 (2): 273-289.

Jones, K. & White, E. (2014) (Eds.) *Developing outstanding practice in school-based teacher education: A critical guide for teacher educators*. Northwich: Critical Publishing.

Korthagen, F., Loughran, J. & Russell, T. (2006) Developing fundamental principles for teacher education programmes and practices. *Teaching and Teacher Education* 22, 1020-1041.

Loughran, J. (2006) *Developing a pedagogy of teacher education: understanding teaching and learning about teaching*. New York: Routledge.

- Loughran, J. and A. Berry (2005) Modelling by teacher educators. *Teaching and Teacher Education* 21 (2): 193-203.
- Murray, J. & Male, T. (2005) 'Becoming a teacher educator: evidence from the field', *Teaching and Teacher Education* 21 (2): 125-142.
- Peressini, D., Borko, H., Romagnano, L., Knuth, E & Willis, C. (2004) A conceptual framework for learning to teach secondary mathematics: a situative perspective. *Educational Studies in Mathematics* 56, 67-96.
- Philpott, C. (2014) Clinical Practice Models in Carey Philpott, *Theories of Professional Learning*. Northwich: Critical Publishing.
- Russell, T. (1997) Teaching teachers: How I teach is the message. In *Teaching about teaching: purpose, passion and pedagogy in teacher education* (Eds.) J. Loughran, and T. Russell. London: Falmer Press.
- Russell, T., & Loughran, J. (Eds.) (2007) *Enacting a pedagogy of teacher education. Values, relationships and practices*. Abingdon: Routledge.
- Shulman, L. S. (1986) 'Those who understand: Knowledge growth in teaching', *Educational Researcher* 15(2), pp.4-14. Available at: [http://www.fisica.uniud.it/URDF/masterDidSciUD/materiali/pdf/Shulman\\_1986.pdf](http://www.fisica.uniud.it/URDF/masterDidSciUD/materiali/pdf/Shulman_1986.pdf)
- Swennen, A., M. Lunenberg and F. Korthagen. (2008) Preach what you teach! Teacher educators and congruent teaching. *Teachers and Teaching: theory and practice* 14 (5-6): 531-542.
- Swennen, A., Jones, K. & Volman, M. (2010) Teacher Educators: Their Identities, Sub-identities and Implications for Professional Development. *Professional Development in Education* 36 (1-2): 131-148.
- Van Velzen, C. & Timmermans, M. (2014) What can we learn from the shift towards school-centred model in the Netherlands? In Jones, K. & White, E. (Eds.) *Developing outstanding practice in school-based teacher education: A critical guide for teacher educators*. Critical Publishing.
- Wenger, E. (1998) *Communities of practice: learning, meaning, and identity*. Cambridge: Cambridge University Press.
- White, E. (2012) Exploring the professional development needs of new teacher educators situated solely in school: pedagogical knowledge and professional identity. *Professional Development in education* 39 (1), 82-98.
- White, E. (2013) "Exploring the Professional Development Needs of New Teacher Educators Situated Solely in School: Pedagogical Knowledge and Professional Identity." *Professional Development in Education* 39 (1): 82-98.
- White, E. (2014) "Being a Teacher and a Teacher Educator - Developing a New Identity?" *Professional Development in Education* 40 (3): 436-49.
- White, E. (Ed.) (2017) Teacher Educators' Pathways to Becoming Research Active. University of Applied Sciences Utrecht, Vol. 4 in series 'The Life of Teacher Educators'. Available online at: [http://researchprofiles.herts.ac.uk/portal/files/12434138/Teacher\\_educators\\_pathways\\_to\\_becoming\\_research\\_active.pdf](http://researchprofiles.herts.ac.uk/portal/files/12434138/Teacher_educators_pathways_to_becoming_research_active.pdf)
- White, E. & Jarvis, J. (2012) *School-based Teacher Training: A handbook for tutors and mentors*. London: Sage.
- White, E., Dickerson, C. & Weston, K. (2015) Developing an appreciation of what it means to be a school-based teacher educator. *European Journal of Teacher Education* 38, 445-459.
- White, E., Roberts, A., Rees, M. & Read, M. (2013) An exploration of the development of academic identity in a School of Education, *Professional Development in Education* 40(1): 56-70.
- Wood, E. & Geddis, A.N. (1999) Self-conscious narrative and teacher education: representing practice in professional course work. *Teaching and Teacher Education* 15 (1): 107-119.

## Teacher educator networks and web links

- British Educational Research Association (BERA) <https://www.bera.ac.uk/>  
BERA is certainly a key network for UK based educational researchers
- European Educational Research Association (EERA)  
EERA is perhaps *the* key international network for educational researchers
- Society for Research into Higher Education (SRHE)  
SRHE is a key international network and conference for research into HE (including ITE but also generic)
- Teacher Education Advancement Network (TEAN) <https://www.cumbria.ac.uk/research/enterprise/tean/>
- Universities Council for Education of Teachers (UCET) <http://www.ucet.ac.uk/>  
TEAN and UCET are significant national networks each with its own annual conference
- Association of Teacher Education in Europe (ATEE) <https://atee1.org/>  
ATEE is the equivalent of TEAN but at European level

Other useful networks and resources:

- International Professional Development Association (IPDA) <http://ipda.org.uk/>
- Advance HE <https://www.advance-he.ac.uk/>
- InFoTED <https://info-ted.eu/>
- FLiTE <http://www.go.herts.ac.uk/FLiTE>
- Eppi Centre, Institute of Education <http://eppi.ioe.ac.uk/cms/>

The EEF toolkit research meta review site is used heavily by head teachers – you need to be able to broker this toolkit, recognising its value and critically evaluate its limitations. See as a starting point: Philpott, C. and Poultney, V. (2018) *Evidence-based teaching: A critical overview for enquiring teachers*. St Albans: Critical Publishing.

EEF Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>

### Curriculum subject associations

**Art, Design & Technology:** Design and Technology Association <http://www.data.org.uk/>

National Association for Education in Art and Design <http://www.nsead.org/>

**Business Education:** The Economic and Business Education Association <http://www.ebea.org.uk/>

**Citizenship:** Association for Citizenship Teaching <http://www.teachingcitizenship.org.uk/>

**Classics:** The Classical Association <http://classicalassociation.org/>

**Computer Science:** Chartered Institute for IT: <http://academy.bcs.org/content/computing-schools/> Computing at School Working Group: <http://www.computingatschool.org.uk/>

**Drama:** National Association for the Teaching of Drama <http://www.natd.eu/>

National Drama <http://www.nationaldrama.org.uk/nd/>

**English and Literacy:** National Association of Teachers of English <http://www.nate.org.uk/>

United Kingdom Literacy Association <http://www.ukla.org/>

**English as an additional language:** National Association for Language Development in the Curriculum <http://www.naldic.org.uk/>

**Geography:** Geographical Association <https://www.geography.org.uk/>

**History:** Historical Association <http://www.history.org.uk/>

**Humanities:** Humanities Association <http://www.hums.org.uk/>

**ICT:** The Association for Information Technology in Teacher Education <http://www.itte.org.uk/>

National Association for advancing the use of Computers in Education <http://www.naace.co.uk/>

**Mathematics:** National Centre for Excellence in the teaching of mathematics <http://www.ncetm.org.uk/>

**Modern Foreign Languages:** Association for Language Learning <http://www.all-languages.org.uk/>

**Music:** National Association for Music Education <http://www.nafme.org/>

**PE:** Association for Physical Education <http://www.afpe.org.uk/>

**Psychology:** Association for the Teaching of Psychology <http://www.theatp.org/>

**RE:** Religious Education Today <http://www.retoday.org.uk/>

**Science:** Association for Science Education <http://www.ase.org.uk/home/>

**Sociology:** British Sociological Association <http://www.britisoc.co.uk/>