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Becoming and Being a Teacher Educator

Prof. Pete Boyd: Universities of Cumbria and Hertfordshire

Prof. Lisa Murtagh: University of Manchester

Dr Pippa Leslie: University of Cumbria

Prof. Jean Murray: University of East London

**BERA Teacher Education
Advancement Network
(BERA TEAN)**

Becoming and Being a Teacher Educator

- Values, purposes, identities
- Pedagogy and partnership
- Scholarship and research



Pedagogy for Teacher Education: A realistic clinical practice model

- Enactment by pre-service teachers
- Critically evaluate the impact on learning and ask why
- Critical engagement with teachers' practical wisdom and literature
- Focus on high leverage teacher practices
- Safe space and expert coaching

But 'realistic' about the highly contested research base, the complexity of teaching, and by inviting pre-service teachers to share their evaluations of practice (Boyd, 2016).

Burn, K. & Mutton, T. (2015) A review of 'research-informed clinical practice' in Initial Teacher Education, Oxford Review of Education 41(2): 217-233, DOI: [10.1080/03054985.2015.1020104](https://doi.org/10.1080/03054985.2015.1020104)



Pedagogy for Teacher Education: Professional inquiry

- Borrows from practitioner research for example in collaboration and ethics
- Develop a research question including engaging with practical wisdom and relevant literature
- Generate and analyse data to identify findings
- Position findings within the literature and in relation to ways of working in your school setting
- Implications for practice and disseminate your inquiry

Philpott, C. (2017) Medical models for Teachers' Learning: Asking for a second opinion.
<https://eprints.leedsbeckett.ac.uk/id/eprint/2623/>



Pedagogy for Teacher Education: Professional inquiry

What characteristics of the realistic clinical practice model are evident in your teacher education programme?

Discuss for 10 minutes: Share one example



Teacher Education Partnership: Teachers' research literacy

A typical definition positions teachers as consumers, not producers of knowledge: knowledge of research methods; knowledge of up-to-date research findings; and understanding the implications for practice (BERA, 2014: 40)

Other definitions are available, for example: teachers' research literacy as research-informed professional judgment (Boyd, 2022).

Open access chapter:

<https://insight.cumbria.ac.uk/id/eprint/6368/>

Research evidence alone [without teachers' practical wisdom] does not have sufficient breadth to lead to practical conclusions (Eriksen, 2022).



Teacher Education Partnership: Epistemic insight and agency

Pre-service teachers must develop epistemic insight, meaning to understand how different knowledge is produced and its value in teacher problem-solving.

They employ epistemic agency in deciding what and how to teach by drawing on different sources of knowledge.

Heikkilä, M., Hermansen, H. Liskala, T., M. Mikkilä-Erdmann, M. & Warinowski, A. (2023) Epistemic agency in student teachers' engagement with research skills, *Teaching in Higher Education*, 28:3, 455-472, DOI: 10.1080/13562517.2020.1821638

Epistemic insight refers to 'knowledge about knowledge' and includes, in particular, students' progression to more informed views of how knowledge and scholarship work (Billingsley, 2017)



Teacher Education Partnership: Knowledge sources

To what extent are both
practical wisdom of teachers
and the literature (theory and
research) valued across your
partnership?

Discuss for 10 minutes: Share some evidence



Scholarship and Research: High quality learning *and* outputs

Using 'professional inquiry' with pre-service or experienced teachers for professional learning, with support from a research mentor, is not doing 'practitioner research'.

Teachers perhaps need some experience of practitioner research if they are to develop a strong level of research literacy.

Teacher educators pursuing close to practice research should aim for high impact outputs. A high-quality published research journal paper *plus* a professional article or resource that more teachers might read!

What is the stone in your shoe?

(Baumfield, Hall & Wall, 2013)



Scholarship and Research: High quality learning *and* outputs

The UK research audit (REF) is useful because it relies on peer review of papers by a panel of educational researchers:

There were many examples of practice-focused research, the best of which drew on social scientific theory, method or both. Some of these were world-leading, particularly those featuring co-production or close collaboration between learners, teachers and researchers (REF Panel C, 2015).

Outputs directly concerned with aspects of professional practice gained grades across the whole range, though those gaining lower grades included some that were limited to descriptive or experiential accounts (REF Panel C, 2022).

**Explicit contribution; Theoretical framework;
Robust methodology; Deep analysis; Position
findings with the literature.**



Scholarship and Research: High quality learning *and* outputs

To what extent is your research close to practice?
Is it research into teacher education or collaborative research with teachers?
How might it become closer to practice or more collaborative?

Discuss for 10 minutes: Share one idea



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