

Crossing borders!

De kracht van samen opleiden en
professionaliseren in netwerkstructuren

Welkom!

30 mei 2018 – Spant!

Congres Samen Opleiden
& Professionaliseren



STORIES AS BOUNDARY OBJECTS

DEEPENING THE LEARNING OF TEACHER EDUCATORS IN SCHOOL – UNIVERSITY PARTNERSHIPS

Verhalen als boundary objecten

*Verdiepen van het leren van lerarenopleiders in
partnerschappen samen opleiden*

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WHO WE ARE

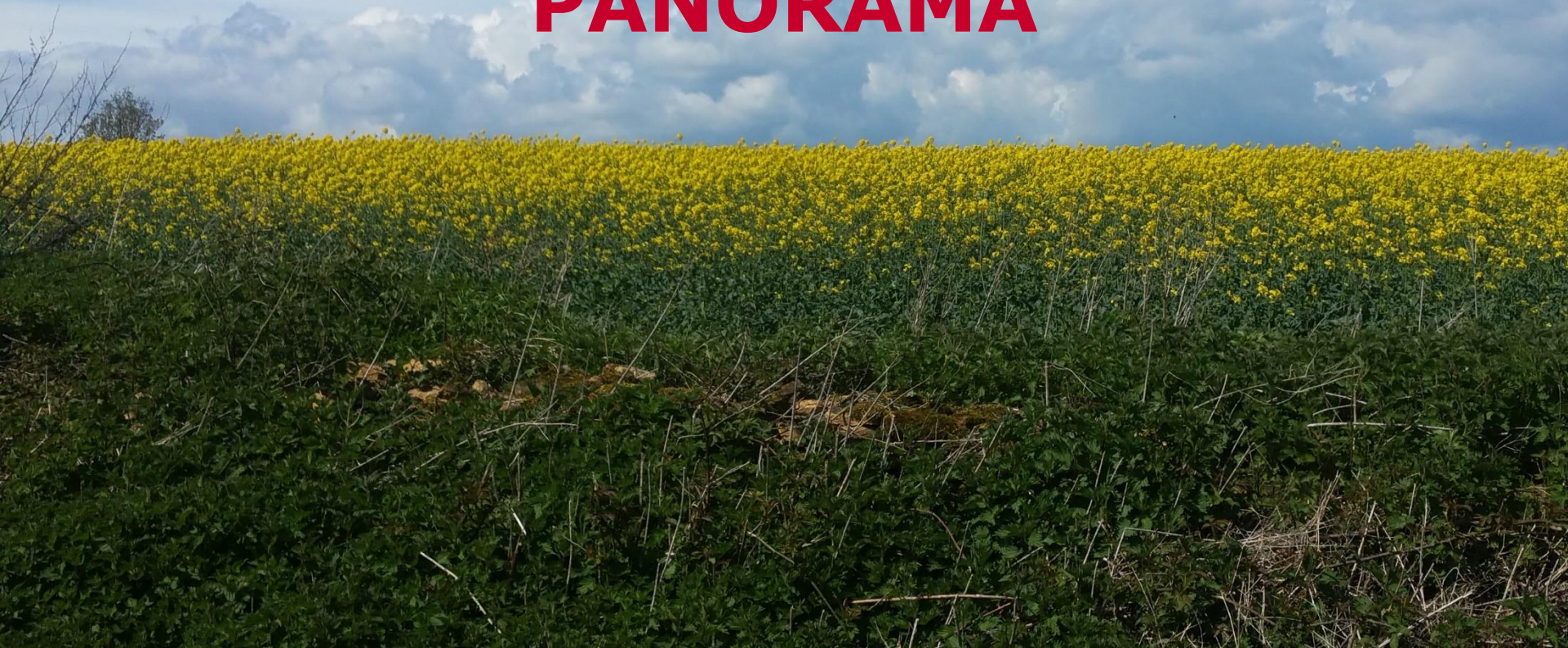
TODAY

- Introduction:
 - Panorama
 - Why & What
- Hands – on:
 - Working with stories as boundary objects
- Reflection
 - Personal Learning
 - Tool
- Next steps

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PANORAMA





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WHY & WHAT

PERSONAL INTEREST

- ATEE – Association for Teacher Education in Europe
- Working in the field of Continuous Professional Development (CPD)
- Working in the field of School-based/School-led & OIDS & School-University Partnerships
- Working with and teaching School-based or/and Institute-based Teacher Educators
- Interest in VELON/BRLO – Continuous Professional Development of Teacher Educators

THEORETICAL BACKGROUND

- A range of professional development issues and activities have been identified by research on the professional development of experienced institute-based teacher educators in different countries (e.g. Boei et al., 2015; Van der Klink et al, 2017; Czerniawski et al., 2017)
- Recent studies gave insight in the professional development activities of teacher educators with a focus on research (e.g. Van Vlokhoven et al., 2013; Van Wessum et al., 2018)

DEVELOPMENTS IN TEACHER EDUCATION

- Teacher education is rapidly changing
- Teacher educators are a diverse occupational group
- There are increasing numbers of school-based teacher educators
- Little research has been done into the professional development of teacher educators in the context of school-based teacher education (White et al., 2015)
- It is suggested that school- and university-based teacher educators are looking for different things for their professional learning (e.g. Dengerink, J., Lunenberg, M., & Kools, Q., 2015)

OUR PROJECT (1)

In our project the focus is on challenges (or dilemmas) arising from changes in teacher education in partnerships between schools and universities.

We aim to identify challenges for teacher educators' professional practice in this evolving landscape, which could stimulate further discussion and reflection.

OUR PROJECT (2)

Aims:

1. Research: Identify issues in teacher educators' professional practice in the context of partnerships between schools and universities.
2. Tool: Produce a research informed tool for the professional development of teacher educators, which could stimulate further discussion and reflection.

NARRATIVES

YOUR STORY

What are your challenges in your professional practice?

Start with:

‘When I was’

Those questions might help:

What was the real challenge for you?

Where did the challenge arise?

How did you deal with it?

How did that work?

	ENGLAND		NETHERLANDS		
	SBTE	IBTE	SBTE	IBTE	
Primary	1		8	2	11
Secondary	10	2	1	6	19
Vocational			3		3
	11	2	12	8	32

HANDS ON

3 ACTIVITIES

1. What would you do?
2. Suppose I was in your shoes...
3. What's it all about?

Make groups of 4

Make notes! Thank you...

Ethics

What is the purpose of this study?

- improve the quality of initial teacher education in the context of school-university partnerships by developing and evaluating professional development tools for teacher educators in schools and universities
- enable teacher educators to learn from each other and develop professional practice

UH Protocol number: EDU/SF/UH/03180

UH Social Sciences, Arts & Humanities Ethics Committee

Ethics

- If you are happy for us to use the materials you have produced in this workshop for the research we will collect them from you during the session.
- There may be public dissemination of the data and findings from this research project, in which case confidentiality will be maintained. You will not be disadvantaged in any way if you do not contribute to this work or if you withdraw at any stage (you do not have to give a reason).

HANDS ON 30 MINUTES

REFLECTION

**WHAT DID YOU LEARN FROM
DOING THIS ACTIVITY?**

**HOW DID YOU FIND WORKING
WITH THE NARRATIVES?**

**HOW ELSE COULD YOU USE THE
NARRATIVES?**

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NEXT STEPS

**THANK
YOU!**

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