Teacher educator as researcher: striving towards a greater visibility for teacher education

Teacher Educator as Researcher: Striving Towards a Greater Visibility for Teacher Education

Ann MacPhail

Abstract

If teacher education is to be taken seriously, it must be research-based with teacher educators as active researchers and perceived as 'public intellectuals' (Cochran-Smith 2005; European Commission 2015). This re-positioning of the teacher educator results in associated teacher education programmes being expected to be 'research driven', developing a research disposition among teacher educators as well as preparing consumers and producers of research (Tack and Vanderlinde 2014). Such a focus is accompanied by pressure from university leadership for teacher educators to focus on securing research funding and increase publication output (Stern 2016). This chapter will begin by sharing some of the main points related to 'teacher educator as researcher' before noting the Irish teacher educator context and the role of teacher education and research in Ireland. The chapter will then present three considerations related to the author's personal role as a teacher educator as researcher striving towards a greater visibility for teacher education. This will be informed specifically by, and related to, the Irish context in which the author has resided for 16 years. The first consideration will share the teacher educator's experiences on researching their own practices with pre-service teachers as well as their engagement in self-study that captures their ongoing journey as a teacher educator. The second consideration will focus on increasing exposure in the higher institute of credible teacher educators who can connect with the University's strategic positioning. The third consideration will focus on opportunities to contribute to interdisciplinary / multidisciplinary research. The

chapter will convey opportunities for the teacher educator as researcher to increase the visibility for teacher education at local, university, national and international levels.

Teacher Educator as Researcher

It has been proposed for some time now that if teacher education is to be taken seriously, it must be research-based with teacher educators as active researchers and perceived as 'public intellectuals' (Cochran-Smith 2005; European Commission 2015). This re-positioning of teacher educator results in associated teacher education programmes being expected to be 'research driven', developing a research disposition among teacher educators as well as preparing consumers and producers of research (Tack and Vanderlinde 2014). Such a focus is accompanied by pressure from university leadership for teacher educators to focus on securing research funding and increase publication output (Furlong 2013; Stern 2016). In mapping the field of teacher education research in the UK, Menter et al. (2010) commented that teacher education research remains a young sub-field of education research more generally. The notion of a 'dual economy' in the teacher education space has become more evident where some academic staff are primarily teacher educators and others are primarily researchers, with some teacher educators experiencing tension between the two forms of academic activity (Christie and Menter 2009; Munn and Baron 2008).

A special edition of the *Journal of Education for Teaching* (Menter and Murray 2009) focuses on research-capacity building in teacher education, sharing some major challenges facing teacher educator research communities as they position themselves for a national assessment framework that focuses on research outputs, research impact and research environment as quality indicators

for academic promotion and retention. Engaging teacher educators in research continues to gain exposure (Livingston, McCall and Morgado 2009) and the common thread across many such studies is that teacher educators' engagement in conducting research is referred to as a necessity rather than an advantage (Hadar and Brody 2017). This message is evident in studies that provide personal perspectives towards undertaking the role of teacher educator as researcher (Kane 2007; Kosnik 2007). It is this personal perspective that I favour in this chapter in approaching the 'teacher educator as researcher' topic. This aims to complement the premise of the book being to provide research-based illustrations from the lives and professional development of experienced teacher educators. In doing so, the intention is to foster the voice of the teacher educator and support teacher educators to strive towards a greater visibility of their (research) contributions to high quality teacher education and education in general. I am conscious of the related challenges that may arise for teacher educators whose role is to predominantly focus on their 'educational capacities' (such as curriculum development and assessment) at the expense of 'scholarly activities' (such as reviewing and publishing peer-reviewed papers) that appear to be more aligned with progressing an academic career (Czerniawski et al. 2018).To appreciate the positioning of teacher educators in Irish higher education, it is imperative to understand the changing expectations and challenges facing higher education following a decade of austerity and a global financial crisis. Such expectations and challenges, as well as a more thorough overview of teacher education in the Irish context and teacher educators in the Irish education system than is allowed in this chapter, have been published previously (MacPhail and O'Sullivan, in press).

Teacher educators in Ireland

The dominant professional pathway to working in teacher education in Ireland has been, until recently, that those with professional experience as teachers (along with a Master's degree) would have been initially seconded to a teacher education post for a period of up to ten years and the secondment would have been perceived as a positive career move (Waldron and Smith 2012). Over time, most of these teachers secured permanent posts and opted to stay in the university. These teacher educator recruits would not have been expected to have a doctoral qualification. While they would have been expected to be research-informed as to best practices in teacher education, they would not have been expected to be research active, i.e., conducting and publishing research.

The role of teacher education and research in Ireland

The recent policy context in Ireland has re-framed the role of teacher education and research. Significantly, the joint influence of the more complete universitisation of teacher education recommended in the recent Sahlberg Report (2012), along with increased rankings pressure on universities, has meant that there is more pressure on teacher education academics as they work in higher educational institutions to acquire a PhD and publish in peer-reviewed research outlets. Contextualising this recent policy reframing is important in terms of patterns of research practice in teacher education. While there have been no studies or reviews as such, trends can be identified. First, the recent growth of research outputs on teacher education in Ireland over the last decade with publication of peer reviewed journal articles, reports and small-scale collaborations providing evidence in terms of associated outputs. Second, while the nature of much of the research on teacher education has comprised small-scale studies within individual programmes or sometimes small-scale studies between programmes in different institutions (e.g. Standing Conference on Teacher Education, North and South), there have been a small number

of larger scale studies as well as commissioned reports on teacher education which have provided more system level insights on teacher education. Third, the focus of research has been mainly on initial teacher education with some focus on continuing professional development and very little, until more recently, on induction (Conway et al. 2009). Taking the above observations together, the opportunities to learn and experience research as a teacher educator are typically studies within one's own institution. We do not know the proportion of staff involved, the duration of involvement, the types and foci of studies nor the extent to which such research is seen as central or not to teacher educators' professional institutional profiles. Anecdotal evidence would suggest significant differences between institutions in the standing and profile of research on teacher education.

Teacher educators as researchers in Ireland

Gleeson et al. (2012) explored the potential for research capacity building in initial teacher education programmes in Northern Ireland and the Republic of Ireland, reporting an identifiable tension between the identity of initial teacher education faculty as 'teacher educators' and 'educational researchers'. They noted the requirement to critically unpack the meaning of initial teacher education-based research and what it means to be 'research-active' as a teacher educator. They also reported that a significant minority of initial teacher education staff rated their own research experience as satisfactory or poor and that they would like more time to devote to educational research activity. Teacher educators working in the Republic of Ireland noted that pressure to publish emanated 'mainly from competitive individualism alongside changing institutional cultures particularly in the universities (…) [and] noted the influence of and the increasing importance being attached to research profiles both for academic appointments and

subsequent promotions' (Gleeson et al. 2012, 6). In a more recent study conducted with a sample of teacher educators working in the Republic of Ireland, it was reported that the top three professional learning activities valued by teacher educators all related to research, (i) personal reading, (ii) role of research when studying one's own practice in teacher education, and (iii) the extent to which research is essential to inform teacher education practice (Czerniawski et al. 2018). This presents a challenge to the individual teacher educators who require upskilling in the identified research-related professional learning activities. It also presents a challenge to a predominantly higher-based teacher education profession, that is looking to compete in research-driven universities, on who to recruit into teacher education. That is, recruitment of teachers from schools and/or the recruitment of teachers from a predominantly research background.

Author's positioning

In striving towards a greater visibility for teacher education from the perspective of teacher educator as researcher, I present three considerations. I revisit the three considerations towards the end of the chapter to reinforce the extent to which teacher educators can develop a capacity to engage with academic and institutional 'research' changes in productive, proactive ways.
I draw predominantly on my time as a teacher educator for the past 16 years in the same Irish university setting. On beginning my role as a teacher educator, I had completed a four-year undergraduate physical education honours degree programme, undertaken limited supply physical education teaching in schools and completed a research PhD investigating the social construction of knowledge within a specific physical education curriculum development initiative. Following graduation from the PhD programme, and prior to entering the teacher

education profession, I had spent the previous three years as a Research Associate, a privileged position that provided me a solid grounding in conducting research and writing for publication, both of which I have strived to maintain. I have chronicled my story of becoming a teacher educator and researcher elsewhere (MacPhail 2014).

My experience to date supports the belief that engaging in research serves as a powerful motivator for teacher educators to participate in the (teacher education) community (Hadar and Brody 2017). I have been fortunate to be an integral member of a department-level subject discipline-driven teacher education community (MacPhail et al. 2014; Tannehill et al. 2015). This has consistently provided me with a critical mass of research-active physical education teacher educators with whom I have conducted and disseminated research. In addition, as a member of the International Forum for Teacher Educator Development (InFo-TED) (Kelchtermans, Smith, and Vanderlinde 2018), I have gained access into a more generic teacher education and teacher educator research space. This has provided me the opportunity to be research active with teacher educator colleagues from multiple disciplines and from multiple jurisdictions and to subsequently be involved in research targeted at the international teacher education community. Indeed, my involvement in both communities illustrates the engendered reciprocal contributions of the community to the individual and of the individual to the community (Hadar and Brody 2017). I do not take for granted the extent to which both communities provide safe, inquiry-orientated and collaborative spaces for me to sustain my interest and passion in contributing to the teacher educator knowledge base.

Acknowledging that our academic and career biographies are inextricably linked to our work and life practices, my aim throughout the chapter is to prompt the reader to consider the extent to

which my experience as teacher educator as researcher aids consideration on how to strive towards a greater visibility for teacher education. My experiences are captured under three considerations. The first consideration will share my experiences on researching my own practices with pre-service teachers as well as my engagement in self-study that captures my ongoing journey as a teacher educator. The second consideration will focus on increasing exposure in the higher institute of credible teacher educators who can connect with the University's strategic positioning. The third consideration will focus on opportunities to contribute to interdisciplinary / multidisciplinary research.

Researching and Disseminating Teacher Education Practices

I share two personal scenarios here. The first is related to researching my own teacher education practices. The second is ensuring that as teacher educators we are providing pre-service teachers with appropriate and relevant research reference points as well as educating them on how to access for themselves relevant research.

I research my own teacher education practices in a bid to educate teacher education colleagues, teachers and other practitioners and academics about the work that teacher educators undertake in preparing effective pre-service teachers. This has included practices such as examining what pre-service teachers teaching metaphors tell us about their developing beliefs about teaching and learning (Tannehill and MacPhail 2014), preparing pre-service teachers to design instructionally aligned lessons through constructivist pedagogical approaches (MacPhail, Tannehill, and Goc Karp 2013) and helping pre-service teachers and beginning teachers examine and reframe assumptions about themselves as teachers and change agents (MacPhail and Tannehill 2012).

Aligned with researching my own teacher education practices, is focusing on my experiences of being a teacher educator, specifically through self-study research. Such research openly interrogates and conveys the space in which I operate and, in turn, educates readers about the reality of enacting teacher educator as researcher. This has predominantly been conducted with the acknowledgement that our academic and career biographies are inextricably linked to our work and life practices. Self-study has led me to explore my positioning as an apprentice, academic and administrator within the teacher education space (MacPhail 2017), examine the experiences and challenges faced as I strove towards investing in a professional teacher education community that resided within a university department (MacPhail 2014) and consider how I support pre-service teachers in their endeavours to identify and sustain their own professional learning requirements and contribute to developing a pedagogy of teacher education (MacPhail 2011). Self-study has also encouraged me to interrogate my positioning as a member of a teacher education learning community (Lunenberg in press; MacPhail et al. 2014; Tannehill et al. 2016). Targeting different outlets such as teacher education scholarly journals, professional journals, blogs, Twitter and conference presentations has increased the exposure of my use of teacher education practices and my experiences of enacting the role of teacher educator as well as being part of a teacher education community. The challenge for me has been to appreciate that, while what we do in the name of teacher education may be effective in and of itself in preparing caring and passionate pre-service teachers, a significantly increasing responsibility of our role is to share our practices and research. In doing so, the intention is to educate a wide audience on the reality, challenges, experiences and study of doing teacher education and being a teacher educator as researcher.

The second scenario I share revolves around ensuring we are providing appropriate research outlets / reference points for pre-service teachers that allow them to engage with, understand and strive to enact teaching practices (initially during school placement and later as a practicing teacher) that are research informed. This has resulted in choosing to write specifically for the pre-service teachers audience when I have been unable to find an available resource that captures what I wish them to have a comprehensive understanding in. One such example was addressing the gap in denoting the considerable changes that were being considered and subsequently enacted as regards assessment in Irish school physical education (MacPhail and Murphy 2017). Related to the concern of ensuring pre-service teachers can access appropriate research outlets / reference points is the concept of 'teacher as researcher'. The teacher as professional, reflective practitioner and researcher is a mandatory element of all initial teacher education programmes in Ireland, with provision for the development of pre-service teachers as researchers and lifelong learners (Teaching Council 2017). I teach a module that assists pre-service teachers to access pertinent research to support their 'learning about' and for their 'teaching of' physical education in post primary school contexts and consider how reading research can be applied immediately in the planning priorities for school placement. Based on pre-service teachers' reading of selected research articles and discussions of relevant topics as an early career teacher, pre-service teachers develop their own strategy on how best to use this research analysis process. The process is intended to assist pre-service teachers in their planning decisions, selecting their teaching and assessment practices and increase their understanding of physical education and the nature of student learning in physical education. While research findings do not provide assurance that something will always occur, in all settings and with all students, they can provide insight into how things might be adapted or revised to improve practice or learning. It is hoped that instilling

a level of confidence, engagement and appreciation for research in Pre-service teachers will allow them to maintain such a skill-set when they enter the teaching profession.

Connecting with Higher Institute Strategic Positioning

Embedded within this consideration are two inextricably-linked issues; the influence of research metrics in higher institutes and aligning with the higher institute's strategic positioning. Two recent initiatives within teacher education in Ireland provide worked examples of how alignment can be encouraged and pursued.

One way in which many higher institutes determine the visibility of individuals and / or discipline areas is the extent to which each contribute to the target research metrics of the specific institute, e.g., citations, funding submissions, publications. In a recent study that explored the challenges for Irish teacher educators in being active users and producers of research (MacPhail and O'Sullivan, in press), it was evident that, for most, the expectation for promotion and career development demanded a research profile as teacher educators. Teacher educators were members of the university community and were keen to engage in research. While some noted they should be more active but struggled to manage the level of teaching required with the time to be research active, others described how they measured that engagement carefully while focused on generating the right kind of research metrics. Increasing exposure in higher institutes of credible teacher educators who can connect with the University's strategic positioning is another way to strive towards a greater visibility for teacher education. This includes considering how the teacher educator can best position themselves to

contribute to the discussion of what constitutes 'research' as well as access, and contribute to, what is determined as meaningful knowledge and the dominant orientations of universities.

A realistic and feasible way in which teacher education is attempting to position itself strategically in higher institutes within a specific region in Ireland has been the establishment of a National Institute for the Study of Education (NISE). This has entailed forming one integrated centre for teacher education across three institutes with a shared agreement to nurture a culture where staff involved in teacher education are research active, familiar with current educational research and programmes, and engage with schools and relevant stakeholders as research partners (NISE, 2014). Teacher educators are encouraged to publish and/or disseminate educational research focused on national and international priority education needs and promote a culture of research led teaching, inter-disciplinary research and enhanced research-training.

There is evidence that teacher educators working in Ireland are clear about expectations for research productivity and building a national and international research profile, securing grants to support their research yet without the necessary university and/or national level infrastructure for teacher education research (MacPhail and O'Sullivan, in press). The necessity (posed by Sahlberg, Furlong and Munn 2012) for a national research institution for educational research funded by the government continues to be a welcomed, and hoped for, research infrastructure for teacher education and teacher educator research. The recent establishment of a National Teacher Education and Teacher Educator Forum in Ireland intends to provide a space by supporting the professional development of teacher educators and contributing to a collective voice on shaping national teacher education and related research discourse. While this Forum has been established in the first instance by two colleagues and I, it is hoped that once it gains momentum that it may

provide evidence and impetus for the proposed government-funded national research institution for educational research.

Contributing to Interdisciplinary and Multidisciplinary Agendas

Opportunities to contribute to interdisciplinary / multidisciplinary research illustrates how a teacher educator, and by association their research identity, can strive to complement the research of other disciplines in a bid to contribute to specific knowledge bases as well as access more research (funding) opportunities.

In rethinking the significance of disciplines in higher education, Trowler, Saunders and Bamber (2012) set out to address the significance, relevance and power of disciplines in contemporary higher education across the world. They critique and develop the work of Becher and Trowler (2001) who enquired into the nature of the linkages between academic cultures/communities (the 'tribes') and disciplinary knowledge/academic ideas (their 'territories'). Trowler, Saunders and Bamber (2012) encourage a revisiting of the disciplinary classificatory systems and suggest that such a classification has limitations in light of contextual changes and more expansive thinking. Regardless, there is merit in exploring how changing higher education landscapes have significant implications for academics, their various tribes and disciplinary territories (in whatever way they are constituted). Contemplating the extent to which particular segments of the discipline can reap a mutual benefit from a related segment from another discipline, for example, teacher education, would encourage the consideration of 'adjoining territories' (Becher and Trowler 2001) with areas of common ground. Extending the groups/communities in which teacher education is represented increases the potential to access infrastructures with 'adjoining

territories' that afford us access to opportunities that we would be unlikely to secure as a freestanding international community.

The success of teacher education aligning with other disciplines in a bid to connect with the institutes / University's strategic positioning is very much determined by the extent to which the University values such activity. My own University's Strategic Plan is clear in noting that the University has competitive challenges in terms of research performance and its international profile. The nature of each of these challenges is reinforced through the University's celebration of successful research income, research collaborations with industry and commercialization related to venture capital investment and spin-out companies sold. Such measures of success are more easily attained in specific disciplines and it is perhaps not surprising to note in the University's Research Strategy that the areas considered as research strengths are advanced manufacturing, software, applied mathematical sciences, health and materials. To intensify critical mass in the identified areas of research strength, three formalized University-based institutes have been established – one to foster multidisciplinary research collaboration with health practitioners, one to build on significant strengths in applied sciences and engineering and one in software engineering. If teacher education wishes to connect with the University's research priorities, then it appears that the only way to do this is to align itself with, and work with, discipline areas that allow teacher education to contribute to multidisciplinary research collaborations.

I have strived to expose teacher education as a valuable contributor to multidisciplinary research collaboration with health practitioners. This arises from my involvement in a national tender for a project that aims to improve health behaviours (increased physical activity, reduced sedentary

behavior and heath eating) and health literacy in Irish post-primary school-aged children, aligned with a recently introduced Wellbeing curriculum. This has entailed complementing the skill-set of the project team that includes a consultant endocronologist, exercise psychologist, public health lawyer and dietitian. The interest and advantage to including a teacher educator (albeit with a specialism in physical education) is the expertise in understanding the school and teaching context in which the proposed study is to take place as well as interrogating the discourse of the Wellbeing curricula to understand the potential for teachers, as well as school-aged children, to be health literate. In establishing this, it is imperative that Irish teacher education programmes begin to consider how best to embed the wellbeing curriculum to effectively prepare pre-service teachers to enact Wellbeing.

Final Comments and Future Research

I consider conducting research as significant to my professionalism as a teacher educator. This relates to undertaking and utilizing research to inform my learning and practice as a teacher educator and, in turn, improving the experience of pre-service teachers. This also relates to educating others on the centrality and importance that teacher education has on understanding and improving learning and teaching in relation to ourselves and others (Livingston, McCall, and Morgado 2009). Appreciating that some teacher educators' research capacity is stifled by a limiting infrastructure of support, collaboration and inquiry, it is imperative that we continue to establish and research professional learning communities for teacher educators. In researching such communities, we can explore how they can serve as a sounding board for teacher educators to make their own inquiry public and available to others' critiques (Hadar and Brody 2017). To

this end, the recently formed National Teacher Education and Teacher Educator Forum in Ireland (discussed earlier) is a space in which this can be encouraged (and researched) in Ireland.
For those teacher educators who are well established in terms of research activity, it should be expected that they would provide a mentoring role to colleagues in professional learning communities for teacher educators. Researching (formal or informal) teacher educator research mentoring infrastructures would allow us to determine the most effective ways in which to encourage less-experienced teacher educators to engage with the ever-prevailing research culture. In addition to this, it would be prudent for more experienced teacher educator researchers to become members of interdisciplinary and multidisciplinary communities, where teacher education would be one of numerous disciplines looking to contribute to a common interest in a research topic. Teacher educators need to be proactive in ensuring their research skill set and area of interest and expertise are shared widely across all communities to increase the likelihood of being invited to contribute to already, or newly, established interdisciplinary and multidisciplinary communities.

If, in our teacher educator as researcher role we genuinely wish to strive towards a greater visibility for teacher education, we need to collectively embrace, and continually reinforce, that teachers are seen by many governments as central to educational, economic and social reform (Cochran-Smith 2009). In order to increase the centrality of teacher educators in governmental considerations, it is imperative that the teacher education profession conduct evidence-based and practice-informed research that informs current and proposed policy reforms to the teaching and teacher education profession. In the Irish context, the teacher education continuum (including teacher recruitment, preparation and retention) has more recently undertaken consultations and

developments as part of national policy agendas. Once individual jurisdictions have had an opportunity to undertake sustained and systematic research on teacher education policy (Kennedy 2017), the challenge is to formalize teacher education connections across all jurisdictions in a bid to produce coherent teacher education policies across the European Union (Sayer, 2009). It appears there are more opportunities at a European level to secure funding to explore teacher education and teacher educators than for small-scale, nationally focused teacher education studies. The previously mentioned International Forum for Teacher Educator Development (InFo-TED) is a European-funded project that brings together teacher educators from a range of jurisdictions to translate knowledge bases of teacher educators into an international professional development programme for teacher educators as well as explore how an enduring international supportive structure can be implemented (www.info-ted.eu/).

The edited text, 'A Companion to Research in Teacher Education' forefronts the importance of global and internal connections in all three overlapping worlds of policy, practice and research (Mentor, Peters, and Cowie 2017). The importance of research as a central university activity and the urgency of obtaining external (to the university) research funding has increased significantly for all university departments and disciplines (Pring 2017). Tatto (2017, 633) proposes that we engage national and international networks in what she calls the 'collaborative and reflective construction of policy knowledge in context' through comparative international research. She explains that this approach supersedes the notion of 'policy borrowing' by bringing about 'the re-contextualisation of policy useable knowledge, an action that should not only explain what is, but must identify the factors within specific macro, meso and micro context that may lead to continuous educational improvement'. It is to this end that the teacher educator as researcher needs to strive towards a greater visibility for teacher education.

References

Becher, T., and P. Trowler 2001. *Academic Tribes and Territories*. Buckingham: Society for Research in Higher Education.

Christie, D., and I. Menter. 2009. “Research Capacity Building in Teacher Education: Scottish Collaborative Approaches." *Journal of Education for Teaching* 35 (4): 337-354.

Cochran-Smith, M. 2008. "The New Teacher Education in The United States: Directions Forward." *Teachers and Teaching: theory and practice* 14 (4): 271-282.

Cochran-Smith, M. 2005. "The New Teacher Education: For Better or For Worse?." *Educational Researcher* 34 (7): 3-17.

Czerniawski, G., D. Gray, A. MacPhail, Y. Bain, P. Conway, and A. Guberman. 2018. "The Professional Learning Needs and Priorities of Higher-Education-Based Teacher Educators in England, Ireland and Scotland." *Journal of Education for Teaching* 44 (2): 133-148.

Czerniawski, G, A. Guberman, and A. MacPhail. 2017. "The Professional Developmental Needs of Higher Education-Based Teacher Educators: An International Comparative Needs Analysis." *European Journal of Teacher Education* 40 (1): 127-140.

European Commission. 2015. *Strengthening Teaching in Europe: New Evidence from Teachers Compiled by Eurydice and CRELL.* Accessed January 17, 2019.(http://ec.europa.eu/assets/eac/education/library/policy/teaching-profession-practices_en.pdf).

Furlong, J. 2013. "Globalisation, Neoliberalism, and the Reform of Teacher Education in England." *The Educational Forum*, 77 (1): 28-50.

Gleeson, J., R. Leitch, C. Sugrue, and J. O'Flaherty. 2012. "Understanding the Role and Potential For Research Capacity-Building in Initial Teacher Education (ITE) programmes North-South Ireland: A Baseline and Comparative Study." Centre for Cross Border Studies for the Standing Conference on Teacher Education North and South (SCoTENS).

Hadar, L. L., and D. L. Brody. 2016. *Teacher Educators' Professional Learning in Communities*. London: Routledge.

Kane, R. 2007. "From Naïve Practitioner to Teacher Educator and Researcher: Constructing a Personal Pedagogy of Teacher Education." In *Enacting a Pedagogy of Teacher Education*, edited by T. Russell and J. Loughran, 70-86. London: Routledge.

Kelchtermans, Geert, Kari Smith, and Ruben Vanderlinde. 2018. "Towards an 'international forum for teacher educator development': An agenda for research and action." *European Journal of Teacher Education* 41 (1): 120-134.

Kennedy, Aileen. 2017. "Researching Teacher Education Policy: A Case Study from Scotland." In *A Companion to Research in Teacher Education*, edited M.A. Peters, B. Cowie and I. Menter, 569-581. Singapore: Springer.

Kosnik, Clare. 2007. "Still the same but different: Enduring values and commitments in my work as a teacher and teacher educator." In *Enacting a pedagogy of teacher education*, edited by T. Russell and J. Loughran, 16-30. London: Routledge.

Livingston, Kay, Jim McCall, and Margarida Morgado. 2009. "Teacher educators as researchers." In *Becoming a teacher educator*, edited by A. Swennen and M. van der Klink, 191-203. Dordrecht: Springer.

Lunenberg, M., E. White, A. MacPhail, J. Jarvis, M. O'Sullivan and H. Guðjónsdóttir (in press) "Self-Study Methodology: An Emerging Approach for Practitioner Research in Europe." In

Second International Handbook of Self-Study of Teaching and Teacher Education, edited by J. Kitchen, A. Berry, H. Guðjónsdóttir, S. M. Bullock, M. Taylor and A.R. Crowe.

MacPhail, Ann. 2017. "'Physical education and sport pedagogy 'and the three 'A's: apprenticeship, academia and administration." *Sport, Education and Society* 22 (5): 669-683.

MacPhail, Ann. 2014. "Becoming a teacher educator: Legitimate participation and the reflexivity of being situated." In *Self-study in physical education teacher education*, edited by A. Ovens and T. Fletcher, 47-62. London: Springer.

MacPhail, Ann. 2011. "Professional learning as a physical education teacher educator." *Physical education & sport pedagogy* 16 (4): 435-451.

MacPhail, Ann and Mary O'Sullivan. (in press). Challenges for Irish Teacher Educators in Being Active Users and Producers of Research**.** *European Journal of Teacher Education.*

MacPhail, Ann, and Frances Murphy. 2017. "Too much freedom and autonomy in the enactment of assessment? Assessment in physical education in Ireland." *Irish Educational Studies* 36 (2): 237-252.

MacPhail, Ann, Kevin Patton, Melissa Parker, and Deborah Tannehill. 2014. "Leading by example: Teacher educators' professional learning through communities of practice." *Quest* 66 (1): 39-56.

MacPhail, Ann, Deborah Tannehill, and Grace Goc Karp. 2013. "Preparing physical education preservice teachers to design instructionally aligned lessons through constructivist pedagogical practices." *Teaching and Teacher Education* 33: 100-112.

MacPhail, Ann, and Deborah Tannehill. 2012. "Helping pre-service and beginning teachers examine and reframe assumptions about themselves as teachers and change agents: "Who is going to listen to you anyway?"." *Quest* 64 (4): 299-312.

Menter, Ian, Moira Hulme, Jean Murray, Anne Campbell, Ian Hextall, Marion Jones, Pat Mahony, Richard Procter, and Karl Wall. 2010 "Teacher education research in the UK: the state of the art." *Schweizerische Zeitschrift für Bildungswissenschaften* 32 (1): 121-142.

Menter, Ian, and Jean Murray. 2009. "Capacity building in teacher education research." *Journal of Education for Teaching* 35 (4): 315-319.

Menter, Ian, Michael A. Peters, and Bronwen Cowie. 2017. "A Companion to Research in Teacher Education." In *A Companion to Research in Teacher Education*, edited by M.A. Peters, B. Cowie and I. Menter, 1-15. Singapore: Springer.

Munn, P. and S. Baron. 2008. "Research and practice". In *Scottish education* (3rd edition), edited by T. Bryce and W. Humes, 864–872. Edinburgh: University of Edinburgh.

NISE (National Institute for the Study of Education). 2014. Framework proposal regarding the establishment of a National Institute for the Study of Education (NISE). Unpublished document.

Pring, Richard. 2017. "Research and the Undermining of Teacher Education." In *A Companion to Research in Teacher Education*, edited by M.A. Peters, B. Cowie and I. Menter, 609-620. Singapore: Springer.

Sahlberg, P., J. Furlong, and P. Munn. 2012. Report of the International Review Panel on the Structure of Initial Teacher Education in Ireland: Review conducted on behalf of the Department of Education and Skills, 1–36. Dublin: Department of Education and Skills.

Sayer, John. 2006. "European perspectives of teacher education and training." *Comparative Education* 42 (1): 63-75.

Stern, Nicholas. 2016. Building on success and learning from experience: an independent review of the Research Excellence Framework. London: Department for Business, Energy and Industrial Strategy.

Tack, Hanne, and Ruben Vanderlinde. 2014. "Teacher educators' professional development: Towards a typology of teacher educators' researcherly disposition." *British journal of educational studies* 62 (3): 297-315.

Tannehill, Deborah, Melissa Parker, Daniel Tindall, Brigitte Moody, and Ann MacPhail. 2015. "Looking across and within: Studying ourselves as teacher educators." *Asia-Pacific Journal of Health, Sport and Physical Education* 6 (3): 299-311.

Tannehill, Deborah, and Ann MacPhail. 2014. "What examining teaching metaphors tells us about pre-service teachers' developing beliefs about teaching and learning." *Physical Education and Sport Pedagogy* 19 (2): 149-163.

Tatto, Maria Teresa. 2017. "The Role of Comparative and International Research in Developing Capacity to Study and Improve Teacher Education." In *A Companion to Research in Teacher Education*, edited by M.A. Peters, B. Cowie and I. Menter, 621-636. Singapore: Springer.

Teaching Council. 2017. Initial teacher education: Criteria and guidelines for programme providers. Maynooth: Teaching Council.

Trowler, Paul, Murray Saunders, and Veronica Bamber. 2012. *Tribes and Territories in the 21st Century*. Oxon: Routledge.

Waldron, Fionnula, John Smith, Maeve Fitzpatrick, and Thérèse Dooley, eds. 2012. *Re-imagining initial teacher education: Perspectives on transformation*. Dublin: Liffey Press.

www.info-ted.eu/ Accessed January 17, 2019

Acknowledgements

To Professors Mary O'Sullivan and Paul Conway who contributed to text in conference papers from which the Irish context for this chapter draws from.

[5124 words]