

# Teacher Educator Living Library, TELL

12-04-2023, 14.00-15.00  
(online)







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Platform  
Samen Opleiden &  
Professionaliseren

**It all started at the (online) Summer  
School in Limerick (2021)**



International Forum for Teacher  
Educator Development





Teacher Educators as Human Library: stories revealing the profession

**(1) Brainstorm:**

- International perspectives
- Curriculum for Teacher Educators
- Collaboration and perspectives
- Identity of teacher educators

**(2) Focus on Teacher Educators Professional development**

- **Identity** (who are we?)
- **Boundaries** (contrails/ challenges/ advantages)
- **Diversity** (contexts of teacher educator/ international)
- **Communication**

**(3) Product: contribution to teacher educators professional development**

A initial blog to make a podcast to form a human library.

InFo-TED Academy Group 2:  
JP Mynott, Jacinta McKeon, Maria Assuncao Flores, Bernadette Wrynn, Fay Baldry, Paula Batista, Petra van Beveren, Gerry Czerniawski

**(4) Future plans:**

- **Post the initial blog invite**
- **Record podcasts and host links to InFoTED site**
- **Review learning in 3-6 months**

# 5 European countries & 40+ stories



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Nieuwe  
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## **Teacher educators' journeys into teacher education**

The Teacher Educator Living Library (TELL) project is a series of podcasts aimed at exploring the diversity of teacher educators' journeys into teacher education.





# Key research questions

- What can we learn about teacher educators through listening to their teacher educator stories?
- How does the location (geographical/institutional) of a teacher educator impact on their story?
- How does a teacher educator's perception of their position on the practice – academic continuum impact their teacher educator story?



# The power of stories



'I guess you know, a core goal of mine is almost to influence the student teachers in a professional manner and encourage them to learn and contribute to the profession' (Cornelia)

# The power of stories



'I came into to being a teacher educator with not a particularly high view of teacher education. I came in with a with a view that is quite common in schools. I think that it's just something that you do if you're not being a teacher, there's a kind of a sense of which it's external to schools, but schools about the real stuff that happens and therefore being a teacher educator is somehow peripheral to that.' (Huw)



# The power of stories



‘There will be always teacher educators. Because they are inspiring. We are inspiring for other people, we inspire, we educate but we also inspire people to commit themselves to teaching. We inspire people to do more than just teaching the subject, being involved in what pupils are struggling with and the identity development of pupils. You can't learn it from small modules or Internet programmes. Or you need people who are *‘begeesterd’* people who are just mad about what they teach about what they're on about. So the future will be that, we will always be there and I will always be there.’ (Bob)





# Breakoutrooms

- Quotes / Group 1
- Quotes / Group 2
- Quotes / Groep 3

<https://padlet.com/johnmynott1/tell-teacher-educator-living-library-l43kqp8bhh20i8d1>



# Findings

- The messiness of teacher education pathways to progression is an overarching finding.
- Expectations from the system are vague, demands are challenging and adaptation to a research culture are all prevalent insights.
- Policy decisions, the use of secondments and a lack of clarity of roles in this field contribute to this messiness.
- The serendipitous progression of teacher educators is evident and these intentional and unintentional paths to progression are revealed in findings.



