What It Means to be a Teacher Educator in Today’s Policy Climate: Identity, Scholarship, and Shifting Roles
Karen Hammerness, Ph.D.
American Museum of Natural History

Developing a shared vision in a teacher education program
What was the problem of practice we were trying to solve?

How can a program develop a shared vision of good teaching? (i.e. the kind of teaching the program intends graduates to engage in as teachers)

Historical challenges in teacher education: fragmentation/coherence
Balance common vision with personal vision?
What was the innovation?

• Use the revision of a key program document—our **observation rubric**—to inquire into, support and develop consensus around our program vision
• Drawing on:
  • Research on good science teaching and rubrics from other programs
  • Expert reviews for critique
  • Videos of good teaching to discuss our own vision in relationship to novice science teaching

*Observation rubric = the assessment we use to observe, document and give teacher-students feedback on their classroom practice*
What were the outcomes?

- Replacing vague terms and using elaborated language:
  - Asking open ended questions
  - Making students’ thinking public
  - Supporting students in developing scientific explanations
  - Connecting science to students’ own backgrounds and lives

- Our mentor teachers, university supervisors, and student-teachers all have a common approach to assessing teaching

- Student-teachers use the rubric to assess their own teaching
- Our vision is explicit for ourselves and our candidates
The Procedure of Guided Reflection as a Pedagogical Tool and Research Instrument in Teacher Education
WHAT? The Procedure of Guided Reflection
(Husu et al., 2008; Toom et al., 2015; Allas et al., 2015; Heikonen et al., 2017)

**VIDEOED LESSON**
- Classroom events

**VIDEOING**
- Done by student teacher in the classroom
  - Focus on teacher’s action

**INDEPENDENT REFLECTION**
- Incident
  - What happens during the lesson?
  - What are the most important incidents (2) for you during the lesson?
  - Why?

**2 CRITICAL INCIDENTS:**
- Positive, empowering
- Challenging, difficult

- Classroom events chosen by student teacher in line with her/his aims for teaching practice

**A) INDEPENDENT REFLECTION or B) PEER REFLECTION**
- Incident
  - What happens in this incident?
  - Why is this incident important and meaningful?
  - What is the more general meaning of this incident in a wider context?

**WRITTEN REFLECTION IN PRACTICUM PORTFOLIO**
- at the end
  - What happens in this incident?
  - Why is it important?
  - How has this incident affected to your thinking and actions?
  - What is the more general meaning of this incident in a wider context?
  - What will you do with that you have understood?

**Max**
- 2 days
- 1 week
WHY? The Procedure of Guided Reflection

• **Support** student teacher learning during teaching practice
• **Help** student teachers in analysing, conceptualising and understanding the practice of teaching
• **Improve and systematise** supervision of teaching practice
• **Utilise** earlier research findings as a basis for further research and development
• **Make use** of videos and STR-interviews
• **Investigate** student teacher reflection and learning, the relationship between teacher thinking and action in the classroom
IMPACT? The Procedure of Guided Reflection

- **Student teachers** perceived the procedure highly beneficial for their learning
- **Teacher educator colleagues** were willing to utilise the procedure and perceived it as a useful tool to structure their supervision
- The procedure has been **included to the teacher education curricula** in Finland and internationally
- We have built several international **research collaborations** around the procedure, received external funding (EU, Academy of Finland)
- Several **PhD students** have utilised the procedure in their theses
- The **use of procedure as a research instrument** has resulted several research articles and the improvement of practice
PROJECTS AND PUBLICATIONS

Projects
• ACTTEA - Supporting student teachers’ action-oriented knowledge construction (2012-15, EU)
• From Student Teacher to Professional Teacher – Learning an Active Professional Agency (2012-16, Academy of Finland)

Key publications
Co-constructing a meaningful curriculum for school-based teacher education

Viv Ellis
The Plan?
‘Unfreezing’
Change/transition
‘Refreezing’

‘feeling the need to change ... a need state’ (Brathus & Lishin, 1983)
Using theory as a mediating tool to work on change
Learning, Assessment and Boundary Crossing in Teacher Education
Lexie Grundnoff

R&D Project: Reframing the Practicum
Problem of Practice

Variability in teacher students practicum learning experiences

Merger: Relationships with schools weakened - prioritizing theory/research over practice

Reframing our teacher educator identities – school focused and research active.
The innovation:
Worked with 20 principals over one year – radical rethink of practicum responsibilities, roles, and sites for practice

Reframed practicum - Community of Practice:
* Group of teacher students to a school
* 1 teacher overall support for students/mentors in the school
* 1 university lecturer works in the school
* Both design practicum to suit school/ meet uni requirements
* Practicum assessment practices involved COP
Outcomes:
School-university relationships re-invigorated
• Shared understandings of practicum aims
• Schools had agency to develop own approaches
• Mutual respect for each other’s knowledge/expertise
• Time and commitment - trust

Teacher students
• Seen as member of school and expected to act like one
• Valued working with/getting feedback from a range of professionals

School staff
• Qualifications via postgraduate study fee subsidies
Impact:

• Now part of all UofA’s ITE programmes

• Used by other NZ universities, particularly in ITE Masters

• Relationships with schools led to collaborative research projects e.g. *Making Authentic and Trustworthy Practice-Based Judgements of Graduating Student Teachers*

• Researching the innovation led to publications e.g.


Research in teacher education: ethics, quality and capacity
Ethics of Masters’ student teacher research

- potential conflict
- values
- no clear, single rules
- impasse
- professional improvisation

(Fancourt, Foreman-Peck and Oancea, 2016/19)
Quality in applied and practice-oriented research

Paradigm-dependent criteria
- Transparency
- Trustworthiness
- Advancement of knowledge
- Propriety/ intellectual honesty

Plausibility
- Engagement and critique
- Reflexivity and deliberation
- Receptiveness
- Transformation, personal growth

Epistemic

Phronetic

Quality domains

Technical

Fitness to purpose
- Salience/ timeliness
- Specificity and accessibility
- Concern for enabling impact
- Flexibility and operationalisability

Cost-effectiveness
- Auditability
- Feasibility
- Added value/ ‘brand’
- Marketability or competitiveness

(Oancea and Furlong, 2008)
Research capacity building interventions (Wales)

Coaching & mentoring
Fellowships
Writing support
Conference funding
Project participation
PhD support

Policy and regulations
Funding arrangements
Data archiving and sharing infrastructure
Open access platforms & resources

Individuals and teams in universities
National/system level

Individuals and teams in schools
Institutions: schools, univs, local authorities

Access
Co-production
Co-supervision
Professional development
Support pupils' research

Partnerships
Working environment
Bespoke activities
Research leadership

(Oancea et al 2018)
Mikael Alexandersson

One of my eternal key issues...

"How can teachers develop research based knowledge during their professional life?"

(Quote from my application 1981 for doctoral studies at Göteborg University)
Mikael Alexandersson

One of my eternal key issues...

Of course, teachers can develop research-based knowledge during their professional life!
Rethinking University-School Relationships

Marilyn Cochran-Smith
Cawthorne Professor of Teacher Education
Lynch School of Education, Boston College, USA

What It Means to be a Teacher Educator in Today’s Policy Climate: Identity, Scholarship, and Shifting Roles
What was the problem we were trying to solve?

- theory-practice dichotomy
- university-school divide
- university-school relationships
What was the innovation?

Project START
(student teachers as researching teachers)

• year-long placement: same teacher, same school

• weekly inquiry groups @ each school (3-4 teacher candidates, 3-4 cooperating teachers, university supervisor); monthly cross-site meetings

• all participants were researchers, reformers, learners
Outcomes?

• Project START prepared 30-50 primary level teacher researchers per year for 10 years;

• Theorizing the role of inquiry/teacher research in initial teacher education;

• Concept: “working the dialectic” of research & practice
Lexie Grudnoff, Alis Oancea & Marilyn Cochran-Smith

Sharing Progress:
Good Ideas, Initiatives and Innovations
(Part 1)
HVL, NTNU, HiØ, Nord, UiA, UiS, OsloMet
Viv Ellis & Auli Toom

Research and Learning to Teach: Four New Teachers Tell Their Stories
Practical Information
Karen Hammerness & Mikael Alexandersson

Where Are We? Where Are We Going? Reflecting on the Day
Please discuss important impressions that you will bring back home.