

PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS (PDTE)

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The Lab - Teacher Educators' needs

The education we receive does not have a specific focus on andragogy. The teacher educators at universities are not prepared for providing teacher education to teachers. I don't know for sure if it's the same at the ministry level, but I think the scenario is the same.

I have a satisfactory and inspiring environment for my development as TE at my University. Still, what would be nice is to have an institutional support provided in terms of appreciation, supervisions, responsibility sharing and delegating (by an institution). We gain all this in our Center only because we create a friendly and self-steering team of TE. The Institution supports us on financial and PR level, but not so much in terms of our further development as persons who educate other teachers and also need professional treatment.

Generally, I am satisfied with my work as a teacher educator as it enables to contribute to the education of 'good' teachers. Most of my needs stem from the macro and meso context of the Turkish Higher Education system and the institutional attitudes and behaviors. For instance, teaching is not a highly regarded and well-paid job in Turkey and this affects the attitudes of teacher candidates towards the profession. Also, as a teacher educator, I have little to no support both financially and psychologically. Time is a major concern as I have to teach and do research at the same time.

Lack of understanding at policy level of the distinct skills and work of the teacher educator. It does not help that it is a seconded job with no career pathway

I love working with people and pre-service teachers and share my experience and knowledge with them. The things that cause my dissatisfaction are only connected with the university strange rules and financial issues at my university.

Needs

- AI in education, AI literacy
- Developing student teachers' creativity, innovation competence learning as teacher educator how we can facilitate it
- How to facilitate student teachers' personalized learning
- Closer cooperation with the various partners in teacher training (Universities, Public Education Institutions, Vocational Training, NGOs)

Satisfied with:

- Reflective approaches in teacher education
- Competence-based approach
- Collaborative nature of professional learning within pre-service education

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Dissatisfied with

- *Collaboration among different areas of teacher educators, e.g. pre- and in-service teacher educators; teacher educators from different fields*
- *Discrepancy between teacher education programs and actual situations in public education (e.g. teacher educators teach about adaptive teaching but the Hungarian public education system, curricula are too centralized, not so many spaces to differentiate)*
- *Misalignment between the different subject teaching areas and general education -Bringing the voice of student teachers into teacher education*
- *In-service training of teacher educators*

situation

- lack of standardization of qualifications in some countries in Europe, needed for professional development being certified - what follows is often missing adequate appreciation
- lack of consciousness by expert teachers when they teach to colleagues of their role of "teacher educator".

needs

- being supported by state institutions (TE need *professional treatment*) instead of self-steering teams of TE
- a specific training for their professional profile:
 - with specific focus in TE training on andragogy
 - with specific focus on **new** roles of teachers, new methodologies with 21th century students
- proper institutional spaces for TE to raise their qualifications and then be entitled to support other teachers
- being appreciated for their TPD (teacher professional development)
- being also financially supported in order to develop professionally in a given institution
- be represented where the decision on school are taken