

WERA-IRN Teacher Education Symposium 2015

Date: 27 January 2015

Venue: Aarhus University, Campus Emdrup, Tuborgvej 164, 2400 Copenhagen NV
Building D room D174

VIA UC, UCC and Department of Education, Aarhus University are pleased to present the World Educational Research Association, International Research Network (WERA-IRN) Teacher Education Symposium 2015

Program

Presentations will be open for staff and students at the organizing institutions and others

9. 30 – 9.45

Welcome by Professor Jens Rasmussen Department of Education, Aarhus University and Professor Liu Woon Chia, Dean, Teacher Education, National Institute of Education, Singapore

9. 45 – 10.30

Preparing Thinking Teachers: The Singapore's Perspective

Professor Liu Woon Chia, Dean, Teacher Education, National Institute of Education, Singapore

Dr. Chua Bee Leng, Sub-Dean, E-Portfolio, National Institute of Education, Singapore

Abstract

In order to develop teachers to meet the challenges of the 21st century classroom, the National Institute of Education, Singapore, initiated a new Teacher Education Model for the 21st century (TE²¹). The NIE TE²¹ is a transformative endeavour that aims to develop autonomous thinking teachers. NIE's 'thinking teacher' model is about thinking in context, and involves elements of skilful teaching, reflective teaching and innovative teaching. It aims to develop teachers who are able to reflect on their roles, think systematically about their practice, and are capable of drawing upon theories and research to deepen their understanding of learning, whilst constantly adapting their teaching to support their students' learning. In this address, we will share Singapore's experience in conceptualising and implementing of the TE²¹ blueprint, which includes values development that re-envision teacher professionalism and calling, pedagogical changes to emphasize real-world inquiry and technology-enabled learning, and introduction of professional practice and inquiry to help teachers aggregate and integrate their learning.

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10.30 - 10.40 Break

10.40 – 11.20

Swiss second career teachers' motivation to change to the field of teaching

Prof Dr. Christine Bieri Buschor, Zurich University of Teacher Education, Switzerland

Prof Dr. Esther Kamm, Zurich University of Teacher Education, Switzerland

Abstract

Over the past decades, a shortage of Swiss teachers has been observed. As a consequence, a strategy on the national level has been established to recruit second career teachers (COHEP, 2011). Since 2011, the Zurich University of Teacher Education (PHZH) offers training programs for candidates over 30 years of age with former experience in the labour market, as well as in pedagogical work, either within vocational or non-vocational settings. The candidates' knowledge and competences are supposed to be transferable to the teaching profession. However, there is only limited knowledge about this process. The training program is being evaluated in a longitudinal study. One aim of the research is the optimisation between academic studies at university and workplace learning in school. Another theme is to gain general knowledge of students' biographies, their reasons for choosing teaching and their learning in the classroom. For this purpose, we focus on two theoretical perspectives: 1) the policy aspect related to alternative certification, pathways and life-long learning in the teaching profession (Cochran-Smith, 2014; Martin & Kragler, 2014; Weinert et al., 2011; Finsterwald et al., 2013), and 2) the learning aspect, including previous pedagogical experience, biography, (in)formal learning processes, professional motivation and supervision of workplace learning (Darling-Hammond, Chung & Frelow, 2002; Huberman, 1989; Ingersoll, 2001; Kappler, 2013; McNamara, 2014; Tigchelaar, Vermont & Brouwer, 2012; Zeichner & Schulte, 2001). In our presentation, we address the following research questions: What is the academic and professional background of the second career teachers? What are the reasons for their career change, and what motivated them to become teachers? How do they perceive their career change? How do they refer to their biography? The results are based on a sample of 174 participants of an alternative teaching program at the PHZH who completed a questionnaire at the beginning of their studies and a follow-up one year later. In addition, narrative interviews were conducted with 30 students from this sample. This data is being interpreted in light of the method of narrative analysis, developed by Rosenthal and Fischer-Rosenthal (2003). Finally, consequences for teacher education are discussed.

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11.20 - 11.30 Break

11.30 – 12.10

Teachers' social and relational competencies – theoretical understandings and practical implications. Can relations be taught?

Mette Vedsgaard Christensen et. al. VIA University College, Aarhus, Denmark

Abstract

Research (Nordenbo et al. 2008, Mitchell 2008; Hattie 2009) and practitioners emphasize the importance of teachers' social and emotional competencies (Elias et al. 2003; Jennings and Greenberg 2009) and abilities to establish and anchor relations to students (Juul and Jensen 2002). However, little work has been done to further explore how and to what extent personal abilities such as empathy, tolerance and respect for and interest in the individual student can be understood and taught explicitly like other teacher competencies in the context of teacher education.

This presentation reports the insights and preliminary results from a development- and research project at the teacher education program at VIA University College in Aarhus, Denmark, where teacher students, teacher educators and teachers from municipality schools are trained with explicit focus on understanding

and developing relational competencies. The project investigates how teachers' specific relational competencies can be developed and gain actual significance for pupils' well-being and learning at school. The project aims to answer the following research questions:

How are relational competencies apparent in teacher's actual practice?

How can a more focused and systematic work on the students' personal and relational competencies facilitate the personal and professional development of coming teachers?

How can relational competencies be trained and become an integrated element in teacher education programs? The aim of this presentation is twofold: 1) the theoretical framework underpinning the project and 2) examples of how relations and social competencies are taught to teacher students and practitioners

Contact:

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12.20 - 12.20 Break

12.20 – 13.00

Teacher educator competencies and needs for further training in relation to reforms and the shift from content-based to competency based teacher education – a survey study

Research assistant Elsebeth F. Pedersen, Department of Education, Aarhus University, Denmark

Research assistant Vibe T. Stafseth, Department of Education, Aarhus University, Denmark

Professor Jens Rasmussen, Department of Education, Aarhus University, Denmark

Abstract

The main purpose of the study is to examine teacher educators' competencies and needs for further training in relation to the new requirements of the teacher education reform and the reform of the municipal primary and lower secondary school (Folkeskolen). The shift from content based to competency based education is a substantial part of both reforms and represents a challenge for the teacher educators. Other important new foci/elements of the teacher education reform are a greater emphasis on the relation between theory and practice, a stronger research based approach, a stronger focus on competencies in ICT, on social inclusion and on differentiated teaching. We will present results from a survey study on teacher educator competences and teacher educators demand for further education. The teacher educators are asked questions regarding their teaching practice and their own assessment of their needs for further training in predefined categories. In an open response category, the teacher educators are asked to note, if there are specific areas, in which they need further training.

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13.00-14.00:

Lunch in D170

14.00-16.00:

WERA-IRN meeting

18.00-20.00:

Dinner for members of WERA-IRN. This is the restaurant: <http://www.soerenk.dk/frontpage.html>