

Teacher educator professional learning: Shaping the
conversation of teacher education?

(TEmPLe)

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Contents

Preface	3
Dissemination	4
Introduction	5
Purpose of the research study	6
Methodology.....	7
Findings and Discussion	11
Conclusion.....	23
References	25

Preface

This report represents a synthesis of the findings of a collaborative enquiry by physical education teacher educators North and South on the area of teacher educator professional learning. The project was designed, implemented, researched and presented by the following participants:

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Dissemination

Findings were presented at the following conferences:

1. Parker, M., Ní Chróinín, D., Coulter, M., McFlynn, P., & Walsh, C. (2016). *Teacher educator professional learning: Shaping the conversation of teacher education?* Poster presentation, International Association for Physical Education in Higher Education Wyoming, June 8th -11th.
2. Parker, M., Walsh, C., Ní Chróinín, D., Coulter, M., & McFlynn, P. (2016). *Snapshots: Teacher educator professional learning shaping teacher educator practices, Castle Conference: Enacting self-study as methodology for professional inquiry*, East Sussex, July 31st – August 4th.
3. Coulter, M., Ní Chróinín, D., Parker, M., McFlynn, P., & Walsh, C. (2016), *Using Photos to give voice to teacher educator professional learning experiences*, European Conference on Educational Research, Dublin, August 23rd-26th.

Introduction

The professional learning of teacher educators has become a topic of increasing interest in the past decade (Loughran, 2014). So much so, that the professional learning of teacher educators is a current policy priority in the European Union (European Commission, Education and Training, 2013) where “competences in collaborating, communicating and making connections with other areas” (p.16) are identified as an important aspect of professional learning. Furthermore, communication has been pinpointed as a core competence in the literature on teacher education (e.g., Koster & Dengerink, 2001; 2008; Loughran, 2006).

Academic life as a teacher educator is complex, lonely, and personally demanding as faculty enjoy little time to engage in dialogue with colleagues about research and teaching practice (Berry, 2009; Hadar & Brody, 2010). Professional learning communities (PLCs) represent an increasingly utilized learning strategy with potential to give rise to praxis between practice-based learning and pedagogy (Watson, 2014) by addressing participant-identified need, collaborative problem solving, continuity, and support (Parker, Patton, & Tannehill, 2012). PLCs have proven successful in breaking personal and professional isolation through interdisciplinary collaboration, the encouragement of risk taking, and the promotion of mutual support (Hadar & Brody, 2010). While the importance of these communities are acknowledged, there remain significant gaps in our understanding of how these communities, and the professional learning they foster, are taken up by teacher educators in their teacher education practices.

Purpose of the research study

The purpose of this study was to examine the professional learning of individual teacher educators scaffolded within a developing PLC. The learning focus was the pedagogical area of communication. We were interested in how this professional learning might then influence our individual pedagogical practices with pre-service teachers. Insight into both the aspects of professional learning that teacher educators implement in their teacher education practices (what) and the influence of the professional learning process on individual approaches (how) can contribute to our understanding of features of effective professional learning for teacher educators. Understanding how we as teacher educators develop our practices to enhance student learning in physical education teacher education (PETE) can inform the design of future professional learning programmes for teacher educators.

Specific research questions were:

1. What are physical education teacher educator experiences of professional learning within a community focused on communication? and
2. How do physical education teacher educators perceive the influence of this professional learning on their pedagogical approaches with pre-service teachers?

Due to the communication demands on developing interpersonal and intrapersonal relationships (Priest & Gass, 1997), outdoor and adventure activities were chosen as the medium for the professional learning aspect of our project. To analyse communication during these activities we adopted a 'debriefing' framework of encouraging participants 'to reflect on and communicate with other group members about their feelings, observations and experiences during an activity' (Dyson & Sutherland, 2015, p.235). Our intent was to help us sort and order information in a meaningful way to support learning.

Methodology

We, the participants, are five physical education teacher educators in Ireland (3 primary and 2 post-primary). Three of us, Marissa, Daniella and Kevin, had between 10 and 15 years' experience as teacher educators, Peter had four years' experience, and Melody had been a teacher educator for over thirty years. Only Melody, who had become a teacher educator within the US system, had any formal training; reflecting the Irish context, the four others transitioned from school teacher to teacher educator roles with a great deal of content knowledge, but little formal support or professional development opportunities. All of us teach a range of content within our respective PETE programmes and have an interest in outdoor and adventure. Two of us are "lone" teacher educators in our programmes. Our teaching includes physical activity-based practical lectures, lecturing to large groups, and classroom-based seminar work in smaller groups. Marissa, Melody, and Daniella had collaborated previously on research projects, but had not met Peter or Kevin before the start of this project. Therefore, getting to know each other and relationship building became a necessary part of our engagement in the shared professional learning activities.

Our self-designed professional learning experiences were scaffolded over a six-month period. Initially, we engaged in a three-day professional learning camp focused on outdoor and adventure activities. Two months after the completion of the adventure camp experience and at the beginning of the academic semester, each of us identified a specific problem of practice to be addressed during the teaching semester, which we shared through online discussions. We then each taught our regularly assigned PETE courses in our respective institutions. During this time, we each identified critical incidents with respect to our self-identified problem of practice and kept a photo reflective diary. In addition, we were each observed teaching a PETE class by a non-participant observer who then shared field notes and thoughts with us.

Self-Study of Teacher Education Practice (S-STEP) was selected as the methodological frame for the project as we focused our professional learning as teacher educators. LaBoskey's (2004) criteria for quality in self-study were adopted: (a) self-initiated and -focused, (b) improvement-aimed, (c) interactive, (d) multiple forms of qualitative data, and (e) validity based in trustworthiness. Photo elicitation visual strategies and techniques were used in the project to enhance reflection. Previously, photo elicitation visual methodologies (Harper, 2002) have been used with children and teachers (Patton & Parker, 2013; Parker, Patton, & Sinclair, 2015), but not with teacher educators. Photo elicitation provided a model for collaborative research where we could share our interpretations of our communication experiences through discussion of photographic images. Using photo elicitation provided an opportunity for us to show rather than 'tell' aspects of our identity that might have otherwise remained hidden (Croghan, Griffin, Hunter, & Phoenix, 2008).

Data sources included photo dairies, focus group and individual interviews, meaningful incidents, and classroom observations. During the three-day professional learning experience, we each used a camera to capture a visual record of significant and meaningful communication experiences and events each day throughout the outdoor and adventure activities. We then selected 5-6 photos that represented important experiences of the day related to communication and wrote to specific prompts focused on communication in a reflective photo diary entry. For example, Kevin selected a photo of the whole group precariously balanced on a narrow plank leading across a pond to a small island. He entitled the photo 'Water, water everywhere' as the threat of us all getting very wet was quite real. Also, we were not allowed to speak. His reflection on this moment highlighted the range of different forms of communication the group used, including physical contact, eye and hand signals that resulted in us successfully completing the task and not getting wet.

Next, two focus group interviews were conducted. One focus group, using photo-elicitation, occurred at the end of the three-day camp where questions related to our learning experiences and how these might influence our teacher education practices were addressed. A second focus group was conducted at the beginning of the new teaching semester framed by readings on communication (Rink, 1994) and teacher educator professional development (Loughran, 2014). Next, we wrote fortnightly critical incident reflective diary entries regarding our engagement with the communication problem of practice we had identified. These entries were uploaded to a shared portal along with non-participant observer field notes from one PETE class for each participant. Following each observed class, we each also completed an individual 30-45-minute photo elicitation interview with the non-participant observer, using our photo diary entries. Questions focused on how we perceived our professional learning experiences – in the outdoor and adventure setting and through online discussions – and how these experiences influenced our teacher education practices. Finally, following completion of all teaching, a 2-hour face-to-face focus group with all of us captured our reflections on the professional learning experiences and perspectives on the influence of the professional learning on our pedagogical practices with pre-service teachers.

Total data sources for analysis included five photo diaries, 21 written fortnightly reflections as well as transcriptions of five individual and three focus group interviews. All data were analysed using a general inductive approach (Patton, 2005). Two of us (Daniella and Melody) were involved in the initial data analysis. Each of us separately read and coded all data. Daniella and Melody then met and reviewed our individual coding and, through discussion, reached agreement on the construction of themes that reflected the main messages. Trustworthiness of the findings and conclusions was addressed through triangulation of multiple data sources. Member checking was also adopted by sharing the full set of coded data and draft findings with the other three participants to confirm both the

analysis process and the representativeness of the finalised themes. This member check enhanced the trustworthiness of the account presented thus strengthening the credibility of the findings (Lincoln & Guba, 1986).

Findings and Discussion

Findings are presented within two distinct themes that demonstrate how the professional learning experiences supported our learning and influenced our teacher education pedagogical practices as follows: 1. Professional learning shaped technical pedagogies and allowed “taking stock” of practice and 2. Interaction with other group members and the critical friend shaped the direction and influence of learning experiences. Each theme is outlined below using direct quotes from multiple data sources to illustrate the findings.

Finding 1: Professional learning shaped technical pedagogies and allowed “taking stock” of practice

Shaping Pedagogy

At a fundamental level the professional learning experiences within the project shaped our specific pedagogical practices. The outdoor and adventure-based professional learning activities supported learning in relation to communication and reinforced the importance of clear task instructions and using feedback to scaffold the learning process. For Melody, it served to reinforce ‘the notion that communication can occur in a variety of ways’ (interview). After the adventure camp, we all identified a communication-related problem of practice to be addressed the following semester. Direct links were made between our experiences of effective communication within activities and how we communicated with pre-service teachers in identifying these problems of practice. The shared technical language of communication allowed for the identification of communication concepts through reflection on our experiences using photographs and written text. Rink’s (1994) overview of task presentation in physical education helped to create a shared technical language on the

topic of communication, using such terms as task setting, feedback and reinforcement cues, and sharing details of expectations for individuals and groups within the learning process. On return to our teacher education programmes, we targeted changes to our pedagogical practices to address the identified problem of practice. All of us focused on different aspects of communication, highlighting the value of a flexible approach that allows for self-direction in how professional learning experiences are taken up by individuals. Kevin's data illustrate the process of implementation. At the outset, he identified a learning goal of trying "to get them [pre-service teachers] to think for themselves and communicate how they're learning" (interview). He explained how he had selected this focus through drawing on his experiences in the professional learning camp:

Once I started looking at this [communication] when we were in Carlingford I thought 'I do need to be less sort of rambling in how I organise my thoughts when I'm speaking to them [pre-service teachers]. That's why I've started using more and more structured periods during the sessions, with the timer, to get everybody organised, everybody sure this is what they're doing. (interview)

The fortnightly reflections completed during the teaching semester provided evidence of our grappling with the pedagogical problem of practice identified, sometimes with success, sometimes less effectively. For example, Marissa wrote about mixed success with her students learning about instructional cues. She reflected: "I need to actually point out the cues I use – encourage students to become familiar with them. Sometimes I think they think they have to be very technical and there are no children involved" (reflection 3). Overall, by the end of the semester, we were all confident we had addressed the personal problem of practice identified in ways that enhanced pre-service teacher learning and our teaching.

Of the group of five, three of us modified the learning goal we had identified during the professional learning experience once we returned to our teaching. For example, Peter shifted his focus from demonstrations to supporting students in the provision of constructive feedback to each other. This change was motivated by the challenges he faced in his practice in real time, rather than the areas for attention he identified from a non-contextualised distance and space. The flexibility to modify individual learning goals was important, particularly given the range of experience within the group, as it provided for adaptation and application to context-specific settings. Peter explains:

... my focus was going to be on gymnastics and demonstrations had changed... I think the fact that it changed is good in a way, you think you are adapting and tailoring your sessions to suit the needs of your students. (interview)

As well as identifying a specific communication focus to address, we all brought a new empathy for student experiences as learners back to our teacher education programmes. Our uncomfortable experiences as learners within a variety of adventure-based tasks such as zip-lining, zorbing, and traversing a high-ropes course made clear the contribution of communication to creating a supportive learning environment. Establishing parameters and processes around group-based activities were important aspects of the learning experience in the outdoor and adventure setting which then translated into an increased attention to supporting group processes as the teaching semester progressed. Melody explains,

How many times do we ask students in teacher education to do something that is absolutely this scary? It could be teaching kids for the first time. What kind of support structures do we supply for them? So that's kind of where it hit me. This put me in a situation that maybe a lot of our students go through as well. What we're trying to

teach is not quite as physically scary as what we were doing but it may be the same.

(interview)

The experience of flexible professional learning had a direct influence on our specific pedagogical practices through identification and attention to a specific problem of practice within our setting related to communication. The processes of the professional learning and self-study design of the research project also resulted in a wider impact, beyond communication as next outlined.

Taking Stock

The processes of photo voice reflection on experiences during the professional learning camp combined with structured reflection on teaching experiences during the teaching semester provided a frame that facilitated our moving beyond the specific identified problem of practice to “taking stock” of what was important in our teaching. The design of the professional learning as both experiential and shared was important. Daniella explains,

By pushing me into new spaces (in the air on zip lines and in confined holes within metal containers) that triggered new thinking about my practice. This project is all about prioritising spaces for conversation and reflection that inevitably lead to new perspectives by looking at my work (the building in the photo) from new angles.

(fortnightly reflection 3)

In addition, the direct links created between the professional learning experience in the outdoor and adventure centre and the application of this learning in practice helped to reinforce and extend our learning. We all emphasised how the project processes helped us focus more on ourselves and our teaching. Marissa outlined how the reflection process impacted on her approach,

Just even to think for that little bit of time, ‘hang on, we do need to consider practice and try not to get into the hamster wheel or whatever’. Every so often, just do give a think. And I think that’s what I would do, I would think a little more, ‘what do I want to get out of this?’ (focus group, (FG))

Peter’s story is particularly poignant. He explained how the project processes helped him: “... reflect on what actually happened, what took place; then made me aware of the importance of communication in the teaching context” (interview). For Peter, who was an early career teacher educator, a ‘forced’ attention to his teacher education practices was particularly worthwhile as “it definitely, from my perspective, has improved me as a teacher educator in such a short space of time” (interview). He elaborated in the focus group on the wider impact of the project on him: “It was impacting everything I did and for me, from a professional development viewpoint, moving from a teacher to a teacher educator it has made a huge difference to the way I’ve practiced this term”.

For others the project processes were not as transformative, but did provide a structure that influenced their practice in more subtle ways: “It’s more of an accountability mechanism in some senses, to pay attention to them. Not that I wouldn’t anyway but especially it makes me think about, more than anything else, it makes me think about doing them” (Melody, interview). Melody further explained how this focused attention to an aspect of practice helped her to be true to her teaching philosophy,

It served that function that all of a sudden, ‘oh, I remember these values are important. You’ve done this before, you’ve done this for longer than dirt’s been around. You should be able to remember it’, but you get lost...the real value was in finding myself again.
(FG)

Overall, each of our individual investment in our personal pedagogical practices increased through engagement with the project processes. This resulted in a marked difference in our overall approach where we were more reflective, more open to learning about our practice, and willing to try out new pedagogies to better support pre-service teacher learning. Next, we outline how the collaborative nature of this research was instrumental in the quality of learning experiences as well as what we learned.

Finding 2: Interaction with others influenced the nature and outcomes of learning experiences.

Interaction with others influenced both the nature of the learning experiences and how learning from these experiences was taken up by individual teacher educators within their own pedagogical practices. Firstly, the influence of interacting with other teacher educators during the professional learning activities related to communication as well as exchanges outside of the formal activities is discussed. Secondly, the way that Eleanor, who acted as a critical friend to all the participants, facilitated reflection on practice, challenged assumptions, and prompted clarification of thinking through conversation is shared.

Engagement in camp-based professional learning activities together through collaborative problem-solving activities (Parker, Patton, & Tannehill, 2012) established the five teacher educators from different institutions as a professional learning community (PLC). An outdoor and adventure setting is commonly used for team-building through co-dependence in the completion of tasks. Aspects of group-based learning including the importance of collective decision-making, group roles, co-operation to completing tasks were highlighted in the critical incidents selected by participants. The value of practical group-based learning activities in learning about communication is illustrated in Melody's description of an activity

where group members had to counterbalance to reach an island using planks and avoid falling into the water:

We each had a role. Marissa had to lead the way and she was kind of the organiser, I moved forward and I had to move the plank forward and somebody handed me the plank, at one point it was Peter and the second time it was Kevin handed me the plank. And then we had to say ‘step, go’ and if one person stepped off the plank without letting the other person know, the plank was going to flip in the air and we were going to go backwards into the drink. But everybody had a role but each person had to speak as part of that role because if you didn’t speak you didn’t know anyone else was moving. And everybody else had to listen as well. It wasn’t just that I had to speak but we knew that we were going to end up in the water and none of us really wanted to do that.... (Melody, FG1)

Melody described how this experience helped her to make connections with her approach as a teacher educator:

...if you want a group to succeed you probably all do have to have a role, to be part of that group, to be valued. So if we ask students to do group work, unless everybody in the group has a role then it may fall apart on us. Or somebody becomes unvalued or unwanted or feels they’re unvalued or unwanted or then I feel that you’re in my group and you don’t have a role, you’re not carrying your weight...But then I take it back to my teacher education, do I always design tasks, especially group-work tasks, that provide a way, that forces everybody to communicate due to the design of the task. (Melody, FG1)

The camp-based activities also raised personal challenges for individuals alongside the co-dependence demanded by the nature of the tasks. Each activity included a risk element, such

as being in deep water or very, very high up, or in the dark, or in confined spaces. Individual teacher educators drew on the support and encouragement of others to complete these tasks. For example, Daniella (FG1) shared that “being in the group facilitated the learning because I wouldn’t have done it on my own” and “her communication enabled me to improve my technique which provided me with more success” (Peter, FG1) and “I would have never done it if I had been in that ball by myself” (Melody, FG1). Connections between our experiences and the situations we place our students in resulted in the following realisation:

...even amongst the group just about how important this is for students perhaps coming from ourselves but also from peers, like buddy system and support network, that advice and encouragement from others can really alleviate their worries and concerns and fears, and make you feel more comfortable in something that you’re doing. So in a case of them standing up in front of a class, someone in the group can appear more comfortable and confident and inwardly they’re not. So getting to root of that, where they’re allowed to express that and everybody knows that can help everyone. (Peter, FG1)

Overall, group-based learning enhanced the participants’ learning about communication and allowed them to make connections between their experiences and the pedagogies they used in their teacher education programmes. The shared physical activity experience combined with the residential nature of the camp also resulted in a wider teacher education conversation through sharing of practice and experiences in the informal spaces, such as over dinner. The formal professional learning activities had established our PLC, the same safe supportive group space translated into less formal interactions and allowed us to share our teacher educator lives and through comparison, examine our own experiences, approaches and practices. These informal spaces to discuss our professional lives were recognised as beneficial by all participants:

...what I got home from Carlingford what was most productive was sharing the ideas or realising that we all are thinking the same kinds of things, you know. I'm thinking 'this could be really really productive professionally...The community of learners, yeah'. And getting together and talking about it was the most valuable thing, I suppose (Kevin, Interview)

Daniella explains how she valued the time and space to share practice:

...there was learning, but there was also therapy. You know, sitting with a group of other people who do PETE from other places, talking to them. But not just like a conference, randomly talking about random stuff, but it was focused, but it was still a supportive environment for sharing, you know, seeing things you find hard, or things that went well, or ideas. So there was a massive sharing element. And I don't think that should be underestimated as a supportive activity with colleagues, as a starting point. (Daniella, Interview)

These conversations resulted in increased confidence in our teacher educator roles:

...it's more from the feedback I got from others when they were talking, and the group as we spoke, I think I'm a little bit more confident now in what I'm telling people (Marissa, FG1)

Reflecting back on the overall professional learning experience at the end of the six-month period the group-based nature of activities within the PLC that we had created was identified as the most important element of the project: "that sense of coming together. When do you get a chance to be in a professional learning community with other PE people" (Daniella, FG3). Participants identified value in meeting new teacher educators, making new links, sharing practices and finding new ways of doing teacher education. The PLC was particularly

valued by Peter, who was a solo teacher educator at his institution: “there’s no-one that I can just lift the phone to and chat to or bump into or, you know, I don’t have that close connection to people” (Peter, Interview). Kevin, who was not previously research active, shared how he now felt more ready to share his learning with the wider physical education community:

I feel like I can make a contribution to that community of knowledge...to creating that knowledge now that’s informing the teacher education, my teacher education. So for me, that’s great value coming out of this and recognizing that I can do that (Kevin, FG3).

These examples illustrate how the PLC we created broke the isolation felt by Peter and Kevin through collaboration and shared risk-taking in a supportive environment (Hadar & Brody, 2010). Overall, camp-based sharing and collective investment in our teacher education practices within the PLC resulted in a wider impact on the professional lives of the teacher educators involved, that moved beyond the specific influence on individual teacher educator pedagogies related to communication.

The collective PLC had a lesser influence as the basis for professional learning activities when the teacher educators had returned to their respective institutions. We do not, however, regard this as a weakness of the PLC. Rather, we suggest that the value of the PLC established in the professional learning camp only fully emerged through semester-based teaching experience. Sharing through fortnightly reflections and authentic engagement with Eleanor as a critical friend was made possible by the relationships and trust that had been established in the professional learning camp. Our shared critical friend, Eleanor, played a key role in keeping the PLC connected during the teaching semester.

Eleanor influenced the focus and direction of learning of participants by helping us to reflect on our practices and by prompting alternative ways of thinking. For example, in interview with Daniella, Eleanor asked: “How did it make you realise that?” and “one of the ones that struck me in your learning diary was”. Eleanor, in her critical friend role, helped us to reflect on our practice through talking through our approaches. All of the participants acknowledged the important role that Eleanor played by prompting us to clarify our thinking. For example: “I wasn’t that acutely aware of it until I chatted to you” (Peter, FG3) and “this is really useful because that’s clarifying it now to me” (Kevin, Interview) and “Now that I’ve talked to you, now that I’ve thought about it” (Marissa, Interview). For Peter, this sharing was also important in recognising the learning journey he had experienced through the project. He shared:

Well it’s only when you start asking me these questions now that I’m aware of all that I’ve done... now that I’m talking about it I have realised the impact that it’s had on me this semester, and not only me, the experience for the students (Interview)

The interview interaction with Eleanor was a turning point in the approach of two of the participants. Peter explained how talking to Eleanor when she came reminded him of his learning in the professional learning camp and resulted in him changing focus. Melody also found interaction with Eleanor significant to how she implemented her professional learning from the camp in her teacher education pedagogies: “so that shift, it really happened when Eleanor came...I think that kind of stirred me” (Melody, FG3). Melody explained how this shift occurred:

It’s fine reflecting and thinking yourself but when you actually verbalize it out loud and have to talk to somebody else about it, it does make you, I don’t know, for me it

did as well, just talking through it and even Eleanor questioning or saying, ‘but you said this’ (FG3).

The data shared in this theme highlight the value of a PLC with continuity across time that provides support to individuals to develop based on their self-identified needs (Parker, Patton, & Tannehill, 2012). In an e-mail following completion of the project, Kevin reflected back on the project and how the PLC had operated to influence teacher education practices:

I believe that we all undertook this journey knowing that we would be challenged in several ways by the processes as well as by the revealed truths; that is not usually an easy thing to do. Your abstracts go to the heart of it: that our collective endeavour caused the change which shone light on our own understanding of our practices. The OAA experience definitely created a safe space for trust to be built amongst us, enhancing the depth and validity of our reflections; as well as the communal analysis of these later on (Kevin, E-mail).

This quote effectively summarises how the PLC activities had created an atmosphere among the group that promoted risk-taking, self- and group-reflection and resultant actions that influenced by the teacher educators involved and their teacher education pedagogical practices. Also, the quote illustrates the ways in which a combination of practice-based learning and application of this learning in teacher education pedagogy (Watson, 2014) supported individual teacher educator learning.

Conclusion

The findings of our study provide new insights on teacher educator professional learning and how this influences teacher educator pedagogical approaches with pre-service teachers. Loughran (2014) indicates that “the notion of professional development of teacher educators has begun to emerge as a touchstone for not only what it means to become a teacher educator, but also to learn as a teacher educator” (p. 1). For us, engagement in collaborative inquiry and the shared nature of teaching and learning experiences in the outdoor and adventure camp supported a focused engagement on our teacher education practices in a space that was safe and broke the walls of our individual silos. This engagement was enhanced by the flexibility for individuals to then identify a context-specific focus for the problem of practice they would address. As such, ideas related to engaging with our own technical practice of teaching, in this case, communication, were translated into pedagogical practices through the scaffolding of implementation using project processes including structured reflection.

Teacher beliefs play a critical role in the development of students as teachers. Whether beliefs guide actions or actions inform beliefs, effective teacher educators, in whatever

approach they take, act consistently in accordance with their beliefs. If not, learners receive confusing messages. In this project, we found evidence of a deep influence on teacher educator approaches that resulted from a focused attention to self and self-in-practice that was normally lost in our busy lives. Noticing aspects of practice that might otherwise be missed resulted in a reinforcement of values related to each of our approaches and allowed a more coherent basis for practice.

We took our professional learning in our own hands and created a situation that allowed for not only learning about pedagogy, but the alignment of our teaching with this learning to influence our practices. These findings provide important direction in how teacher educators can take responsibility for their own professional learning in ways that allow us to learn about teaching while teaching about teaching (Loughran, 2014).

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