InFo
TED International Forum for Teacher
Educator Development

Teacher Educators' Identities - Further Reading

Contents

Identities of Teacher Educators

Compton, A., Crawley, J., Curtis, F., Scott Douglas, A., Eaude, T., Jackson, A., Philpott, C., Plater, M., Powell, D., Sewell, A., & Vincent, K. (2019). What are the characteristics of a professional teacher educator? A think piece. *Teacher Education Advancement Network Journal, 11*(2), 3-11.
http://ojs.cumbria.ac.uk/index.php/TEAN/article/view/528

This question - 'What are the characteristics of a professional teacher educator?' - was simply sent out as a survey to all teacher educators who engage with the Teacher Education Advancement Network (TEAN). The aim was to give respondents the opportunity to comment from their own perspectives, whatever they were, thus adding their voices to our search for the characteristics of professional teacher educators. The resulting data were collated and refined by the authors of this paper who then worked together to write the think piece. As a think piece it sets out to provoke a response from its readers and hopes that readers will 'think' and use it to share in dialogue with colleagues and continue to add their voices to this debate.
Keywords Teacher educators; characteristics; professional.

Izadinia, M. (2014). Teacher Educators' Identity: a review of the literature. *European Journal of Teacher Education, 37*(4), 426-441.
http://dx.doi.org/10.1080/02619768.2014.947025

Research suggests that the development of a teacher educator identity is a central process in becoming a teacher educator. Recently, there has been an increasing interest in the concept of teacher identity. However, teacher educator identity seems to be still under-researched. In this article, a review of literature on teacher educator identity is provided. Fifty-two research papers were analysed to identify challenges and tensions teacher educators experience during their induction, factors which influence the development of their professional identity, and the features that induction programmes should have. The findings suggested that new teacher educators generally develop negative self-views about their abilities and professional identities. Self-support and community support activities were found to facilitate teacher educators' transition and enhance their identity development. Key features of academic induction were identified as acting as a learning community, cultivating supportive and professional relationships, encouraging self-enquiry and research and involving teacher educators in reflective activities.

Klecka, C.L., Donovan, L., Venditti, K.J., & Short, B. (2008). Who is a Teacher Educator? Enactment of Teacher Educator Identity through Electronic Portfolio Development. *Action in Teacher Education, 29(*4), 83-91.
http://dx.doi.org/10.1080/01626620.2008.10463471

This study examines how participants in the Teacher Educator Standards Cohort enacted their identities through the creation of standards-based portfolios. Fourteen teacher educators participated in the cohort for 1 year. Data sources included the electronic portfolios, focus group interviews, and individual reflections. Findings point to five facets of teacher educator identity: teacher, scholar in teaching, collaborator, learner, and leader. Participants primarily constructed their identities as teachers, but individual responsibilities and levels of experience may have affected how they enacted other facets of identity. The findings also highlight the discussion about who a teacher educator is and about the move to define a multifaceted profession that is shaped by the discourses in which teacher educators' practice is nested.

Loughran, J., & Menter, I. (2019). The essence of being a teacher educator and why it matters, *Asia-Pacific Journal of Teacher Education*, **14 pp.**
http://dx.doi.org/10.1080/1359866X.2019.1575946

The teaching of teaching is sophisticated work although it is often viewed simplistically. To challenge simplistic approaches to teacher education, teacher educators need to actively articulate the specialist knowledge, skills and abilities that underpin expertise in teaching and to do so through their practice with their students of teaching. In schools, teachers do not commonly experience a workplace culture whereby the explicit discussion and critique of pedagogical purpose and reasoning occurs. Therefore, it is all the more important that teacher educators bring such thinking to the surface in their teaching about teaching. Teaching is not just about the "doing" of teaching, it is also about the "why"–which leads to the development of informed and meaningful practice to enhance student learning. This paper considers some of the principles that underpin thinking about teaching as more than transmission and therefore shapes what teacher educators need to know and are able to do.
Keywords: Teacher educator; scholarship in teacher education; teaching; pedagogy of teacher education

Lunenberg, M., J. Dengerink, & F. Korthagen (2014). *The Professional Teacher Educator: Roles, Behaviour, and Professional Development of Teacher Educators.* **Rotterdam: Sense Publishers.**
https://link.springer.com/book/10.1007/978-94-6209-518-2   or
https://books.google.nl/books?hl=nl&lr=&id=9SnIBAAAQBAJ&oi=fnd&pg=PR5&ots=6mD78M8GLQ&sig=xqrODPLV0-pOM3sQ_nn6RhbiVVI&redir_esc=y#v=onepage&q&f=false

This book is a review of more than twenty years of international research on teacher educators. It offers a solid overview of what is known about the professional roles, professional behaviour and professional development of teacher educators. A systematic analysis of the focus, methods and data sources of 137 key publications on teacher educators make this book into an important reference work for everyone interested in the work of and research on teacher educators. There is a growing consensus that teacher educators largely determine the quality of teachers and hence, the quality of education. Through this book, Lunenberg, Dengerink and Korthagen provide not only insights into the various roles of teacher educators and the complexity of their work, but they also discuss building blocks for ongoing structured and in-depth professional development. The authors clarify that if we wish to take 'being a teacher educator' seriously, it is imperative that we build our understanding on research data. The book shows that although the number of studies on teacher educators is growing, the research in this field is still scattered. The authors highlight the need to create a coherent research programme on teacher educators and provide concrete suggestions for such a programme.

Murray, J., Czerniawski, G., & Barber, P. (2011). Teacher Educators' identities and work in England at the beginning of the second decade of the twenty-first century. *Journal of Education for Teaching, 37*(3), 261-277.
http://dx.doi.org/10.1080/02607476.2011.588014

This article reports on a recent study of teacher educators in England which aimed to explore teacher educators' constructions of their own identities in the academic communities within two university schools of education. Findings show that teacher educators constructed repertoires of identities for

themselves, deploying these to achieve credibility and recognition or to reflect personal change, depending on the particular context and 'audience'. Many saw their foundational identity as once-a school teacher, but entry into the university often triggered changes and the (re)construction of identity around practice as a teacher educator and research engagement. Findings also showed a diversity of identity constructions and resistances around the idea of research engagement and having an identity as an academic. These findings are discussed in relation to the rapidly changing and contested field of teacher education at the beginning of the second decade of the twenty-first century.

Murray, J., Czerniawski, G., & Barber, P. (2019). Who Is Teaching Me and What Do They Know? Student Teachers' Perceptions of Their Teacher Educators and Mentors. In: J. Murray, A. Swennen, & C. Kosnik (eds.), *International Research, Policy and Practice in Teacher Education***. (pp 139-153). Singapore: Springer Nature.**
https://doi.org/10.1007/978-3-030-01612-8_10

Using a survey and interviews, this chapter explores how 442 student teachers on pre-courses in England construct and value the identities and knowledge bases of those teaching them. Whilst there were some minor differences in responses across different groups, the general patterns were as follows: experiential knowledge of school teaching was highly valued capital in the eyes of student teachers, meaning that teacher educators who had recent teaching experience in the school sector and mentors working in practicum schools were seen as 'experts' in teaching. Other types of knowledge, particularly those gained through research or scholarship, were often overlooked or marginalised. Certain kinds of interpersonal skills and dispositions were highly valued in both mentors and teacher educators, particularly adopting an ethos of care and responsibility for student progression.

Swennen, A., Jones, K., & Volman, M. (2010). Teacher Educators: Their Identities, Sub-Identities and Implications for Professional Development. *Professional Development in Education, 36*(1–2), **131–148.**
http://dx.doi.org/10.1080/19415250903457893

In this article we address the question: 'What sub-identities of teacher educators emerge from the research literature about teacher educators and what are the implications of the sub-identities for the professional development of teacher educators?' Like other professional identities, the identity of teacher educators is a construction of various aspects or facets, which we prefer to call subidentities. We are interested to learn what sub-identities might constitute the main identity of what we generically refer to as 'teacher educators' and, to achieve this, we set out to analyse the research literature relating to teacher educators to search for ways in which such sub-identities might be explicitly or implicitly described. Based on the research literature we found four sub-identities that are available for teacher educators: schoolteacher, teacher in Higher Education, teacher of teachers (or second order teacher) and researcher. We also found a view on teacher educators as teachers in a more generic way. There seems to be a broad understanding that teacher educators have to transform their identity as teachers to become 'teachers of teachers in Higher Education' and (increasingly) to become researchers of teaching and teacher education. The development of these sub-identities depends on the context of teacher education in various national and institutional contexts and the development of teacher educators over time.

Swennen, A., & Volman, M. (2019). The Development of the Identity of Teacher Educators in the Changing Context of Teacher Education in the Netherlands. In: In: J. Murray, A. Swennen, & C. Kosnik (eds.), *International Research, Policy and Practice in Teacher Education***. (pp 107-121). Singapore: Springer Nature.**
https://doi.org/10.1007/978-3-030-01612-8_8

The study presented in this chapter is about the development of the professional identity of Dutch primary teacher educators from different generations. The focus is on how teacher educators develop individually during their professional career and how this individual development relates to changes in their profession. Data were collected and analysed using a biographical research methodology. Analysis of the results shows how participants constructed their identity as teacher educators influenced by their personal history in relation to the (historical) context of teacher education.

Vanassche, E. (2016). De professionele identiteit van lerarenopleiders. (The professional identity of teacher educators) In: G. Geerdink, & I. Pauw (eds). *De lerarenopleider. Kennisbasis Lerarenopleiders Katern 1: De lerarenopleider.* **Eindhoven: VELON. pp. 29-40.**
http://www.lerarenopleider.nl/velon/wp-content/uploads/2016/02/KBkatern1printfile_totaal.pdf

Het opleiden van leraren wordt steeds meer erkend als een eigenstandig beroep. Onder de noemer van de 'professionele identiteit' van lerarenopleiders wordt datgene wat de eigenheid uitmaakt van het professionele handelen van lerarenopleiders samen gebracht. De vraag is echter wat de precieze inhoud is van deze professionele identiteit? En hoe deze identiteit zich ontwikkelt doorheen de loopbaan? Deze vragen staan centraal in deze bijdrage. Het bestaande onderzoek wordt samengevat in drie onderzoekslijnen die elk belangrijke inhoudelijke en conceptuele bouwstenen aanleveren voor een omvattend beeld van de professionele identiteit van lerarenopleiders. Het betreft, op de eerste plaats, onderzoek dat vanuit een demografisch perspectief tracht in kaart te brengen wie precies wanneer als opleider de lerarenopleiding binnenkomt. Ten tweede, gaat het om interpretatieve gevalsstudies naar de inhoud en kenmerken van de professionele identiteit van lerarenopleiders. En als derde, onderzoek dat focust op de ontwikkeling van de professionele identiteit van lerarenopleiders. Elke onderzoekslijn maakt duidelijk dat de persoon van de lerarenopleider, wie of wat iemand is, respectievelijk hoe iemand zichzelf ziet, ertoe doet, en dit zowel voor de lerarenopleider zelf als hun leraren-in-opleiding.

Vanassche, E., & Kelchtermans, G. (2014). Teacher educators' professionalism in practice: Positioning theory and personal interpretative framework. *Teaching and Teacher Education, 44***, 117–127.**
https://doi.org/10.1016/j.tate.2014.08.006

This study connects to the international call for research on teacher educator professionalism. Combining positioning theory with the personal interpretative framework, we examined the relationship between teacher educators' positioning and their teacher education practices. The interpretative analysis of qualitative data from twelve experienced Flemish teacher educators revealed three teacher educator positionings: a teacher educator of 'pedagogues', a teacher educator of reflective teachers, and a teacher educator of subject teachers. Each positioning constitutes a coherent pattern of normative beliefs about good teaching and teacher education, the preferred relationships with student teachers, and valuable methods and strategies to enact these beliefs.

White, S. (2018). Teacher educators for new times? Redefining an important occupational group. *Journal of Education for Teaching, 45*(2), 200-213.
https://doi.org/10.1080/02607476.2018.1548174

Teacher educators are an occupational group currently experiencing increased scrutiny by international policy makers and researchers alike. This occupational group however is increasingly difficult to define and identify in a complex, internationally changing teacher education policy reform environment. The question posed is an enduring one: who is a teacher educator? The answer is more complicated. To better understand this occupational group, a literature review and local policy analysis study using the Australian context was conducted to reveal more about their identity; career trajectories and; professional learning needs. Analysis revealed that three sub-groups belonging to the broader teacher educator occupational group have emerged as a result of shifting teacher education policies. Namely, university-based; school-based and community-based teacher educators, each with an important role to play and each positioned differently within the research and policy landscape. Findings suggest that all three groups are important to educating teachers across their career and to best meet the needs of all students for new times. Recommendations are made for future research and practice into how these groups can work collectively together, within and across the multiple sites of learning to teach.
Keywords: Teacher educators; teacher education; policy; partnerships

Identity development: Needs and Demands

Avidov-Ungar, O., & Forkosh-Baruch, A. (2018). Professional identity of teacher educators in the digital era in light of demands of pedagogical innovation. *Teaching and Teacher Education,* **73(2018), 183-191.**
https://doi.org/10.1016/j.tate.2018.03.017

The study examines teacher educators' perceptions regarding pedagogical innovation. 27 semistructured interviews were analyzed using three modes of existence composing their professional identity with regards to pedagogical innovation: being, the conceptual component; doing, the practical component; and having, the environmental support component. Findings show that the "being" component is the dominant mode of existence and is strongly connected to construction of professional selves. Also, demands of the digital era compel teacher educators to re-examine their professional identity vis-a-vis technology-integrated teaching. Institutional support was vital for professional identity construction. Findings assist in understanding professional identity construction of innovative teacher educators.
Keywords: Professional identity Teacher educators Pedagogical innovation Modes of existence Digital age

Czerniawski G., Guberman A., MacPhail A. (2017). The professional development needs of higher education-based teacher educators: an international comparative needs analysis. *European Journal of Teacher Education, 40*(1), 127-140.
http://dx.doi.org/10.1080/02619768.2016.1246528

A universal lack of attention to the professional learning needs of teacher educators is the driver for this study, which considers the most effective ways to support the professional learning of higher

education-based teacher educators. At a time when many industrialised countries are engaged in systemic educational reform, this study provides an international and comparative needs analysis through a survey of 1158 higher education-based teacher educators in the countries participating in the International Forum for Teacher Educator Development: Belgium, Ireland, Israel, the Netherlands, Norway and the UK. Our results suggest that while teacher educators are only moderately satisfied with their professional development experiences, a strong desire exists for further professional learning. This desire, influenced by their professional context, relates to their current beliefs concerning 'best practice' in teacher education, the academic skills required to further their professional careers and knowledge of the curriculum associated with their fields of expertise.

Identity development: Opportunities

Butler, B.M., Burns, E., Frierman, C., Hawthorne, K., Innes, A. & Parrott, J.A. (2014). The Impact of a Pedagogy of Teacher Education Seminar on Educator and Future Teacher Educator Identities. *Studying Teacher Education 10***(3), 255-274.**
http://dx.doi.org/10.1080/17425964.2014.956716

Educators require support as they move from classroom to higher education settings. This collaborative self-study provides insight into one such support space, a doctoral seminar titled Pedagogy of Teacher Education, and how our identities as educators and future teacher educators developed through participation in the course. Several important themes emerged as we negotiated and adopted new identities as educators, and future teacher educators and researchers. These themes include our development of a collaborative mindset, a teacher educator-researcher perspective, and a critical selfawareness. The findings draw on our professional and personal histories to explore the prominent features that influenced and shaped our identities as educators and future teacher educator-researchers. In sharing our development as educators and future teacher educators, this article provides insights into the ways in which doctoral students in education begin to develop their identities and pedagogies through guided support from more experienced teacher educators.
Keywords: pedagogy of teacher education; collaborative self-study; emerging teacher educator; teacher educator identity

Vandamme, R. (2016) De lerarenopleider en zijn identiteit-in-context. (The teacher educator and his identity-in-context) *Tijdschrift voor Lerarenopleiders, 37***(4), 9-22.**
http://www.lerarenopleider.nl/velon/blog/tijdschrift/j2016/de-lerarenopleider-en-zijn-identiteit-in-context/

Zowel de lerarenopleiders als de leraren die ze opleiden hebben te maken met contextuele invloeden die in stijgende mate de arbeidsvoldoening en het duurzaam engagement beïnvloeden. Het zelfverstaan van de leraren moet voortaan de contextuele inbedding van de professie omvatten. De basis van dit artikel is een promotieonderzoek van Rudy Vandamme (als boek uitgegeven in 2014), met als vraag: Hoe construeren docenten in hogescholen hun identiteit te midden van de vele invloeden? Een aantal docenten waren lerarenopleiders. De theorie van het dialogische zelf van Hubert Hermans (Hermans & Hermans-Konopka, 2011) werd gebruikt als theoretisch kader. Op basis van interviews met lerarenopleiders en observaties bij startende leraren, werden patronen onderscheiden in hoe leraren veerkrachtig omgaan met wijzigende contexten. De patroontaal helpt zowel de lerarenopleiders zelf als de leraren die ze opleiden om te reflecteren hoe ze hun identiteit

construeren. In plaats van zich slachtoffer te voelen pleit deze patroontaal om zich actief te verhouden tot gebeurtenissen en te participeren in de ontwikkeling van de totale onderwijscontext. Als 'spin-off' van dit onderzoek werd een gespreksmethodiek ontwikkeld: het lerarenidentiteitsgesprek. Het concretiseert het reflecteren over hoe men zich verhoudt tot contexten. Identiteitspatronen kunnen meer bewust ingezet worden om zelfsturing te bevorderen.

Williams, J. & Power, K. (2010). Examining Teacher Educator Practice and Identity through Core Reflection. *Studying Teacher Education, 6*(2), 115-130.
https://doi.org/10.1080/17425964.2010.495888

This article reports a self-study that used a model of core reflection to examine the identity and practices of two teacher educators. Core reflection is a process by which teachers reflect on their practice, incorporating an examination of personal beliefs, mission and identity. During three sessions of core reflection we examined the experiences of one of the participants in relation to her teaching ideals, perceived difficulties or obstacles to achieving these ideals, and sense of self as a teacher educator. We concluded that the use of core reflection was valuable in supporting collegial and reflective conversions in a trusting environment. The process also helped us to identify the importance of qualities such as confidence and authenticity and to recognise how acknowledgement of such qualities can help teacher educators to understand their practice and identities more deeply. *Keywords: teacher education; core reflection; self-study; authenticity; identity*

Identity development and the Policy Context

Czerniawski, G., Kidd, W., & Murray. J. (2019). We Are All Teacher Educators Now: Understanding School-Based Teacher Educators in Times of Change in England. In: J. Murray et al. (eds.), *International Research, Policy and Practice in Teacher Education.* **pp.171 – 185. Switzerland: Springer Nature.**
https://link.springer.com/chapter/10.1007/978-3-030-01612-8_12

Within the context of the European Commission's recent policy gaze on teacher education (European Commission, Improving teacher quality: The EU agenda – lifelong learning: policies and programme. Brussels, April 2010, EAC.B.2. D (2010) PSH, 2010; European Commission, Supporting teacher educators for better learning outcomes. European Commission, Brussels, 2013; European Commission, Strengthening teaching in Europe: new evidence from teachers compiled by Eurydice and CRELL, June 2015. Available from: http://ec.europa.eu/education/library/policy/teaching-profession-practices_en.pdf, 2015), this chapter contributes to an improved understanding of the hybrid, poly-contextualised identities of school-based teacher educators. At a time of systemic change in the education systems of many countries, teachers in schools are increasingly being asked to be responsible for the education and training of future teachers. Within the English backdrop of a rapidly changing landscape for teacher education, we present initial findings from a small-scale study exploring, through interview data, how the knowledge bases and identities of two groups of insiders, university and school-based teacher educators, were perceived by those hybrid teacher educators (Zeichner 2010) working in schools. Our findings reveal differences in school-based teacher educators' views on their work and the work of university-based teacher educators, school-based teacher educators' views on the role educational research has in the work they do and the ways in

which different professional pathways (e.g. occupational/university; primary/secondary) influence views on what it means to be a teacher educator

European Commission (2013). Supporting Teacher Educators for Better Learning Outcomes. Brussels: European Commission.
http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/support -teacher-educators_en.pdf

Executive Summary:

1. Making sure that Europe's six million teachers have the essential competences they require in order to be effective in the classroom is one of the keys to raising levels of pupil attainment; providing new teachers with initial teacher education of the highest quality, and encouraging serving teachers to continue developing and extending their competences throughout their careers, are both vital in a fast-changing world.

2. Teacher educators are crucial players for maintaining - and improving - the high quality of the teaching workforce. They can have a significant impact upon the quality of teaching and learning in our schools. Yet they are often neglected in policy-making, meaning that some Member States do not always benefit fully from the knowledge and experience of this key profession. It also means that teacher educators do not always get the support and challenge they need, for example in terms of their education and professional development.

3. Member States increasingly acknowledge the need to define clearly what those who teach teachers should be expected to know, and be able to do; they acknowledge that great care needs to be taken in recruiting and selecting teacher educators, and in facilitating their career-long professional development. By stimulating and supporting the development of explicit frameworks and policies, national and regional education authorities can assist teacher educators to be as effective as possible.

4. This document is intended to inspire and inform policy makers in this endeavour. The guidance and advice it contains stem from a process of 'peer learning' between experts on teacher education policy and practice, nominated by 26 countries and by European stakeholder bodies. Peer learning enables participants to compare and contrast different policy approaches, learn from other countries' practices, reflect critically on current arrangements in their own countries and draw shared conclusions about what makes for effective policies.

5. This document offers policymakers practical advice that is underpinned by evidence from academic research and from the analysis of current policies in participating countries. It identifies key characteristics of successful policies and gives practical examples. Recognising that every education system is unique, it does not make prescriptions about specific policy reforms, but provides a menu of choices, allowing for tailored policy responses to fit each national context.

With examples drawn from many countries, it deals with the following aspects: • the importance of the profession and the roles it plays • policy challenges fa • roles and responsibilities of stakeholders.

Furlong, C., & O'Brien, M. (2019). An Exploration of Teacher Educator Identities Within an Irish Context of Reform. In: J. Murray, A. Swennen, A., & C. Kosnik (eds.), *International Research, Policy and Practice in Teacher Education.* **pp. 47-61. Switzerland: Springer Nature.**
https://link.springer.com/chapter/10.1007/978-3-030-01612-8_4

As teacher education undergoes reform in many jurisdictions, who teacher educators are, their lives and their work, continue to be in the spotlight internationally while remaining relatively underexplored in the Irish context. The research from which this chapter draws is an attempt to

address this lacuna. Performativity and accountability agendas globally and the European economic austerity landscape have set the scene for a radical reform agenda in initial teacher education (ITE) in Ireland. From a largely autonomous college-based system of provision at primary level, now ITE is subject to stronger regulation and oversight by the Irish Teaching Council and through a rationalisation of ITE within higher education. Drawing on a phenomenological approach and in depth interviews with ITE educators across five education departments in Ireland, we decode their experiences, values and concerns relative to changing contexts. We explore the diverse pathways, values and experiences that construct them as teacher educators in the present, and gain insight in to the strength of former professional identities. Bourdieu's metaphor of habitus and field enables us to make sense of distinctions in values and practices across the subfields of initial teacher education and to explain why practitioner teacher identity continues to be privileged in the context of this policy agenda.

Springbett, O. (2017). The professional identities of teacher educators in three further education colleges: an entanglement of discourse and practice. *Journal of Education for Teaching*, *44*(2), 149-161.
https://doi.org/10.1080/02607476.2017.1370481

Initial teacher education programmes have been identified as crucial to meeting the twin policy aims of professionalising the further education (FE) workforce and achieving improved learner outcomes, yet college-based teacher educators are underrepresented in published research and commentary. Drawing on a case study of teacher educators employed by three FE colleges in England, this paper argues that the contested and politicised nature of the FE sector presents a unique set of circumstances that distinguishes this population from other members of their professional group and severely restricts the identities available to them. Through a thematic discursive analysis of documentation, observation and interview data, it is argued that FE positions teacher educator identity through political governance, through the business practices of colleges and through the sector's historical relationships with vocational and higher education. Within this distinctive context, teacher educators experience competing identities of 'qualified and credible', 'teacher', 'different from others', 'part of FE' and 'employee' that are entangled with the dominant discourses of English further education. After discussing the implications of these findings for a professional profile of teacher educators, the paper concludes that teacher educators are better understood as a heterogeneous occupational group in order to avoid obscuring professional concerns linked to policy landscapes.
Keywords Teacher educator; further education; HE in FE; professional identity

Identity development of Beginning Teacher Educators

Amott, P. (2018). Identification – a process of self-knowing realised within narrative practices for teacher educators during times of transition, *Professional Development in Education, 44*(4), 476-491.
https://doi.org/10.1080/19415257.2017.1381638

Identity transformation from teacher to teacher educator is problematic as an 'expert become novice'. The need for professional development for neophyte teacher educators is accepted. The focus of such professional learning has been on the development of an academic identity and engaging in research; the transition in identity is assumed to follow. This study used an adapted form

of Professional Life History which is shown to support their 'identification' with the new role. Analysis showed a process of identification within the context of the focused story-telling. The study demonstrates that specific narrative practices can be utilised to support neophyte teacher educators in developing their personal and professional identity as a teacher educator.
Keywords Professional identity change; teacher educator identity; professional learning; narrative methods; life history

Brubaker, N. (2012). Multiple Layers of Self in an Evolving Pedagogy of Teacher Education: Conflict and compromise in a quest for classroom democracy. *Studying Teacher Education, 8*(1), 3-18.
https://doi.org/10.1080/17425964.2012.657009

This study examines how my practice changed over three semesters as a beginning teacher educator. Teaching the undergraduate course, Diversity in Elementary Education, I worked to uphold and maintain my democratic ideals while more fully accounting for the larger context of authoritarian teaching to which my students were accustomed. The findings suggest that seeking few solutions to the problems being negotiated, prescribing purposes regardless of mutually perceived relevance, and imposing predetermined experiences and outcomes helped to construct a class climate that was more directly aligned with what students were ready to experience while compromising with the larger educational context. By making less discernible the differences between my practice and those with which my students were familiar, I reframed my underlying focus from clashing tales of triumph and tragedy to a complex tapestry of interwoven layers of self-informing my evolving pedagogy of teacher education. Doing so helped illuminate the personal, pedagogical, and philosophical challenges of cultivating classroom democracy in an era of increased emphasis on high-stakes testing, standardization, and transmission-based teaching. Such knowledge is important for expanding our understanding of democratic teacher education practices and informing efforts to cultivate democratic dispositions in teachers.

Bullock S. M. (2012). Creating a space for the development of professional knowledge: A self-study of supervising teacher candidates during practicum placements. *Studying Teacher Education, 8*, 143-156.
https://doi.org/10.1080/17425964.2012.692985

This article reports a self-study that analyzes my developing pedagogy as a beginning teacher educator and supervisor of practicum field placements. The data consist of my journal entries describing experiences teaching and supervising a group of teacher candidates both at the university and in their host schools. Qualitative techniques of content analysis and coding were applied to examine the data and identify themes and patterns relevant to my professional development as a teacher educator. Engaging in self-study as a new teacher educator is shown to be a productive way to confront my assumptions about how teacher candidates learn to teach. The quality of my relationships with teacher candidates has a direct impact on how I enact my principles of practice. Finally, this article highlights tensions between my developing principles of practice and my assumptions about teaching and learning.

Hamilton, M. (2018). Bridging the Gap from Teacher to Teacher Educator: The Role of a Teaching Portfolio. *Studying Teacher Education, 14*(1), 88-102.
https://doi.org/10.1080/17425964.2017.1414041

This article explores the role of a teaching portfolio in supporting the transition from teacher to teacher educator. It uses aspects of selfstudy to catalogue the challenges and successes during this transition. Despite well-documented acknowledgement of the differing demands of teaching when compared to teaching how to teach, little is written about potential supports during transition to teacher education. This article cites benefits associated with developing a teaching portfolio during this period of transition. The process of reflecting on a teaching philosophy, interrogating pedagogy and developing a personal and professional development plan facilitate the formation of an adapted teacher identity. In addition, the scholarly, evidence-based process of portfolio writing acts as a bridge into the research and writing world of an academic. The portfolio writing process this researcher engaged in was based on iterative feedback from more experienced colleagues internal to the institution and from external panels. This led to a supportive and collaborative induction to the role of teacher educator from a number of perspectives. The researching of my self enabled deep reflection on my teaching philosophy, supported early academic writing and facilitated relationships with staff who acted as critical friends and mentors. This promoted the implementation of an effective teacher education pedagogy through structured, reflective, and evidence-led modifications to practice. This article creates awareness of the broader role of a teaching portfolio for teachers and teacher educators, in creating rich learning experiences for the pre-service teachers we teach.
Keywords: Teacher; teacher educator; transition; teaching portfolio

Leavy, Hourigan, M.,& ÓCeallaigh, T.J. (2018). Unpacking dimensions of immersion teacher educator identity. *Journal of Immersion and Content-Based Language Education, 6*(2), 218–243.
https://doi.org/10.1075/jicb.17026.lea

Inadequate teacher preparation for immersion programs remains a challenge. While there is a significant dearth of research on teacher development in immersion education, research focusing on immersion teacher educators (ITEs) is even more scant. Using self-study methodology, this study explores the professional learning and experiences of three teacher educators (TEs) as they construct new professional identities as ITEs as part of engagement in Lesson Study. The paper particularly focuses on two Mathematics teacher educators (MTEs) who were newcomers to the immersion education setting. A community of practice (CoP) framework was utilized to provide insights into what Vygotsky (1987) terms the twisting path of all three TEs as they engaged in the CoP. Critical moments of defending content as priority, negotiating an integrated space, and becoming immersion-responsive were revealed. CoP played a vital role in facilitating new professional identities and illuminates in multiple ways the exclusive and complex process of becoming an ITE.
Keywords:immersion teacher educator (ITE),professional identity,initial teacher education,professional development,self-study,community of practice (CoP)

Newberry M. (2014). Teacher Educator Identity Development of the Nontraditional Teacher Educator. *Studying Teacher Education, 10*(2), 163-178.
https://doi.org/10.1080/17425964.2014.903834

The development of a professional teacher educator identity has implications for how one negotiates the duties of a teacher, scholar, and learner. The research on teacher educator identity in the USA has been largely conducted on traditional teacher educators, or those who have started their careers as public school teachers and then went on to the collegiate level as teacher educators. This autoethnography considers the professional identity formation of a nontraditional teacher educator, one whose professional career did not include a career as a public school teacher. Although there are

common influences on professional development between the traditional and nontraditional teacher educator, such as biography, institutional contexts, and personal pedagogy, there are significant differences in the process as those influences are experienced. This research proposes an extended process for nontraditional teacher educators, including the search for legitimacy and belonging in the community of educators.

Trent, J. (2013). Becoming a Teacher Educator: The Multiple Boundary-Crossing Experiences of Beginning Teacher Educators. *Journal of Teacher Education, 64*(3), 262-275.
https://doi.org/10.1177/0022487112471998

This article reports on a qualitative study that investigated the identity construction experiences of one group of beginning English language teacher educators in Hong Kong. Drawing upon a theoretical framework that incorporates both identity in-practice and identity-in-discourse, and using in-depth interviews, a narrative approach was adopted to examine participants' identity trajectory as they crossed multiple boundaries from language learners, to language teachers, to language teacher educators. The study suggests that the challenges teacher educators faced at different stages of their professional identity construction reflected the negotiation of past experiences, future ideals, competency, agency, and marginalization. Implications for schoolteachers, teacher educators, and educational authorities, as well as for both future applied research and for understandings of identity, are discussed.

White, E. (2014). Being a teacher and a teacher educator – developing a new identity? *Professional Development in Education, 40*(3), 436-449.
http://dx.doi.org/10.1080/19415257.2013.782062

The shift towards school-led teacher education steered by the government in England challenges the 'traditional' model of experienced teachers leaving school and entering the higher education sector to become teacher educators. More teachers are undertaking the dual role of teacher and teacher educator, leading the professional learning of teachers. This paper investigates the perceptions of seven experienced teachers who take on the role of leading the development of subject knowledge of new and experienced teachers through a case-study approach. The findings reveal that leading professional development has an impact on the professional identity of these teachers. This new role has changed the way that they view themselves as teachers, and their practice as teachers, and for others it has contributed to their leadership role and career progression. Not all of the participants embraced an identity as a teacher educator. The findings are compared with teachers making the transition from school teacher to teacher educator in higher education institutions in the literature, to discover commonalities that could guide the planning of professional development opportunities. The research revealed insights into experiences of becoming a teacher educator; the impact on them as teachers and leaders; and how they see their own identities developing.

Williams J., Ritter J., & S.M. Bullock (2012). Understanding the complexity of becoming a teacher educator: Experience, belonging and practice within a professional learning community. *Studying Teacher Education, 8*(3), 245-260.
http://dx.doi.org/10.1080/17425964.2012.719130

This article reports a literature review of self-studies by beginning teacher educators examining their experiences of the transition from classroom teaching to teacher educator. The authors conclude that becoming a teacher educator involves several complex and challenging tasks: examining beliefs

and values grounded in personal biography, including those associated with being a former schoolteacher; navigating the complex social and institutional contexts in which they work; and developing a personal pedagogy of teacher education that enables construction of a new professional identity as a teacher educator. This research provides beginning teacher educators with a reference point for understanding their personal and professional transition to university-based teacher education. It also provides teacher education faculty and administrators with key information about how the transition from teacher to teacher educator can be supported and enhanced within professional learning communities.

Identity development of Experienced Teacher Educators

Griffiths, V., S. Thompson, and L. Hryniewicz (2014). Landmarks in the Professional and Academic Development of Mid-career Teacher Educators. *European Journal of Teacher Education, 37*(1), 74–90.
https://doi.org/10.1080/02619768.2013.825241

This paper focuses on the professional and academic development of mid-career teacher educators from two universities in England. The objectives of the study were to analyse and compare the career experiences of teacher educators; in par- ticular, to identify stages of development, landmark events and contextual factors affecting professional learning and academic identities. In-depth biographical interviews were carried out with 12 teacher educators, together with living graphs of their career paths. Clear landmarks were identified in both contexts, with development in teaching seen as largely positive, while research develop- ment was much more varied. Teacher educators who were further on in their careers saw research development as transformative personally as well as academically. In analysing the findings within a sociocultural learning framework, the authors draw in particular on Swennen et al.'s model of teacher educators' sub-identities, Akerlind's categorisation of an academic identity and Eraut's contextual and learning factors.

Hiralaal, A. (2018). Exploring my role modelling as a teacher educator: a self-study. *South African Journal of Higher Education, 32*(6), 619–634.
http://dx.doi.org/10.20853/32-6-3001.

My self-study involved an exploration of my role modelling as a teacher educator of accounting pedagogy. I became aware that there seemed to be a living contradiction in my practice. I suspected my educational values were not being adequately played out in my teaching when students told me they teach as I teach them. Therefore, the purpose in undertaking this research was to align my teaching with my educational values in order to improve my practice by developing as a more productive role model. To improve my practice, I adopted a social constructivist studentcentred approach in my teaching and enacted purposeful pedagogies. I used a self-study methodological approach to generate data. Working with students, colleagues and critical friends and the educative conversations I had, I constructed my living educational theory which reflected the human reality of my work because it was grounded in my embodied values
Keywords: Critical friends, educational values, living contradiction, living educational theory, purposeful pedagogies, role modelling

Jonker, H., Marz, V., & Voogt, J. (2018). Teacher educators' professional identity under construction: The transition from teaching face-to-face to a blended curriculum. *Teaching and Teacher Education, 71*(2018), 120-133.

https://doi.org/10.1016/j.tate.2017.12.016

A change in educational context affected teacher educators' professional identity. Four positions emerged as responses to a change from f2f to blended teaching. Coping positions reflected acceptance or avoidance of the blended curriculum. Within each position teachers used specific knowledge to create a blended course. Coping was affected by task perceptions and beliefs about blended education.

Identity development of School-based Teacher Educators and Mentors

Koç, E.M. (2012). Idiographic roles of cooperating teachers as mentors in pre-service distance teacher education. *Teaching and Teacher Education, 28*(6), 818–826.
https://doi.org/10.1016/j.tate.2012.03.007

This study aims to define the roles of cooperating teachers as mentors in the context of distancelearning teacher education. The participants included 358 cooperating teachers who mentored 4th-year student teachers in a Distance English Language Teacher Training Program in Turkey. To determine the roles that were perceived as mentoring roles by the cooperating teachers in the distance practicum, an inventory of 10 primary mentoring functions was constructed. These functions included five primary mentoring roles: 'self-trainer', 'networker, 'social supporter', 'academic supporter', and 'psychological supporter'. The results will contribute to an increased understanding of how cooperating teachers perceive their mentoring roles during distance practicums.

White, E. (2013). Exploring the professional development needs of new teacher educators situated solely in school: pedagogical knowledge and professional identity. *Professional Development in Education, 39*(1), 82-98.
http://dx.doi.org/10.1080/19415257.2012.708667

This paper investigates the experiences of secondary teachers within their workplace as they take on the role of leading subject knowledge development days for small groups of student-teachers through a case-study approach. Semi-structured interviews, the reflective journals of these teachers and the evaluations of the days by the student-teachers were used as the data-gathering methods; the teachers involved were 'conversational partners' in the research. Themes were recognised that characterised the developing perceptions and practices of these new teacher educators. The findings reveal a number of professional development needs of new teacher educators situated solely in school, some similar with those situated in higher educational institutions, including fostering an understanding that modelling needs to be made explicit to student-teachers. This has important implications with the introduction of Teaching Schools with responsibilities for educating studentteachers in England. Suggestions are shared for nurturing teachers taking on this additional role as they develop their new identity and professional knowledge and skills whilst not situated geographically within a local community of practice.

Identity development of Teacher Educators in a University Context

Meeus, W., Janssenswillen, P., Simons, M., Schelfhout, W., Smits, T.F.H., Vandervieren, E., & Pinxten, R. (2016). Beroepsidentificatie en functionele autonomie binnen de academische lerarenopleiding. Evident, of toch niet? *Tijdschrift voor Lerarenopleiders, 37*(4), 31-42.

Uitgangspunt van dit artikel is dat een kwaliteitsvolle lerarenopleiding gebaseerd is op twee evidenties, namelijk dat elke opleider zich primair identificeert als lerarenopleider (beroepsidentificatie) en dat het team van lerarenopleiders over voldoende autonomie beschikt om als zelfsturende leergemeenschap haar opdracht waar te maken (functionele autonomie). Deze evidenties worden in een eerste stap toegepast op de lerarenopleiding in het algemeen. Vervolgens focussen we op de academische lerarenopleiding en hoe deze vorm gegeven wordt aan de Vlaamse universiteiten. De eerste evidentie, beroepsidentificatie, betreft de expertise van de lerarenopleider. Daar waar die voor de meeste lerarenopleiders tweevoudig is, namelijk vakinhoudelijke expertise en expertise in het lesgeven, komt er voor de academische lerarenopleider een derde expertise bij, namelijk de onderzoeksexpertise. We beschrijven de complexiteit waarmee academische lerarenopleiders een evenwicht zoeken tussen deze drie expertises. De tweede evidentie, functionele autonomie, betekent dat het team van lerarenopleiders voldoende competent is, maar ook voldoende vrijheid heeft om de eigen opdracht vorm te geven. Voor de academische lerarenopleiding wordt deze vrijheid gecompliceerd door de plaats (locus) die de opleiding aan de universiteit inneemt. Drie loci (namelijk verspreid over verschillende faculteiten, als deel van pedagogische wetenschappen en centraal georganiseerd) tekenen zich af, elk met eigen voor- en nadelen. De academische lerarenopleiding beweegt zich voortdurend tussen de drie loci en ziet er haar bevoegdheden dikwijls over verdeeld. Tot slot gaan we na of de door de Vlaamse regering recent goedgekeurde hervorming van de lerarenopleidingen meer kansen biedt tot beroepsidentificatie en functionele autonomie binnen de academische lerarenopleiding.

Pennington, J.L., Brock, C.H., Abernathy, T.V., Bingham, A., Major, E.M., Wiest, L.R., & Ndura, E. (2012). Teacher Educators' Dispositions: Footnoting the present with stories from our pasts. *Studying Teacher Education, 8*(1), 69-85.
http://dx.doi.org/10.1080/17425964.2012.657033

University educators are charged with preparing pre- and in-service teachers for today's school populations; however, university faculty may assume the role of fostering and evaluating their students' dispositions toward diversity without having first examined their dispositions toward their own students. In this critical autoethnographic self-study, seven teacher educators in one university department, from multiple disciplines, reversed common notions of studying the dispositions of our students and turned the focus onto our own struggles with our dispositions as teachers of teachers. Findings illustrate the powerful positions and judgmental stances we held as we navigated our teaching as well as a need for teacher educators to devote time to deliberate critical self-study of their own dispositions.
Keywords: autoethnography; dispositions; social justice; collaborative self-study

Tryggvason, M-T. (2012). Perceptions of identity among Finnish university-based subject teacher educators. *European Journal of Teacher Education, 35*(3), 289-303.
http://dx.doi.org/10.1080/02619768.2011.633998

The aim of the present study was to explore how Finnish university-based subject teacher educators perceived their professional identity. Several factors related to professional identity were analysed. Subject teacher educators are initially subject teachers who have proceeded to the doctorate level. They form a small academic group within a larger faculty milieu with only partial responsibility for a

teacher education programme. The study is based on focus group interviews with 15 subject teacher educators at four of the eight universities that offer teacher education in Finland. The results reveal that these teacher educators have a strong and persistent self-ascribed identity of an educational nature. The close social interplay with other subject teacher educators within the faculty seems to contribute to a confident collective identity. However, the self-identity is not congruent with the other-ascribed identity, which varies depending on the other party's institutional context. The subject teacher educators examined in this study wished to have research included to a higher extent in their identity as subject teacher educators.

White, E., Roberts, A., Rees, M., & Read, M. (2014). An exploration of the development of academic identity in a School of Education. *Professional Development in Education, 40*(1), 56-70. http://dx.doi.org/10.1080/19415257.2013.775661

This paper explores the complex processes involved in the self-construction of academic identity in a UK School of Education. Building on seminal literature in this field and drawing on the research of four academics, it begins by discussing teacher educators' varying perceptions of the need to reconfigure their identity to meet the expectations of a twenty-first-century higher education workforce. The article proposes the formation of this identity to be a dynamic, career-long process. Diverse scaffolds for the development process are proposed, including opportunities for new teacher educators to be apprenticed into an academic role, the centrality of communities of practice and the importance of the supported development of academic skills such as writing for publication.

Identity development in the Cooperation School – University

Waitoller, F.R., & Kozleski, E.B. (2013). Working in boundary practices: Identity development and learning in partnerships for inclusive education. *Teaching and Teacher Education, 31*, 35–45. http://dx.doi.org/10.1016/j.tate.2012.11.006

There has been an increasing trend to promote partnerships for inclusive education that share responsibility for teachers' and students' learning. Yet, the complexities of collaborating across institutions and professions as well as the identity work that goes with it has been under theorized in inclusive education partnerships. Drawing from Cultural Historical Activity Theory (CHAT) and the literature on boundary practices, this paper advances theoretical tools to examine and further understand the work of inclusive education partnerships. We conceptualize partnerships as a fertile ground for learning and identity development as professionals work across institutional boundaries and face tensions and contradictions created by the overlap of different communities of practice and their respective policies and mediating tools. We illustrate theory with examples from our own work in a professional learning school for inclusive education and provide recommendations for teacher learning in teacher education programs.

Williams J. (2013). Boundary Crossing and Working in the Third Space: Implications for a teacher educator's identity and practice. *Studying Teacher Education, 9*(2) 118-129. https://doi.org/10.1080/17425964.2013.808046

In this article, I examine my evolving practice and identity as a teacher educator in the context of supervision of student teachers on practicum in schools. As a classroom teacher with approximately 25 years' experience, including mentoring student teachers in my own classroom, I had assumed that

when I began working as a teacher educator in the area of school-based professional experience programs it would be a relatively easy and unproblematic transition. This was not to be the case. As I became increasingly involved in practicum supervision, I encountered many situations that challenged my understanding of my work as a teacher educator compared to my work as a classroom teacher. This self-study documents my practice in the so-called third space between schools and universities, for the period of one academic year. I analyzed my journal entries of visits to student teachers on practicum using a theoretical framework of the learning that takes place within boundary spaces between different communities of practice. Results of the study suggested that, in this boundary space, I experienced dynamic and shifting identity construction and re-construction in relation to my former professional identity as a classroom teacher and my relatively new professional identity as a teacher educator. The study also highlighted my changing perspectives on what learning to be a teacher is all about and on the delicate negotiation of relationships that is central to this work.

Zeichner K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education, 61*(1-2), 89-99. https://doi.org/10.1177/0022487109347671

This article examines a variety of work currently going on across the country in newly created hybrid spaces to more closely connect campus courses and field experiences in university-based preservice teacher education. It is argued that the old paradigm of university-based teacher education where academic knowledge is viewed as the authoritative source of knowledge about teaching needs to change to one where there is a nonhierarchical interplay between academic, practitioner, and community expertise. It is argued that this new epistemology for teacher education will create expanded learning opportunities for prospective teachers that will better prepare them to be successful in enacting complex teaching practices.

Identity development regarding Diversity and Inclusion

Busey C.L., Waters S. (2016). Who are we? The demographic and professional identity of social studies teacher educators. *The Journal of Social Studies Research, 40*, 71-83. https://doi.org/10.1016/j.jssr.2015.07.001

Growth in racial and ethnic diversity among public school P-12 students stands in stark contrast to the teaching population who tend to be monolingual, White females. Secondary social studies teachers defy demographic teacher trends, as they tend to be male, albeit White males who still are not representative of the students they teach. What is missing from the discourse of student–teacher imbalance however is discussion surrounding diversity among social studies teacher educators. The purpose of this study was to examine racial, ethnic, and gender demographics for social studies teacher educators using a framework of critical teacher demography. Findings revealed that social studies teacher educators tend to reflect the population of social studies teachers with many being White males. Furthermore, social studies teacher educators tend to focus their research on concepts such as democratic citizenship with little focus dedicated to critical multicultural issues. The paucity of diversity in demographics and research is critical for social studies teacher educators to consider if we are to reflect multiculturalism in 21st century schools.

Makaiau. A.S., & Freese, A.R. (2013). Transformational Journey: Exploring our multicultural identities through self-study. *Studying Teacher Education, 9***(2), 141-151.**
https://doi.org/10.1080/17425964.2013.808049

This article reports a self-study of multicultural identities in a public high school ethnic studies class and a university multicultural education course in Hawaiʻi, a unique multicultural setting in which no ethnic group is in the majority. Participants are the two authors and 117 of their high school and university students. Three important findings emerged from constant comparison analysis of students' and authors' personal multicultural narratives, reflections, and coursework. First, a personal-constructivist collaborative approach to self-study in an intellectually safe classroom environment provides both students and teachers with a context for challenging their socially constructed assumptions about race, culture, and ethnicity and supports the unpacking of previously held stereotypes and biases. Second, the students' narratives are transformational teaching texts. The formal and informal sharing of personal stories helps students and teachers to be more thoughtful about the complexity of identities, develop new understandings of their own and others' multicultural identities, and gain a critical consciousness about the connection between selfunderstanding and prejudice reduction. Third, self-study is a multicultural pedagogy that promotes social perspective taking, tolerance, and understanding of diversity through personal transformation. The article concludes by encouraging multicultural educators to transform traditional classroom pedagogies so that the journey to understand other people begins with the self.