

Teacher and teacher educator: understanding the development needs of practitioners who operate in hybrid roles

BOODT, Sarah and PERRY, Emily <<http://orcid.org/0000-0003-3413-1159>>

Available from Sheffield Hallam University Research Archive (SHURA) at:

<http://shura.shu.ac.uk/21224/>

This document is the author deposited version. You are advised to consult the publisher's version if you wish to cite from it.

Published version

BOODT, Sarah and PERRY, Emily (2018). Teacher and teacher educator: understanding the development needs of practitioners who operate in hybrid roles. In: The Ambition of Teacher Education: TEAN Annual Conference, Birmingham, 10-11 May 2018. (Unpublished)

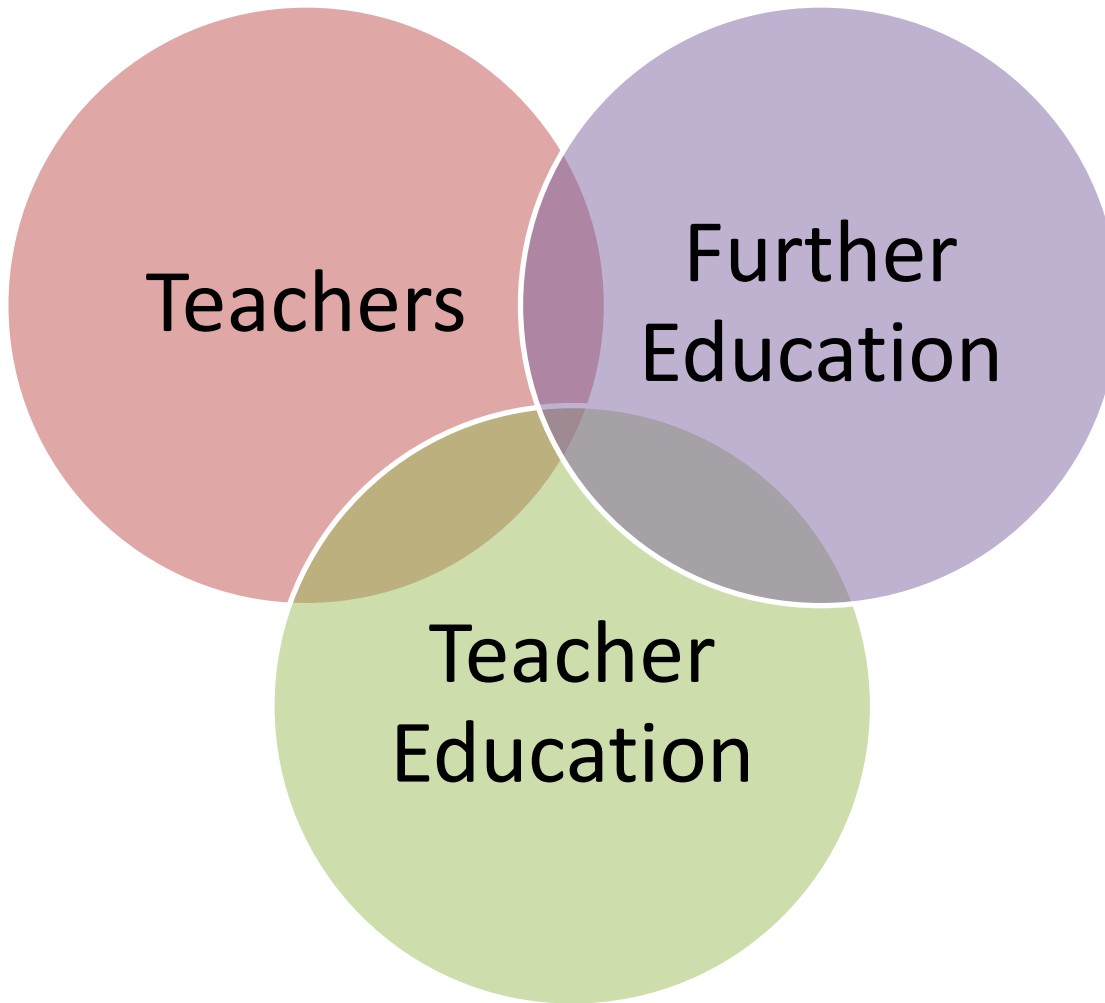
Copyright and re-use policy

See <http://shura.shu.ac.uk/information.html>

Teacher and teacher educator: understanding the development needs of practitioners who operate in hybrid roles

*Sarah Boodt & Dr Emily Perry
Sheffield Institute of Education
Sheffield Hallam University*

Teacher and teacher educator:
understanding the development needs of
practitioners who operate in hybrid roles



P

- *General FE colleges*
- *LANDEX*
- *6th Form College*
- *Judicial services*
- *Independent learning providers e.g. Learndirect, Jaguar etc.*
- *Community learning & skills*

16

The FE curriculum

- *GCSEs*
- *A levels*
- *T levels*
- *Degrees*
- *schools provision*
- *HE provision*
- *work-based learning*
- *motor vehicle*
- *engineering*
- *equine*
- *social sciences*
- *education*
- *floristry*
- *landscape gardening*
- *independent living (SEND)*
- *English*
- *maths*
- *animal management*
- *construction*

How teachers become teacher educators in FE



Teacher and teacher educator:
understanding the development needs of
practitioners who operate in hybrid roles

Transforming Teacher Education: CPD programme

**EDUCATION & TRAINING
FOUNDATION**

- ETF funded
- Workplace/placement is key (Maxwell 2014; Nasta 2007; Leitch 2004; Foster 2005; Wolf 2011 & 2016; Lingfield 2012)
- Professional Standards
- Teacher Educator qualification



Transforming Teacher Education: CPD programme

1. From teacher to teacher educator
2. Developing observation skills
3. Working with mentors (online)
4. Developing an ITE curriculum
5. Developing English and maths within the ITE curriculum
6. Using technology to enhance learning (online)
7. Making feedback and feed forward effective
8. Safeguarding within ITE
9. Reflection for action
10. Becoming a practitioner researcher

Reflections

The literature on effective professional development suggests various characteristics are important: how were these used in planning the programme?

How similar is teacher education in FE compared to the school sector?



The FE sector is so diverse: it must have been hard to know what to include in the programme

Teacher and teacher educator:
understanding the development needs of
practitioners who operate in hybrid roles

Programme evaluation

To support:

- our own understanding of the programme for future cohorts
- ETF in developing a national programme and qualification

Teacher and teacher educator:
understanding the development needs of
practitioners who operate in hybrid roles

Programme evaluation

Data collection:

- Written surveys:
before and after the programme
- Semi-structured interviews

Teacher and teacher educator:
understanding the development needs of
practitioners who operate in hybrid roles

Programme evaluation

Data analysis:

- The participants
- Their experiences of the programme
- Which aspects of the programme worked well
- Participant motivations for participation
- Participants' learning and impact on practice

Did you also collect data from the facilitators? Did this support findings from the participants?

Is there a conflict of interest in delivering and evaluating the same project?



How many participants did you collect data from for the evaluation?

Average experience as a teacher	12 years (range from 1-32 years)
Average experience as a teacher educator	6 years (range from 0-18 years)
Participant organisations	Most participants from FE and sixth form colleges, one participant from each of police force development, football club community foundation, voluntary sector organization
Participant subject specialisms	Biology, Business, Chemistry, Education, English, Film & Media Studies,, Foundation learning, Hairdressing, Music, Nails and Beauty Therapy, PE/Sport, Performing Arts, Psychology, Teacher Education, TESOL

Findings: participation

Range of reasons:

- Developing observation skills
- Improving feedback
- Coaching and mentoring
- Reflection on practice
- Increasing confidence in practice
- Sharing learning in a community of practitioners

Findings: participation

It was about reconnecting with the academic world that supports my career...picking up on new thinking, but also existing thinking that I've kind of lost touch with.

I felt like I needed to do something to just get my brain working again a little bit... thinking about why we do what we do.

I saw it as a perfect vehicle for me to a) upskill and refresh my knowledge, and b) to work with a group of individuals that are heavily engrossed in teacher education at the moment.

A bit of inspiration; time to reflect on what I do... I want to look at things a bit differently and not just do it because I've always done it.

Findings: motivations

Having talked to colleagues who work in teacher education... we've kind of all fallen into it from different angles. For me I was curious about what this would be.

There were a lot of elements of it that felt aligned to the kinds of work I was doing and that would support me in that role.

Refresh with a new perspective and a new network of colleagues about the things that would work well from their experiences, the things that didn't and look for some new guidance really.

It was great coming on a Saturday because it was about me doing it and not the college making me do it. It was my time. It was me that was putting the effort in and I felt that I got more out of it.

Findings: introduction

Thoroughly enjoyed the programme and feel I learnt so much, even though I have been in FE for over 20 years.

It's the most worthwhile CPD I think I've possibly ever done. I look at some of my colleagues in the classroom and I think, 'Oh my goodness. You so need to have done what we've just done.'

Findings: participants' experience

It was great. It was a really enjoyable experience. I loved it. I think we gelled really well.

The thing I liked about it most was the people on it... It was really nice.

I think in terms of the other practitioners on the course that was brilliant. It was great to have other people...we were all able to contribute and reflect

It was such a nice atmosphere and there was no, you know...You just felt that it was your group and you could just basically sit where you want.

Findings: participants' learning

- | | |
|--|---|
| <p>Greatest increase in confidence:</p> <ul style="list-style-type: none">• Feedback and coaching• Using technology• Developing English and Maths skill within the ITE curriculum• Designing an ITE curriculum• Working effectively with mentors | <p>Least increase in confidence:</p> <ul style="list-style-type: none">• Reflection for action• Safeguarding• Observation |
|--|---|

Findings: participants' learning

It's actually made me go with my instincts a bit more... it's made me a little bit more confident in what I'm doing.

I feel like I've got a few more strategies to deal with some of those things now... That's helped me feel a bit more confident in my own practice I think.

I've learned that teacher training is massive, wow. There are so many areas that people can specialise in and I think it's a massive undertaking.

It just confirms that yes, I am on the right track and I am doing the right thing.

Teacher and teacher educator:
understanding the development needs of
practitioners who operate in hybrid roles

Findings: participants' use of learning

Impacts on:

- Colleagues – through training and line management
- Learners – using the same strategies with learners as with student teachers (and vice versa)

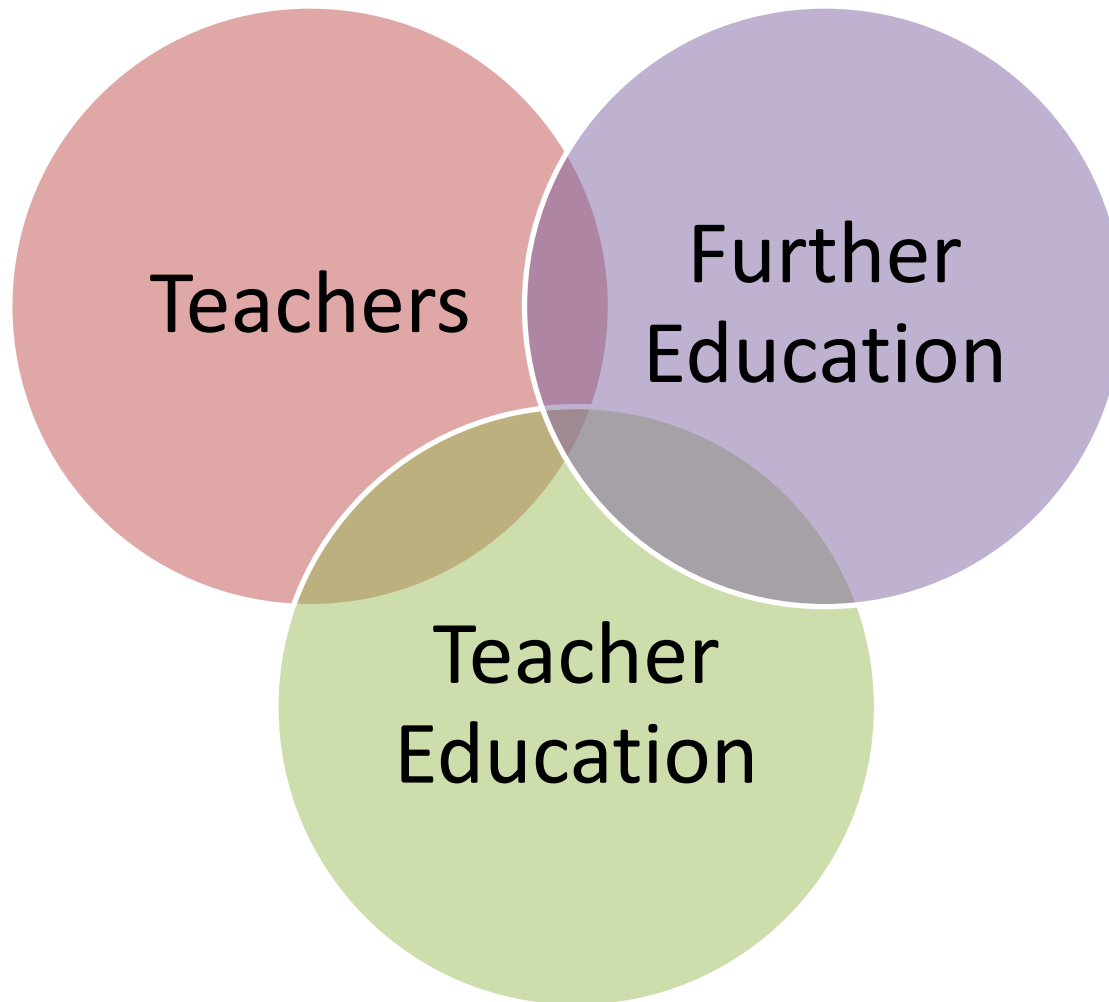
Findings: participants' use of learning

I line manage a group of staff and the things that we went through helped me in line managing them better and making them better teachers whilst they trained my new trainees.

I've just built in, in some of our sessions on our training course, just built in some reflection sessions... It seems obvious now, but we didn't use to do it that way.

I just had that little light bulb moment of, I think when I'm giving feedback to my learners, I'm probably not actually following the same methodology as I would feedback for a student teacher.

Teacher and teacher educator:
understanding the development needs of
practitioners who operate in hybrid roles



FE practitioners

- No more Safeguarding!
- Still a perceived need to embed ICT
- Saturdays work!
- Highly committed workforce
- Heavy workloads inhibit engagement with CPD
- Need for high quality, contextualised CPD

It was action-packed, but practical, which I liked. There were bits of theory as well, but it made sense, so it was all contextualised, it all made sense so you could take something away from each session.

Teacher and teacher educator:
understanding the development needs of
practitioners who operate in hybrid roles

Teacher educators

- Know your audience
- Want to be part of a community
- It's good to have a range of facilitators
- Explicit modelling is key
- Qualification for teacher educators?

[the facilitators] would use a variety of teaching and learning strategies and then always have a discussion with us about why did we use those strategies and what impact did they have. They were modelling what we would do with our trainee teachers and with other practitioners, to just point out and make explicit the strategies we would use and why.

Teacher and teacher educator:
understanding the development needs of
practitioners who operate in hybrid roles

Hybrid teacher/teacher educator

- Fall into roles
- Don't apply the same practice across roles
- Identity doesn't seem to shift, but...
- ...lack confidence in their practice
- Aware of lack professional learning opportunities

It kind of got me thinking every session as to those slight differences between the two roles and that you would have a lot of the same skills and knowledge, but you're applying them in very different ways...

it was the first programme that I'd seen that could possibly provide me with some support in the role that I'm doing. I don't think I was alone in the group when we spoke about this.

Reflections

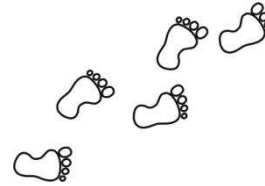
What role did the facilitators play in the success of the programme?

Why did the participants appear to so highly value joining a community of learners?

What does “hybrid teacher leader” identity look like?



Our next steps



- Exploring further the participants' motivations for participation
- Investigating the skills, knowledge and practices of CPD facilitators
- Working with ETF on professional standards and qualification for FE teacher educators
- Use learning from this project to inform future training