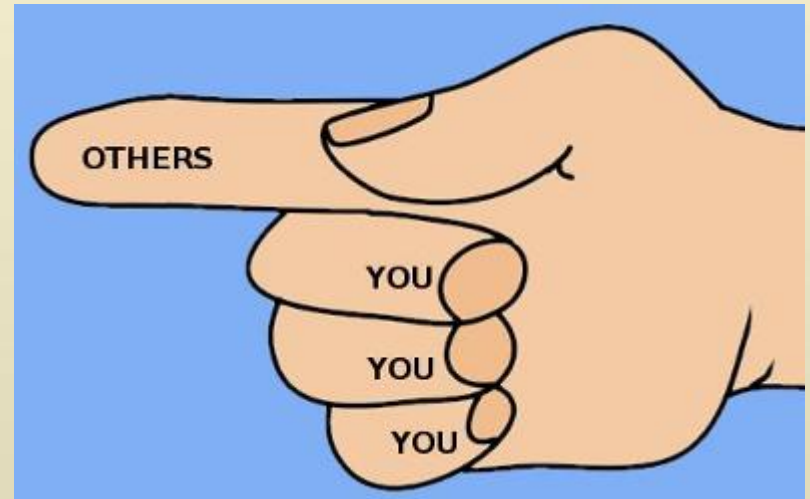



*Expansion of Professional
Roles of Teacher Educators in
Higher Education*

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College of Education
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Taiwan*

Chinese Wisdom


- *When you point at others, at least three of your fingers are pointing at yourself.*





Self awakening and Self reflection

- *Is higher education seen as public good or private privilege?*
- *Is college of education seen as privileged as other colleges in higher education?*
- *Is teacher educator seen as respected as other colleagues in academy?*
- *Is teacher education seen as part of higher education as other disciplines?*



Objectives

- 1. To reflect on the research of roles and loads of teacher educator*
- 2. To identify conditions or challenges teacher educators are facing in academy*
- 3. To share the impact of the higher education reform on teacher education and teacher educators in Taiwan*
- 4. To share my own experience seeking to expand roles of teacher educators in TKU*
- 5. To propose my suggestions for the professional development of teacher educators*

Who is teacher?

- *Disseminate theories and methods*
- *Provide career and professional preparations*
- *Address questions and solve problems*
- *Being role model*

- Confucius -



Who is teacher educator

- *Teacher of teachers*
- *Faculty in higher education who provide course work and professional studies*
- *Personnel in schools who supervise*
- *Personnel in schools who administer*
- *Personnel from other agencies*



Standards for Teacher Educator

- *Teaching*
- *Cultural Competence*
- *Scholarship*
- *Professional Development*
- *Program Development*
- *Collaboration*
- *Public Advocacy*
- *Teacher Education Profession*
- *Visions*



- U.S. Association of Teacher Educators -

Competencies of teacher educator

Standard 1 Teaching

Model teaching that demonstrates content and professional knowledge, skills, and dispositions reflecting research, proficiency with technology and assessment, and accepted best practices in teacher education





Roles of Teacher Educator

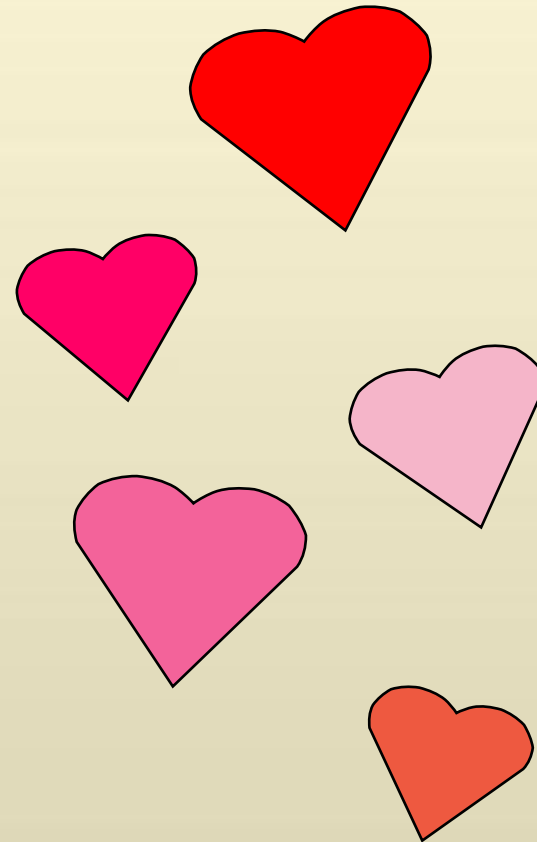
- 1. Facilitator of the learning process of the student teacher*
- 2. Encourager of reflective skills*
- 3. Developer of new curricula*
- 4. Gatekeeper*
- 5. Researcher*
- 6. Stimulator of professional development for school teachers*
- 7. Team-member*
- 8. Collaborator (external contacts)*
- 9. And More*

Koster, Korthagen, Wubbels and Hoornweg (1996)

Characteristics of Teacher Educator

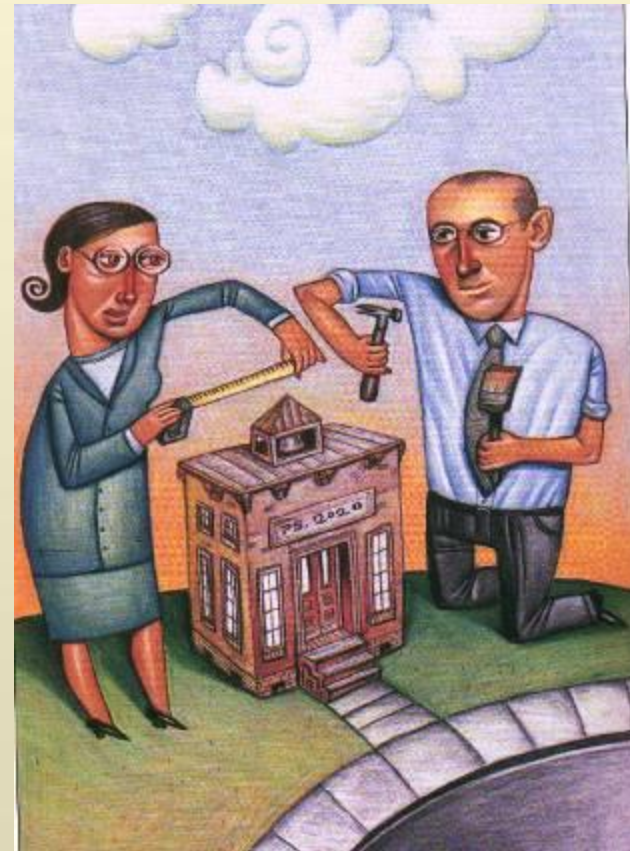
- *Moral Dimensions with Five Hearts*

1. *Passion (heart with warmth)*
2. *Love (heart with affection)*
3. *Care (heart with embrace)*
4. *Confidence (heart with faith)*
5. *Patience (heart with endurance)*



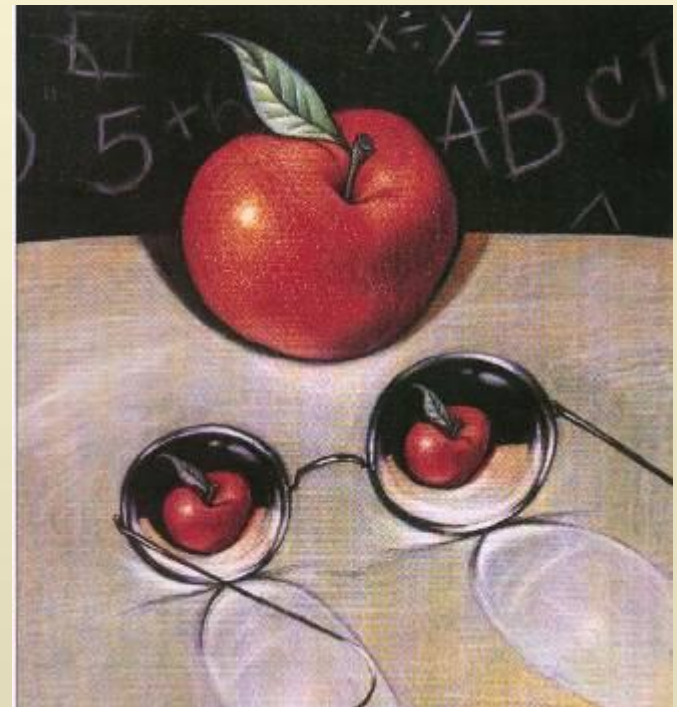
Means of Teacher Educator's Influence on Practice

- *Formal role authority*
- *Subject and/or teaching expertise*
- *Moral authority*
- *Referent power (i.e., social influence)*
- *Modeling of practice*



Conditions that Impact Teacher Educator: University Context

- *Mission of university*
- *Culture and norms of college and department*
- *Vision of teaching and learning*
- *Evaluation system of academic performance*
- *Reward system for scholarship*
- *Supportive climate for teacher education*



Conditions that Impact Teacher Educator: Relationships

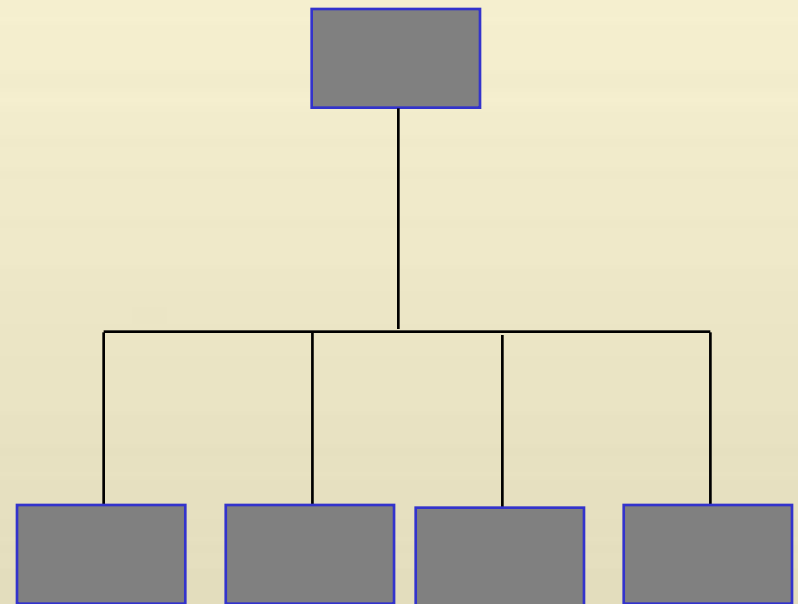
- *Recognition of teacher educator with expertise and difference*
- *Respect among colleagues and students*
- *Value of education studies perceived by others*
- *Top level support for teacher education*
- *Clarity in role relationship with others in school*



What's my role?

Conditions that Impact Teacher Educator: Structures

- *Context of university professoriate status*
- *Independence of faculties and departments*
- *Interdependence between teacher education and other faculties (colleges)*



Conditions that Impact Teacher Educator: Social Demand


- *Calls for teacher quality*
- *Calls for practical usage of educational theories in schools*
- *Calls for quality of higher education (teaching and learning)*
- *Calls for university faculty to demonstrate scholarship*
- *Calls for social responsibility of higher education*



Challenges of Teacher Educator

- *Scholarship reconsidered*
- *Roles and functions in university*
- *Collaborative relationship with colleagues*



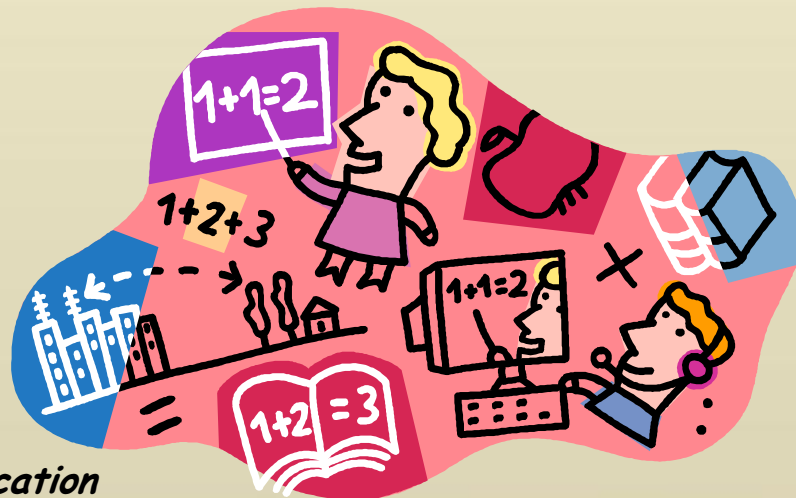


*Comparison of work
conditions of teacher
educator vs. other
colleagues in Taiwan*

- Integrated Higher Education Database System in Taiwan -

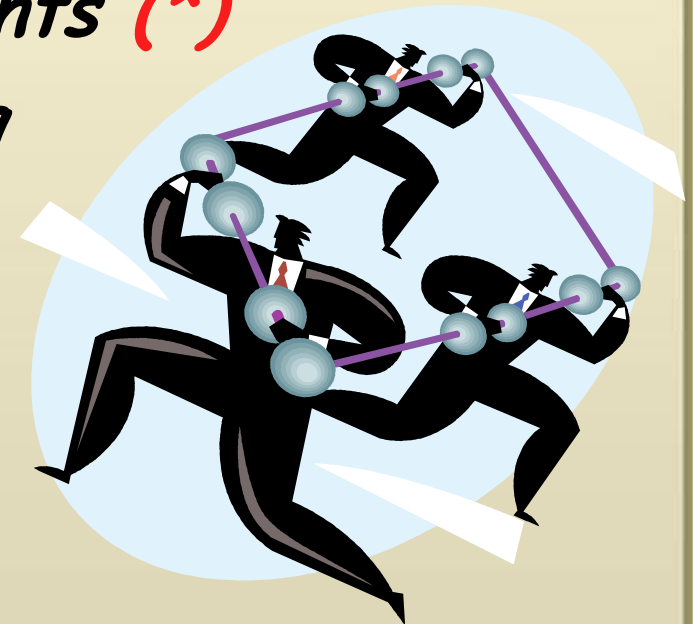
Teacher Educators in Taiwan

- *4.1 % (1768) of total university faculty (43180)*
- *M=53.8%, F=46.2%*
- *P=29%, AsP=40%, AsP=22.3%, L=8.7%*



Working conditions

- *Teaching preparation*
- *Consultation to students (*)*
- *Advising to graduate students (*)*
- *Homework or paper grading*
- *Outside teaching*
- *Outside services (*)*



Consultation to Students

<i>Hours</i>	<i>none</i>	<i>1~5</i>	<i>6~10</i>	<i>11~15</i>	<i>16~20</i>	<i>21~25</i>	<i>26 above</i>
<i>Education</i>	** 2.50%	* 52.08%	** 29.79%	10.21%	2.08%	1.25%	2.08%
<i>Non education</i>	** 5.31%	* 57.21%	** 24.08%	8.05%	2.68%	0.96%	1.70%

**p<.05; **p<.01*

Advising to Graduate Students

<i>Hours</i>	<i>none</i>	<i>1~5</i>	<i>6~10</i>	<i>11~15</i>	<i>16~20</i>	<i>21~25</i>	<i>26 above</i>
<i>Education</i>	** 21.62%	** 36.17%	** 24.53%	9.77%	4.37%	1.46%	2.08%
<i>Non education</i>	** 39.09%	** 24.96%	** 18.83%	8.32%	3.83%	1.25%	3.71%

**p<.05; **p<.01*

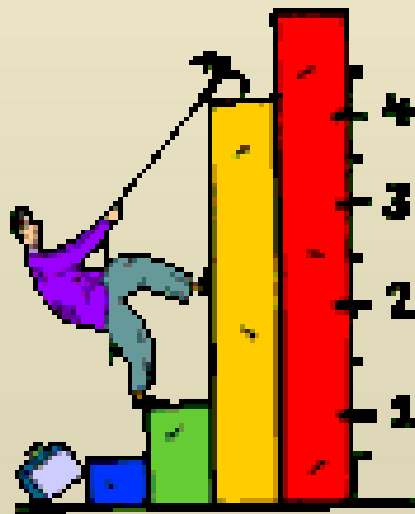
Outside Services


<i>Hours</i>	<i>none</i>	<i>1~5</i>	<i>6~10</i>	<i>11~15</i>	<i>16~20</i>	<i>21~25</i>	<i>26 above</i>
<i>Education</i>	** 10.86%	** 61.59%	** 19.00%	** 5.43%	1.67%	0.42%	1.04%
<i>Non education</i>	** 36.36%	** 47.43%	** 10.63%	** 3.04%	1.18%	0.49%	0.88%

**p<.05; **p<.01*

Challenges of Teacher Educators in Taiwan


- *Teaching (providing induction to students)*
- *Research (moving up through academic ladder)*
- *Service (university and schools)*





Current Reform of Higher and Teacher Education in Taiwan

- *Accountability Evaluation*
- *Accreditation of Discipline*
- *Excellence in Teaching*
- *Excellence in Student Development*
- *Competition of Outreach Services*
- *Competition of Student Recruitment*
- *Competition of Financial Resource Acquisition*
- *Global Collaboration*
- *Assessment of Research*



*"It was the best of times,
It was the worst of times...
It was the spring of hope,
It was the winter of despair."*

- A Tale of Two Cities -

Dancing with wolf

- **Model I**
Resistance and no change

- **Model II**
Exercise professional creativity in progressive problem solving and explore the possibilities



What we have done in TKU

- *Faculty development*
- *Student development*
- *Teaching evaluation*
- *Educational technology*
- *TQM in education*
- *General education*
- *Educational evaluation*






Faculty Development

- *Needs assessment for faculty instructional support*
- *Teaching strategies workshops*
- *Curriculum design workshops*
- *Student assessment techniques workshops*
- *Teaching resources (teaching tips) collection*
- *Microteaching analysis*
- *Tutorial training for TA*
- *And more...*



Student Development

- *Needs assessment of student learning support*
- *Evaluation of student services*
- *Learning strategies workshops*
- *Learning difficulty diagnosis*
- *Service learning workshops*
- *Learning resources collection*
- *And more*



Supporting Conditions in TKU

- *Strong quality-focused culture and shared vision of innovation-driven improvement in university*
- *Strong top authority backing the teacher educators from the university*
- *Respect for the expertise of the teacher educators among colleagues*
- *Strong interdisciplinary collaboration among teacher educators and other colleagues*

Results so far



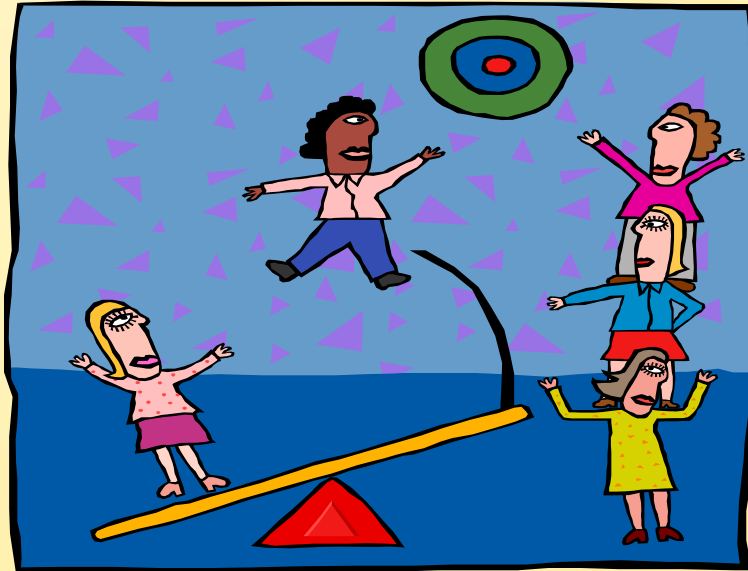
- *All teacher educators have remained in their professional roles*
- *All teacher educators have been perceived professionally and respectfully in the institution*
- *Has more teacher educators moved into formal management roles as Director and division head*
- *Has led to growth among teacher educators as evidenced by initiative in undertaking new roles in the institution*
- *Supported collegial implementation of improvement in teaching, learning, curriculum, assessment*
- *Increased organizational capacity for innovation*

Professional Development Needed

- *Interdisciplinary collaboration skills*
- *Non-educational communicative languages*
- *Comprehensive research methods*
- *Evidence-based approach*
- *Understanding of higher education system*
- *Administrative and managerial abilities*



Thank you



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