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CONTINUING PROFESSIONAL DEVELOPMENT OF EXPERT TEACHER EDUCATORS

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CONTINUING PROFESSIONAL DEVELOPMENT OF EXPERT TEACHER EDUCATORS

By

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Chairman : **Nor Wahiza Abdul Wahat, PhD**
Faculty : **Educational Studies**

The purpose of this study was to uncover the teacher educator professional journey since the day they become teacher until they were recognized as expert in teacher education. Research on expertise professional development was extensive, but little attention was explored on how expertise grew over time. Knowledge and expertise acquired by the experts were tacit in nature and difficult to share. To access this, experts need to make their expertise explicit. Therefore, this study explored the teacher educators' journey along their continuing professional development (CPD) as there was not much study done on expert teacher educator. Underpinning theories of this study covers stages of professional development, reflection in action, tacit knowledge, cognitive analysis and educational psychology. Narrative method was applied in this study, using in-depth, semi-structured interview to highlight how participants negotiate their identities throughout their profession. Seven participants were selected through purposive sampling. Transcribed, observation and document analysis data were used to situate individual experience within participants' personal experiences to check the similarities and differences in pattern. The framework consists of gathering stories, analyzing them for key elements of the story, and then rewriting the stories to place them within a chronological sequence. The results revealed that there were various pathways the professionals can take in order to become expert. These pathways originated from critical events that occur within their career, eventually lead to the increase in roles and responsibilities of the teacher educators, and the progression of their career. These occurred naturally across the path of the participants' career, and brought about changes in the person, which motivated them to acquire new knowledge, and changed their attitudes holistically. Participants took pride of their craftsmanship and their realization of self. They become individuals who were involved in deliberate practice, portrayed individual value of their own, acquired leadership through experience, and were in positive environment to develop. The study implicates that a novice needs to undergo long periods of training and practice before they can become experts. It is impossible to shorten the trip, considering the

extensive experience which is fundamental to development. Experts can become the role model for professionals in CPD, as they have experienced deliberate practice and have achieved success. Thus, the discovery of this professional development path is important as it provides a model for the juniors to follow. This means that for those who have the intention or ambition to become experts can use them as role models, and follow the professional pathways that the research participants have gone through.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

PEMBANGUNAN PROFESIONALISME BERTERUSAN PENSYARAH PAKAR PENDIDIK GURU

Oleh

HASHIMAH BINTI HASHIM

April 2018

Pengerusi   : **Nor Wahiza Abd. Wahat, PhD**
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Kajian ini menyusuri pembangunan profesionalisme (CPD) pensyarah Institut Pendidikan Guru Malaysia (ITEM) sejak mula mereka berkhidmat sebagai guru sehinggalah mereka diiktiraf sepagai pensyarah pakar (ETE). Banyak kajian telah dibuat tentang pembangunan profesionalisme pensyarah pakar, tetapi tidak banyak kajian dilakukan tentang bagaimana peningkatan mereka berlaku. Ilmu dan kepakaran yang dimiliki oleh pakar adalah tersirat dan sukar dikongsi. Untuk mengaksesnya, pakar perlu menjadikannya tersurat. Oleh kerana itu, kajian ini meneroka jejak perkembangan profesionalisme pensyarah pakar kerana tidak banyak yang mengkaji tentang pensyarah pakar. Teori asas kajian ini merangkumi peringkat perkembangan profesionalisme, refleksi dalam tindakan, pengetahuan tersirat, analisis kognitif dan psikologi pendidikan. Kajian ini menggunakan kaedah naratif melalui temubual separa berstruktur secara mendalam untuk mengenal pasti cara peserta kajian membina identiti profesion mereka. Tujuh peserta kajian telah dipilih menggunakan persampelan bertujuan. Data temubual, pemerhatian dan analisis dokumen digunakan untuk meneroka pengalaman individu peserta kajian dan menyelaraskan persamaan dan perbezaan dalam satu corak. Kerangka ini merangkumi pengumpulan cerita yang dianalisis untuk melihat elemen utama cerita, yang kemudian ditulis semula dalam bentuk kronologi. Dapatan kajian menunjukkan terdapat pelbagai laluan yang boleh diambil oleh professional untuk menjadi pakar. Laluan tersebut bermula daripada peristiwa kritikal yang berlaku, kemudiannya menyebabkan peningkatan dalam peranan dan tanggungjawab seorang pensyarah serta peningkatan dalam kerjaya mereka. Semua ini berlaku secara natural sepanjang kerjaya peserta kajian yang kemudiannya membawa perubahan kepada mereka, yang menimbulkan motivasi kepada mereka untuk mencari ilmu baharu, dan mengubah sikap mereka secara holistik. Peserta kajian mempunyai kesedaran kendiri terhadap kebolehan dan

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kemahiran mereka. Mereka adalah individu yang giat dalam amalan professional, mempunyai nilai yang tersendiri, menguasai kepimpinan melalui pengalaman dan berada dalam suasana positif untuk perkembangan profesionalisme berterusan. Implikasi kajian ini menjelaskan seorang novis perlu melalui satu tempoh latihan dan amalan yang panjang sebelum sebelum menjadi pakar. Adalah mustahil untuk memendekkan perjalanan ini memandangkan pengalaman yang ekstensif adalah asas kepada pembangunan profesionalisme. Pakar boleh menjadi rol model kepada professional dalam CPD kerana pengalaman dan amalan profesion, serta telah berjaya dalam bidang mereka. Oleh yang demikan, dapatan tentang laluan pembangunan professional ini penting untuk menyediakan model untuk junior mengikutinya. Ini bermakna,, bagi mereka yang berhajat untuk menjadi pakar, boleh menggunakan hasil kajian ini sebagai contoh dan mengikuti laluan professional peserta kajian.

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I have proven to myself, that it is not impossible for a moderate student to achieve this. What important is determination, diligence and believe in one self, and lots and lots of prayers. Alhamdulillah.

I certify that a Thesis Examination Committee has met on 23 April 2018 to conduct the final examination of Hashimah binti Hashim on her thesis entitled "Continuing Professional Development of Expert Teacher Educators" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

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Declaration by graduate student

I hereby confirm that:
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Declaration by Members of Supervisory Committee

This is to confirm that:
- the research conducted and the writing of this thesis was under our supervision;
- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) were adhered to.

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LIST OF ABBREVIATIONS

HRD	Human Resource Development
CPE	Continuous Professional Education
ITEM	Institute of Teacher Education Malaysia
CPD	Continuing Professional Development
ETE	Expert Teacher Educator
ET	Excellent Teacher

CHAPTER 1

INTRODUCTION

This chapter covers the overview and purpose of the study, problem statement, research questions, significance, definition of terms, limitations and scope of the study.

1.1   Overview of the Study

Intrinsic motivation is within each employee, giving them the drive to grow professionally. As employees, adults take charge of their own development through planned and unplanned learning opportunities as the knowledge-based economy demands workers to have higher set of skills and higher levels of education compared to the past (Rothwellet al. ,2007, p118). This human process, which is supported by motivation to mature and develop, has the ability to grow and expand human capabilities that undergirds the human capital theory in economics (McLean and Kuo, 2014, p11; Swanson & Holton, 2001, p103).

Behaviorists' explains that people grow to seek organizational rewards. Gestalt, behaviorism and cognitive psychological theories support human resource development's (HRD) view that humans have the capability to reach higher potential, hence justifying long term investment to build expertise (Swanson & Holton, 2001, p104).

McLean and McLean (2001) reviewed various definitions and offered a global definition of HRD:

> "HRD is any process or activity that, either initially or over the long-term, has the potential to develop adults' work-based knowledge, expertise, productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation, or ultimately the whole humanity" (p. 1067).

> HRD is a process of developing and unleashing human expertise, with training and development on the developing side and organizational development on the unleashing side (Swanson & Holton, 2001, p227). Expertise developed through Continuous Professional Development (CPD) can by formal and non-formal learning. CPD has become important because higher potions of employees today are professional (Rothwell, W.J. et al., 2007, p188).

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To be an accomplished professional, a person has to have commitment and persistence towards learning and acquiring knowledge throughout one's professional life. "Knowledge is socially constructed and learning is a dynamic activity within the Community of Practice" (RCOE Vision Statement, 1990). This is in line with the "communities of practice (CoP)" concept (Lave and Wenger, 1991; Wenger, 1998; Wenger, McDermont & Syder, 2002) which emphasized on the existence of informal learning in workplaces (Caruso, 2017; Nariko, 2001). Learning at workplace occurs as the new comer slowly moves from peripheral to full participation. These communities are important because learning will connect personal development and professional identities of practitioners.

Most researchers described their professional development as a journey. This metaphor clarifies the saying 'the road taken by teacher educators", as teachers, who learnt to develop an identity as teacher educators and later as more experienced teacher educators learned and developed from professional activities (Swennen, etc. 2010, p.1).

1.2   Purpose of the Study

This study is conducted to explore expert teacher educators' professional journey throughout their Continuous Professional Development (CPD) in becoming experts. The researcher's fascination with these groups of experts, who are epitomes of confidence and professionalism, led to the conception of this study. These experts, who lead and share their knowledge with others, can be a form of inspiration to novice teachers who will be able to see what the future holds for them as they grow professionally.

Teacher educators who were promoted to the posts of Excellent Lecturers at selected Institute of Teacher Education Malaysia (ITEM) nationwide are selected as participants. The selection is based on their vast experiences teaching in schools and teaching teacher trainees. The participants' experiences as leaders in various curriculum and co-curricular activities are taken as part of the selection's criteria. These individuals are also actively involved in the management, planning, implementation and evaluation of curriculum for schools and ITEM.

1.3   Problem Statement

Of late, the notion of teacher educators' professional development has recently gain researchers' attention. Teacher educators are no longer seen as teachers of teachers, but are seen as professionals crucial in various roles that require specific knowledge such as curriculum developer and researchers (Korthagen, Loughran, & Russell, 2006). Most researchers studying professional expertise of teacher educators explored into the skill of making knowledge about teaching and learning (Smith, 2005). Various other researchers such as Bates, Swennen, & Jones (2011) studied on 'what it

means to become and learn as a teacher educator'. Avalos (2011) and Loughran (2011, 2014) explored further by scrutinizing major aspects of teaching and learning about teaching. Goodwin et al. (2014) investigated 'what teacher educators should know and able to do'. Goodwin and Oyler (2008), U.S Department of Education (2011) and Darling-Hammond and Lieberman (2012) were preoccupied on how to improve quality and how to measure teacher quality, debating on the current situations. However, all the above concerns on professional development hardly venture into CPD as these concerns focused solely on teacher educators' professional development on the teaching of producing quality beginner teachers.

The researcher's concern in this study is the teacher educators' CPD as CPD's evolvement was due to the need for constant learning in the teaching profession. The researcher keeps track of the participants' professional journey by recording their career progression from the day they became teachers, until they are certified as experts in the field of teacher education after going through CPD.

Exploration of CPD over a time scale may help novices to learn the experts' CPD journey, but knowledge and expertise acquired by the experts were tacit in nature and difficult to share (Shim, 2008; Nash & Collins, 2006). Hence, to allow accessibility, experts need to make their expertise explicit (Shim, & Roth, 2007).). Exploring the teacher educators' journey or history along their CPD is the main emphasis of this study as there is lack of studies involving ITEM expert teacher educators.

Although promotion opportunities for lecturers in teacher training colleges require greater varieties of criteria (Smith, 2005), excellence in teaching is still a crucial factor. In 2016, the weighting for teaching among ITEM's teacher educators' annual performance appraisal was reduced as the educators' grades increased. The significant reduction on the appraisal weighting showed that senior teacher educators are expected to have acquired expertise in teaching. As their service grades increase, they should play roles as leaders in the profession, whether they are in the management or teaching line.

In researches carried out on teacher educators, most data collected were in studies of novice and expert which marks the challenges new teacher educators face when establishing their professional identities (Murray & Male, 2005; Wright & Viczko, 2008) and the role of teacher educators (Willemse, et. al., 2005; Loughran & Berry, 2005; Cochran-Smith, 2005; Bullough Jr, 2005). Studies on expert development were carried out by Ericsson, & Smith, (1991) who applied experimental approach in cognitive psychology, and Berliner (1988), who conducted a study that compared skills of novice to expert.

To acquire expertise, achieving the level of expert performance requires teachers to have more than 10 years of deliberate practice (Ericsson, K. et al., 1993). Research has Erickson & Pool, 2016) also conceptualized expertise development as a long

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process that often takes many years (Papageorgi, I. et. al. 2009). This was supported by other researchers for example, Dreyfus and Dreyfus (1986) through their five-stage acquisition model of expertise and Hoffman et al. (1995)'s "Guild" for terminology development. A study by Sosniak (1985) proposed that musicians went through three phases before achieving the expert level, while Manturzewska (1990) suggested six stages in the same area. Despite the extensiveness of researches carried out on expertise, there is a dearth of resources in the field of occupational expertise (Van der Heijden, 2003) and studies that focused on how expertise grew over time (Bereiter & Scardamalia, 1993). Studies by Van der Heijden, (2003) and Bereiter & Scardamalia, (1993) investigated the cognitive aspects of how experts perform. Both studies were carried out using experimental approaches, without looking into how novice develop into expert, but by experimenting on how the novices carry out tasks deliberately over 10,000 times before they are announced as experts.

1.4   Research Questions

  i.   How do teacher educators become experts?
 ii.   How do teacher educators acquire their expertise?
iii.   How do teacher educators' individual characteristics assist them to acquire expertise?

1.5   Significance of the Study

This study benefits teacher educators as the findings may assist them to strategize their professional development path. This study's context is specifically on an expert's professional journey and may help to introduce concerns and inform authorities on training needs of novice professionals to help them move on to a higher level of professionalism. This professional journey views professional growth heuristically with staffs' CPD opportunities in mind.

To become an expert in a profession requires time as CPD is as complex as teaching. Reducing the duration is not possible due to the extensive experience needed which is fundamental to the teacher educators' development. Assistance and encouragement to those determined to undertake the journey, such as accommodating training and evaluation suitable for their level of developments, are crucial. It is then hoped that the specific findings of this study will contribute significantly in helping teacher educators to understand the professional journey of the expert.

1.6 Definition of Terms

1.6.1 Continuous Professional Development (CPD)

Continuous Professional Development (CPD) is when a professional educates him or herself through formal, non-formal or informal learning. In this study, CPD indicates the process of discovering and documenting competency, knowledge, and experience that a professional acquires both formally and informally at work. It constitutes as an evidence of a professional involvement, learning and practice through the expert teacher educators' perspectives. The term 'professional' refers to expert teacher educators who are the research participants.

1.6.2 Journey

In this study, journey refers to the expert teacher educators' CPD journey from their novice days until they become experts in their profession.

1.6.3 Expert Teacher Educator (ETE)

ETEs in this study are lecturers at ITEM, promoted by the Ministry of Education through Excellent Lecturer grade DG52, DG54, Special Grade C and Special Grade B. Prior to the interview, the researcher sought opinions from three of the expert teacher educator (ETE) colleagues to confirm each ETE's expertise.

1.7 Limitation of the Study

Participants were selected ETEs who were promoted by the Ministry of Education to the post of Excellent Teachers (ET). Selection of participants does not mean that other teacher educators who were not awarded the ETs post are not experts in their fields. The determination of the participants is based on established grounds (Rice & Ezzy, 2000; Ashbury, 1999).

1.8 Scope of the Study

This study covers only ITEM teacher educators under the Ministry of Education. Teacher educators at the university level are excluded from this study as there are differences on the responsibilities of ETE in the institute when compared to ETEs at university level. Exact recollection of each relevant detail may not be possible as data collected from interviews with the research participants may have limitations as it is dependent on the information articulated by the ETEs.

The scope of this study is to review expert teachers, teacher educators, expert teacher educators and expert teachers. The study will cover all participants in a thorough study conducted on the grounds within their working environment.

Expert Teacher

Teachers are not exempted from a variety of well-warranted characteristics concerning expertise (Berliner, 1994a, 1994b, 2001; Elliott, 2015; Ericsson and Pool, 2016; Ladd and Sorensen, 2015). Some of these characteristics are:

i. expert teachers often cultivate automaticity and habits for repetitive operations that are required to achieve their goals,
ii. expert teachers are extra sensitive to the profession demands and social whereabouts to determine pedagogical doubts,
iii. expert teachers are extra opportunistic and adaptable in their instruction than novices,
iv. expert teachers illustrate problems by qualifying it differently compared to novice,
v. expert teachers have rapid and accurate pattern- recognition competency, while novices lack the ability to interpret what they experience,
vi. expert teacher apprehends significant patterns in the discipline they are experienced in,
vii. expert teachers may start to solve problems unhurriedly, bringing in magnificent and more personal connections of information to support the complication that they are trying to solve.

Another quick established notion in studies of teaching is that expert is definite to a domain and to particular contexts in domains and is cultivated through over hundreds and thousands of hours. Time and experience are interconnected in the development of pedagogical expertise. An expert teacher, with seven years of experience has spent a minimum of 7,000 hours in the class as a teacher. Nevertheless, a teacher who completed a regular university study and later entered the profession would have an additional 1,000 hours as a student teacher and classroom aide. It is likely that every expert pedagogue has had extensive classroom experience, but of course, experience alone is not the factor to make a teacher an expert (Berliner, 2004).

Teacher Educator

Significant research efforts in past decades have added a great deal to the discipline of knowledge about teaching and teachers. However, although the growing interest in trying to uncover the nature of teaching and teachers' work over the years has brought attention to teaching about teaching, teachers of teachers—who they are, what they do, what they think—and their desired characteristics, have often been ignored in studies of teacher education (Lanier & Little, 1986). Correspondingly, questions such as "What should teacher educators be competent in?", "What tasks and competencies

are teacher educators expected to possess?", and ultimately "What does it mean to be a good teacher educator?" have rarely been investigated (Koster, et al., 2005). Therefore, very little has been discovered about the quality of teacher education, and hence, that of teacher educators, over the years (Buchberger & Byrne,1995; Korthagen, 2000; Koster et al., 2005).

The definition of teacher educators are as people "who provide instructions or who give guidance and support to student teachers, and who thus render a substantial contribution to the development of students into competent teachers" (Koster et al., 2005, p. 157). They are the ones who are responsible for the quality of teachers, and, therefore, that of education. Thus, it is of crucial importance that the questions above are addressed by exploring what contributes to the professional development of teacher educators. Koster, Korthagen, Wubbels & Hoornweg (1996) discusses several general functions that teacher educators fulfill:

(1). Facilitators of the learning process for student teachers: Effective teacher educators play a major role in facilitating and supporting the reflective learning process student teachers developed (Richards & Lockhart, 1994). This, however, needs to be accomplished by sharing not only their theoretical knowledge, but also by putting this knowledge into their own practice, in other words, by "making tacit knowledge explicit" (Korthagen & Kessels, 1999, p. 31).

(2). Developers of new knowledge and curricula: Teacher educators are expected to create new knowledge, consisting of practical knowledge in the form of new curricula and learning programs for teacher education and schools, as well as theoretical knowledge generated from research.

(3). Assessors and Gatekeepers: Another key function of teacher educators is assessment; both formative assessment to enhance learning, as well as summative assessment that requires teacher educators to act as gate-keepers and decide who has the necessary training and skills to become a teacher. In this sense, teacher educators not only provide support to candidates seeking enter the profession, but also act as their judges before they can do so, a dual role some have found to be problematic (Wilson, Darling-Hammond, & Berry, 2001).

(4). Collaborators and team members: Efficient teacher educators are collaborators with members of the university and other higher educational institutions and decision makers (Koster, Korthagen, & Wubbels, 1998), as well as with teachers and school administrators where teacher candidates' student-teaching takes place. As discussed by Nunan (1992), collaboration is an important component of language learning and teaching. Thus, it is essential that teacher educators help student teachers to develop the skill of being good team members through involvement with the respective contexts they served (university and school). The student teachers can enhance these team player skills by promoting partnership in their relationships with others (i.e., with student teachers, or other faculty), and by encouraging student teachers to take part in joint efforts such as group-work and research projects.

All of the above-mentioned tasks are interconnected with the principles and values in teacher education, and thus, are consistent with the standards for teacher educators, as standards describe a requested level of professionalism, translated into actions and performances. Standards entertain several aspects that make up what some refer to as the expertise (professional knowledge and competence) of teacher educators (Smith, 2005).

Expert Teacher Educator

Despite the extensive foci on a knowledge base researches for teachers, little attention had been given to the expertise of teacher educators (Smith, 2005). Nonetheless, with the growing consciousness of teacher educators as professionals, more knowledge is gained in studies driven by research performed by teacher educators as stakeholders themselves (Munby, Russell, & Martin, 2001). These researches on teacher educators' expertise – what they need to know and be able to do (Ingvarson, 1998, p. 128) – has become an important area of inquiry in developing standards, and ultimately, in assessing and improving teacher educators' performance, effectiveness and growth in the field.

Teacher educators' expertise is diverse and complex in nature; yet there is a popular assumption that a good teacher will automatically make a good teacher educator. Smith (2003) examines this issue by discussing some of the literature on the subject, and by asking novice teachers and teacher educators about their perceptions of the characteristics of good teacher educators, the professional knowledge of teacher educators, and the difference between the expertise of teacher educators and classroom teachers. Findings indicated that even though there are overlaps, there are also distinct differences in the expertise of the two groups of professionals in the following areas: articulation of reflectivity and meta-cognition; quality of knowledge; knowledge of how to create new knowledge; teaching children vs. teaching adults; comprehensive understanding of the educational system and professional maturity and autonomy.

According to Smith (2005), unlike teachers who are mainly required to be good practitioners, teacher educators are expected to be self-aware, reflect and articulate tacit knowledge of teaching and make it available to teachers-to-be, thus bridging theory and practice. Teacher educators' professional knowledge is expected to be more comprehensive, rich and extensive, both in terms of the specific subject matter taught and in relation to areas such as didactics, pedagogy and psychology. Teacher educators' engagement in curriculum development and research is viewed as an indispensable part of their professional development. Unlike teachers, they are expected to be skillful in teaching learners of all age groups and to present a high level of professional maturity and autonomy. Finally, they are to have a comprehensive understanding of the educational system that goes beyond their own personal teaching context.

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Teachers are the first-hand witnesses of teacher educators' work and practices. Therefore, an important aspect of looking at standards, in addition to the abovementioned idea of giving the teacher educators themselves an important role in formulating the content of standards, is finding out what qualities teachers think teacher educators should possess. In eliciting answers to what it means to be a good language teacher educator, Smith (2005) found differences between the views of novice teachers and teacher educators, despite a general agreement on the statement that good teacher educators provide support and show patience and empathy to student teachers for the sake of their growth. For instance, from the perspective of new teachers who have had access to a wide array of teacher educators, a gap between theory and practice exists, and thus, they feel that it is important for good teacher educators to "practice what they preach" (p. 185). A similar attribution to modeling can be seen in the ATE standards urging teacher educators "to model professional teaching practices" (ATE, 2006, standard 1).

Another main point noted by novice teachers which was not mentioned by teacher educators in Smith's (2005) study was the need for teacher educators to teach metacognitive and to articulate their tacit knowledge of teaching, explaining the whys and how of their actions and in-action decision making. Ethell and McMeriman (2000) confirmed this view and affirmed that the articulation of expert teachers' thinking facilitates the understanding of theoretical and practical components of teacher education. In addition, most teachers referred to school experience and the desire to work with teacher educators who had recent experience as school teachers. These teachers questioned the credibility of teacher educators who lack knowledge of today's schools and students; they believed that effective teacher educators should be knowledgeable about the current educational system.

Murray (2001) pointed out a similar issue, that of whether all teacher educators must be qualified teachers with experience teaching in schools, as one of the matters on which there is no professional consensus. Finally, unlike teacher educators, almost half of the novice teachers in the study believed that good teacher educators are also good managers of time and people.

According to Smith (2005), teacher educators, in contrast, ranked "enhancement of reflection in trainees" as the most prominent feature of good teacher educators. Self-awareness and being involved in ongoing professional development as characteristics of good teacher educators, supporting the view of professional growth based on reflective practice represented in the Association of Teacher Educators (2006) list of standards in the US. Half of teacher educators listed research as an important part of their professional activities, whereas novice teachers mainly brought up the quality of teacher educators' teaching in their responses. Research is also highlighted as an important requirement in the criteria for tenure and promotion, both by teacher educators and in the America Teacher Educator standards. Nevertheless, some experts believe that there is no correlation between research and effective teaching (Marsh & Hattie, 2002). Further characteristics of good teacher educators listed by teacher educators (and not by novice teachers) are related to ethical aspects of the profession.

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Ethical aspects of their profession include acting upon one's beliefs and believing in education as a worthwhile and rewarding enterprise, collegial aspects such as focusing on teamwork and supporting colleagues, and personal characteristics such as being assertive and confident regarding work and professional development.

In another study dealing with the quality requirements needed for teacher educators, Koster et al. (2005) explored what teacher educators themselves consider to be their main quality requirements, as well as vital tasks and competencies. Distinctions are made between the tasks teacher educators have to perform and the competencies they should possess as components of a professional profile. There have been efforts to identify these categories based on both a literature searches and several rounds of interviews with fellow teacher educators. Based on average scores, three task areas were determined to be necessary for every individual teacher educator: the teacher educator working on his/her own development and that of colleagues (professionalism and well-being); providing a teacher education program (i.e., teaching, assessing, counseling); and taking part in policy development and development of teacher education. "Organizing activities for and with teachers" and "selecting future teachers" are considered necessities to some extent. Although "carrying out research" was not always considered significant for individual teacher educators, this reason was tied to the different views of university based and non-university-based teacher educators regarding research. The study also asked what teacher educators thought were the important elements in a competence profile. Content competencies (i.e., being able to discuss one's professional field with others) and communicative and reflective competencies, (i.e., being able to evaluate one's own teaching and make changes accordingly) fell into the category of "very necessary", whereas organizational competencies (i.e., being able to work in a team) and pedagogical competencies (i.e., being able to make one's own pedagogical approach accessible to student teachers) were established to be "necessary." Koster et al. (2005) mentioned that their study focused on knowledge and skills, and not on the attitudes, motives and personal characteristics of teacher educators, as they believed such vague aspects are already reflected in tangible aspects as such skills.

Successfully performing the tasks described here is not a straightforward process. It requires teacher educators to deal with a complex dual role (Ducharme, 1993) of not only teaching student teachers, but also practicing what they preach through modeling. Incidentally, a major aspect of teacher educators' expertise is the ability to make professional knowledge and competence about teaching and learning explicit (Smith, 2003)—in other words, to "explicitly model for their students, the thoughts and actions that underpin one's pedagogical approach" (Loughran & Berry, 2005). Therefore, rather than putting too much emphasis on explicit aspects of teaching and on conceptual/expert knowledge, it is vital that teacher educators are able to articulate the tacit aspects of teaching and explain these to student teachers in order to develop their perceptual knowledge. This, however, requires teacher educators to be alert that recognizing what informs their teaching about teaching is just as important as how they teach, as these two elements operate together in offering opportunities for constructive practice and professional development. In this regard, one of the qualities

of an effective teacher educator is the ability to help student teachers explore and build on their perceptions by providing the opportunity to reflect systematically on the details of their practical experiences (Korthagen et al., 2001, p. 29). This is particularly important in preparing teachers for cases where theory will fail to respond to their practical concerns.

Similarly, Loughran and Berry (2005) discussed the significance of explicit modeling in teacher education. They believed that teacher educators should depart from the traditional role of transferring information and practice explicit modeling that operates concurrently at two levels: on one level, it is about teacher educators doing in their practice what they expect their students to do in their teaching. On another, it is about teacher educators offering teacher candidates the opportunity to be familiar with the pedagogical reasoning, feelings, values, and actions that accompany their practice across a range of teaching and learning experiences. Thus, teacher educators should create a balance between delivering essential knowledge and creating opportunities for student teachers to make knowledge meaningful through practical wisdom. However, as Loughran and Berry (2005) had affirmed, making expertise explicit and accessible to others through articulation of knowledge of practice is a difficult and complex task for teacher educators that demands considerable awareness and knowledge of 'self,' pedagogy and students. Loughran and Berry (2005) mentioned a variety of techniques teacher educators can use to make their non-cognitive knowledge accessible to their students: carrying out think-aloud; journaling; discussions during and after class both in groups and with individual student teachers; questioning; probing and inquiring through pedagogic interventions during teaching and debriefing of their shared teaching and learning experiences.

Loughran and Berry (2005) considered that "the ability to be explicit about what one is doing and why, is enhanced through systematically inquiring into learning through experience (self-study) so that the relationship between knowing and doing might be more accessible" (p. 194). However, as Cochran-Smith (2005) argued that knowledge of public theory should be part of teacher educators' expertise, and thus, personal theories developed by self-studies should be linked to public theory for the sake of developing a functioning knowledge-base for teacher education and advancing the status of teacher educators in academia. Facets of modeling good teaching mentioned above highlights the importance of professional critique, another key quality in teacher education that involves constructive analysis of teacher educators' teaching and self-learning, as well as their students' learning and student-teaching. Therefore, effective teacher educators work toward the development of both themselves and their students by inquiring systematically into their practices, by being committed to lifelong professional development, by highlighting particular instances in student teachers' teaching, and by challenging even their expert status at times to share their own pedagogical thoughts and actions for critique, and thus, to make it possible for student-teachers to " 'see into practice' – all practices, not just the 'good things we do' " (Loughran & Berry, 2005, p. 200).

Besides providing support to students, effective teacher educators are also in service of their profession and its development through leadership and scholarly work. Teacher educators serve in professional organizations and provide leadership at the local, state, national, and international levels in developing, implementing, and evaluating theory and practice for high-quality education. Moreover, teacher educators contribute to the field by carrying out and publishing research, systematically integrating the knowledge from research into their pedagogical repertoire and applying it to new contexts. As Cochran-Smith (2005) had demonstrated, successful teacher educators are not just "smart consumers of research," (p. 224) but they also conduct research in relation to their own professional experiences and programs.

1.9   Summary of the chapter

The overview of the study has been provided in this chapter. Other highlights of the chapter are the description of the purpose of the study and its significance together with its problem statement. The study's research questions, objectives, definition of terms, limitations and scope are also included.

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BIODATA OF STUDENT

Student has been a teacher and a lecturer for 22 years. She was born in Kelantan and was brought up in a Naval Base in Singapore. She had her primary education in Johor Bahru. Later, when her parents moved to a new Naval Base in Lumut, Perak,she continued her secondary education in Sitiawan Perak. After graduating from MARA Institute of Technology in 1992 with a Bachelor Degree in Library and Information Science, she worked as a Cataloger with the International School of Kuala Lumpur in Ampang, Selangor, before going for her Diploma in Education. The Diploma in Education gave her the opportunity to join teaching profession. In 2001, she graduated with MSc. Human Resource Development from University Malaysia Sarawak. Then, she was transferred to teach at Persekutuan Teachers Training College in Gelugor, Pulau Pinang. She got married in 2002 and was transferred to Institute of Teacher Education, Technical Campus in Cheras, Kuala Lumpur. In 2008, she registered as a full time student in Human Resource Development PhD. program. At the end of the study leave, she works at the Institute of Teacher Education, Islamic Campus in Bangi.

LIST OF PUBLICATIONS

Hashimah Hashim & Shamsudin Ahmad. (2011). Human resource development and continuing professional education. Chap.10. In Maimunah Ismail & AAhad M. Osman-Gani (Eds.), Human resource development in Malaysia (pp.227-300). Selangor, Malaysia: Pearson, Malaysia.

Hashimah Hashim and Shamsuddin Ahmad. (2013). Profesional journey of the expert teacher educator. Human Resource Development International, Vol. 16, 4.

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