

Quo Vadis: Exploring the Perceived Role and Identity of Ten Teacher Educators

Michelle Attard Tonna¹, Charmaine Bonello², Jonathan Borg³, Michael Buhagiar⁴,
James Calleja⁵, Patrick Camilleri⁶, Therese Camilleri⁷, Louise Chircop⁸,
Josephine Deguara⁹, Martin Musumeci¹⁰

¹⁻¹⁰ Faculty of Education, University of Malta, Malta

Abstract

Since the set-up of the Faculty of Education (University of Malta) in 1978, one of its main concerns has been the initial teacher education (ITE) of prospective teachers, a role that has not been fulfilled by any other local institution until a few years ago. This monopolistic role has evolved with the provision of ITE courses, at undergraduate and Masters level, by a variety of educational providers that challenge the vision of the Faculty and the perceived role of its members. This, together with new legislation that regulates teacher education which is not yet in place; the increasing influence of market competition on academic life; and the progressing needs of teachers in service who can benefit from professional learning experiences as provided by the Faculty, puts the Faculty at a crossroad and its members questioning its current role and identity. This research paper is a collective self-study on how ten teacher educators within the Faculty attempt to address these arising demands and explore their projected identities against this scenario. Focus group conversations around four specific themes provide the data through a self-reflective inquiry that includes a variety of perspectives and a space where they can become more responsive to what underpins their own and collaborative practices.

Keywords: Faculty of Education, teacher education, teacher educators, self study identities