



Education and Training 2020  
Cluster 'Teachers and Trainers'  
**PLA, Iceland, 21-24 June 2010**  
**'Teacher educators'**

**Homework**

- 1 Current research shows that the profession of Teacher Educator is understood very differently between different European countries, and even within the same institution. There are major questions to be answered both about the individuals who teacher teachers, and about how, if at all, their work fits into an overall structure of Teacher Education and Teacher Educator Education.
- 2 This PLA will be a first attempt to map out this policy field. It should focus on the following key questions:

• **Who are Teacher Educators?**

[Who are considered, by themselves and by others, to be teacher educators?  
what kinds of institutions they belong to, if any?  
what departments within those institutions? ...  
what are the competences needed to do this (these) job(s)?  
are there different answers with reference to: initial education, induction into  
profession, continuing professional development?]

• **How do they get the education they need in order to do their job well?**

[What minimum or normal standards these teachers should be expected to fulfil, e.g.  
with reference to higher degrees or having training or experience as teachers.]

• **How do we assure the quality of the work done by Teacher Educators?**

[Quality standards? professional standards? a collective professional culture?  
who can/should assess Teacher Educators?]

• **Where does responsibility lie for making sure that this all happens?**

[Who takes the leadership on this issue,  
who is empowered to exercise authority and  
how is the coherence of Teacher Education ensured?]

- 3 You are asked to prepare for the PLA by undertaking this homework exercise: please answer the following questions, in no more than half a page each.

1. **Who are considered to be Teacher Educators in your country?**  
To what extent are they a homogenous group?
2. **Is there a policy on Teacher Educators?**  
If not, how does it work?
3. **To what extent are initial Teacher Education, continuous TE and continuing professional development seen as a coherent whole or totally separated undertakings?**
4. **How are the different kinds of Teacher Educator referred to in policy documents about teacher education or the education system?**
5. **What are the competences that Teacher Educators need?**  
**How homogeneous do these need to be?**  
Who ensures that Teacher Educators acquire these?