

Establishing and sustaining teacher educator professional development in a self-study community of practice: Pre-tenure teacher educators developing professionally

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Abstract: This paper outlines the professional development of pre-tenure teacher educators through the establishment of a self-study group. Through reflecting on three significant events, a discussion is offered as to how members contributed to the self-study of teacher education practices and experienced enhancement as a community of scholars. Evidence is presented as to how pre-tenure faculty can work together to build a culture that links teaching practice to scholarship within an organizational framework for group interactions. This work contributes to research on the induction of new professors by providing a model of professional development that is self-directed, collaborative, and empowering. © 2011 Elsevier Ltd. All rights reserved.

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