

## SESSION « PROFESSIONAL AND TEACHERS' TRAINING »

### • *Learning 'about practice' whilst 'in practice' - a student teacher globalized immersion in Vanuatu*

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For student teachers to appreciate and gain international understanding about culture and education, they need opportunities to become immersed in communities within globalized contexts. Having the experience to plan, teach and reflect on practice whilst in practice provides student teachers with stronger understandings of the connectedness of curriculum and pedagogy. Therefore, it is recommended that global immersions such as the Vanuatu experience reported upon in this paper, are encouraged and regarded as important for universities and school communities in the development of future teachers for the 21st Century.

### • *International Partnerships: broadening the experiences for pre-service teachers*

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Partnerships between community organizations, schools and universities are becoming more widespread as education faculties seek to broaden the experiences of their pre-service teachers (Kruger, Davies, Eckersley, Newell & Cherednichenko, 2009). The following presentation reports on one such endeavour where a small group of six student teachers, drawn from pre-service teacher education programs that included secondary, primary and primary/early childhood, were immersed in a primary/secondary rural school on the remote island of Sola, located in the Northern Province of Vanuatu.

### • *Educating teachers as helping professionals: some questions about teacher educators' identities*

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Teaching can be seen as a helping profession insofar as it is an activity involving complex, multidimensional interaction processes in which professional knowledge is formed and used to foster the development of people and societies (Hugman, 2005). Currently, teachers are confronted by contradictory exigencies (Derouet, 2010). The context of 'school crisis' (within the crisis of modern institutions in the late modernity) is taking teaching profession to face challenges that are forcing community to rethink teacher education conditions (cf. Lopes and Pereira, 2012; Korthagen, 2004), As a secondary socialisation process, pre-service teacher education is responsible for creating the conditions to access the specialised field of education knowledge and teacher educators are nuclear in this process. This paper presents exploratory data, collected as part of a larger research project on initial education of helping professionals (teachers and nurses) and the educators' identity. The aim of this exploratory study is to identify relevant aspects about teacher educators' identities in their training context – i.e. as situated identities - in order to inform further deeper data collection. Exploratory data are the outcome of two focus groups, one held with students and the other with teacher educators' from a higher school of pre-service teacher education. The content was analysed under an inductive logic supported by the software NVivo9. Data analysis tells us about student teachers and teacher educators perceptions and conceptions with respect to the training situation, and about the factors that may shape the teacher educators' identities, such as subject disciplines and academic titles.

#### RESULTS

The analysis of the 'training' dimension suggests greater appreciation of the fundamentals of the training by the educators and more concern with daily life by the students. 'Educators' dimension is characterised by contradictory discourses, within both the student group and the educators' group. However the positive aspects overcome the negative: a culture