

The induction and needs of beginning teacher educators

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The induction and needs of beginning teacher educators

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This article presents the results of an exploratory research study into induction practices of novice teacher educators in six different countries. The study was a project carried out by members of the Association of Teacher Educators Europe (ATEE) Research and Development Centre Professional Development of Teacher Educators. Induction is seen as a process of becoming a teacher educator and encompasses two levels. Firstly, it refers to the organizational induction into the teacher education institute. Secondly, it is about becoming a member of the profession (professional induction). Data were gathered through semi-structured interviews with 11 beginning teacher educators. The findings indicated that induction is quite problematic. None of the teacher educators experienced a satisfying induction into their institute and the profession as well. The article concludes with recommendations for improvement of induction practices and further research. This collaborative research project also revealed a lack of shared language in communicating professional issues and the need to further develop this within international communities like the ATEE.

Introduction

Within the Association of Teacher Educators Europe (ATEE), the Research and Development Centres (RDCs)—which are similar to Special Interest Groups—focus on collaborative projects and research. In this paper we present a study based on the research of the RDC ‘Professional Development of Teacher Educators’. The members of this RDC are experienced teacher educators in colleges and universities in various European countries and Israel, Australia and North America. The authors of this article all are members of the RDC Professional Development of Teacher Educators.

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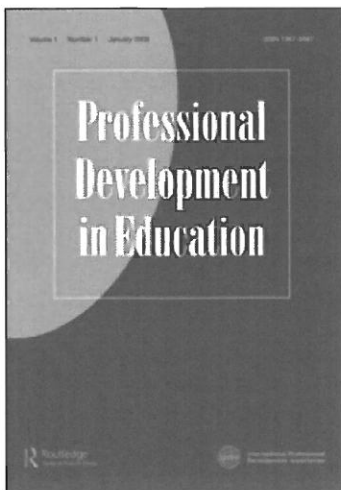
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