

Boyd, Pete ORCID: https://orcid.org/0000-0002-2234-3595 , Leslie, Pippa ORCID: https://orcid.org/0000-0003-3513-5995 , Murray, Jean and Murtagh, Lisa (2025) Becoming and being a teacher educator. In: British Educational Research Association (BERA) conference, 9-11 September 2025, University of Sussex, UK. (Unpublished)

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

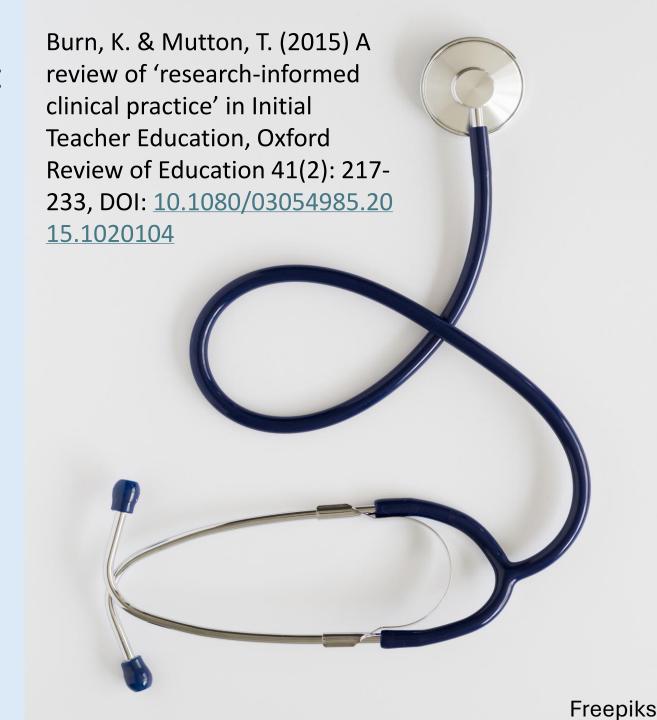
- Values, purposes, identities
- Pedagogy and partnership
- Scholarship and research



#### Pedagogy for Teacher Education: A realistic clinical practice model

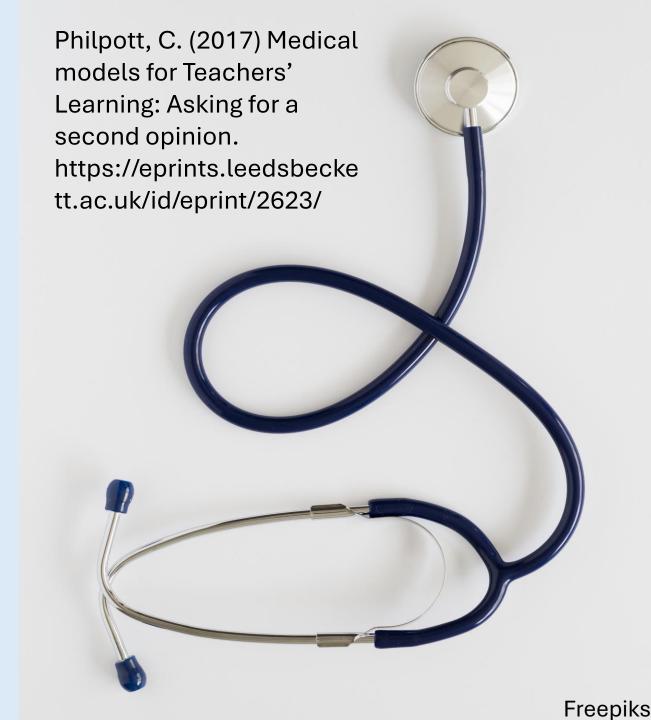
- Enactment by pre-service teachers
- Critically evaluate the impact on learning and ask why
- Critical engagement with teachers' practical wisdom and literature
- Focus on high leverage teacher practices
- Safe space and expert coaching

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).



## 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



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:

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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

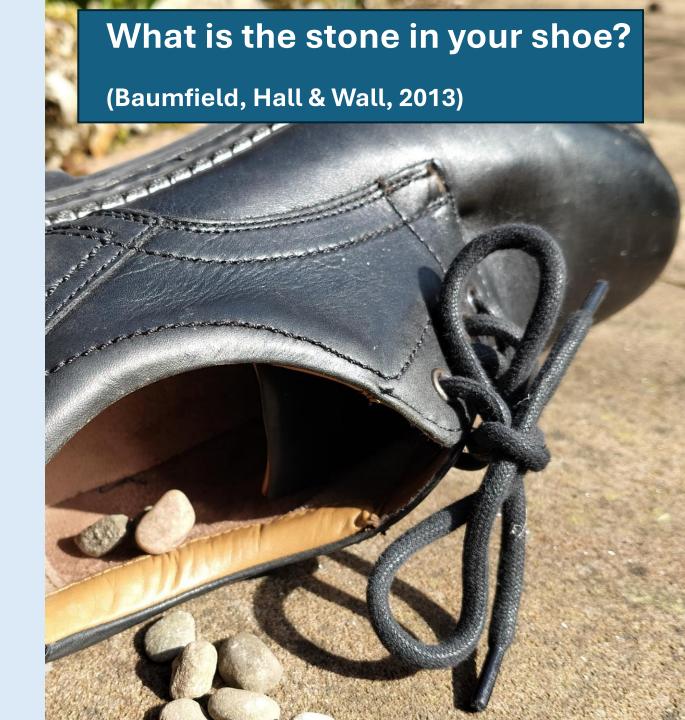


## Scholarship and Research: High quality learning *and* outputs

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!

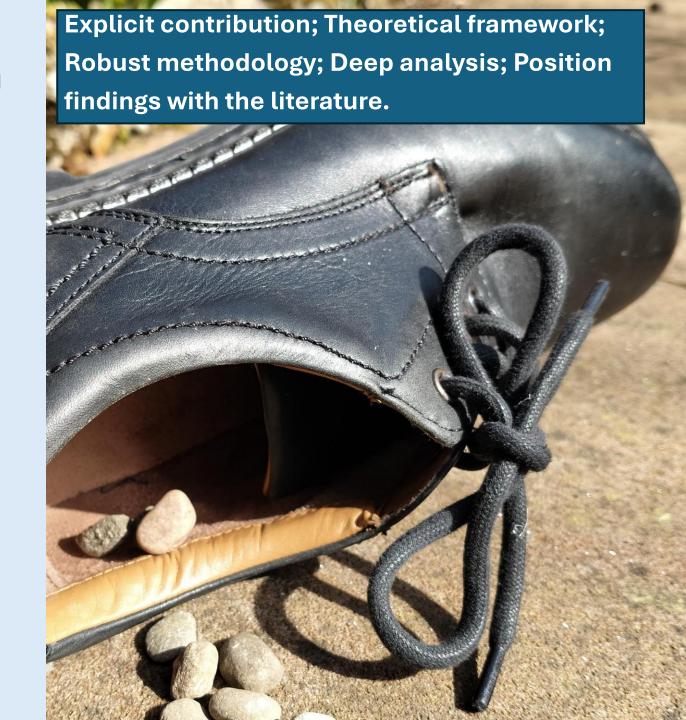


## Scholarship and Research: High quality learning and outputs

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).



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



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



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