

The following comments to the research report were given by delegates at the 2009 UCET conference. Delegates were asked:

- What are your reactions to the findings of the research
- What is your synthesis of the current and future development needs of Teacher Educators in HEIs (and school-based mentors)

Reactions to the findings of the research

- Nothing very surprising but in general agreement – worrying
- No awareness of GTC (TLA) mentor recognition modules
- Is it worth exploring additional budgets for schools involved in ITT?
- Making it an Ofsted requirement to engage in training?
- We're not surprised by findings
- Passivity indicated by findings is worrying. It sounds as though teacher educators are waiting for someone to help rather than taking control of their own profession.
- Very worrying. Tutors think they know it all but don't see themselves as part of a University. Mentors held at arm's length.
- Should there be standards for the tutors.
- Where do HEI tutors belong – are they university – ish?
- Going into school etc. – observation, feedback, talking to mentors – these are all research opportunities, not barriers!
- Prespecified categories for teacher educators and mentors could well have limited the responses. It was felt it was TDA driven.
- Surprise at the lack of research into this field given the core business of the sector.
- What does a good teacher educator look like? Standards?
- Given the views of mentors, why are we referring to them as separate from teacher educators?
- Divide between ITE and school based mentors being a mentor should be a privileged position – lack of consistency between mentors.
- Focussing on the needs of HEU teacher educators. As I heard them, the findings etc. seemed to focus on CPD needs as framed by the TDA. I would be interested to see the broader perspective of e.g. Deans of Faculties of Education / others who put ITE in a broader context.
- Did the TDA frame the type of research? The research represented a form of pragmatic research. Self studies come up with very different results.
- Sadly unsurprised – disturbing and depressing. HEIs , schools and Led (especially since the MoG changes in 2010) need to work together – to collaborate – which could lead to the community of practice that the respondents clearly want to be effective.
- Interesting perspective on self selves /professions:

1. Was good classroom teacher
2. Became subject tutor helping others become good educators
3. Lose faith in ability to do that
4. Pressed to do research etc for promotion/legitimacy
5. Become scholar of education generating research monies and credibility /legitimacy/identity within the institution/society.

What is your synthesis of the current and future development needs of Teacher Educators in HEIs (and school-based mentors)

- Induction for new Teacher Educators
- Support for networking/sharing practice
- Research training and developing communities of researchers – to take advantage of opportunities for research offered by connections with schools and trainees
- There is a need for a community of practice/learning. Recognition of complementary but also distinctive roles. A repertoire of strategies in form of case studies and action research.
- Shared values should underpin the community of teacher educators – which includes tutors and mentors.
- Our preference would be for the term teacher educator to be used for both HEI and schools rather than one being seen as mentors. Both are teacher education but with different professional locations and perspectives to work together to research and reflect on common issues informed by agreed set of values and purposes.
- Examining the conception of what it is to be a teacher and a teacher educator.
- Developing a conception of teachers/teacher educators which includes enquiry into practice / evidence informed practice
- Opportunities / support to develop enquiry / research communities of practice
- Need to develop confidence in legitimacy/identity in role as a teacher educator and member of a global profession ultimately having a significant impact on the lives of the world's children.