



Stages of professional development – Further Reading

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Becoming a teacher educator

From teacher to teacher educator

Castro Superfine, A., & Li, W. (2014). Exploring the Mathematical Knowledge Needed for Teaching Teachers. *Journal of Teacher Education*, 65, 303-314.

<http://dx.doi.org/10.1177/0022487114534265>

The purpose of this study is to explore the knowledge demands of teacher educators as they teach disciplinary content to preservice elementary teachers, specifically in mathematics, and to understand how such knowledge is different from that used by K-12 teachers. Drawing from a database including teaching and learning artifacts from five iterations of a content course for preservice teachers, the authors illustrate different forms of knowledge observed across different mathematics teacher educators' practice and discuss how the observed knowledge forms are different from knowledge used by K-12 teachers in their practice. Finally, the authors discuss how the process used in this study can identify potential components of a knowledge base for teacher education.

Field, S. (2012). The trials of transition, and the impact upon the pedagogy of new teacher educators. *Professional Development in Education*, 38(5), 811-826.

<http://dx.doi.org/10.1080/19415257.2012.701658>

This study explores the tensions and challenges experienced by new teacher educators in higher education in England, large numbers of whom are coming directly from posts as schoolteachers. Although traditionally an under-researched group, recent studies have confirmed that this transition from schoolteacher to teacher educator is fraught with difficulty, and that the new professional identity is hard-won. This has been variously linked to the differing demands and culture of the two workplace settings, as well as the shifts in role, some of which are subtle but fundamental in terms of impact. Although, to an extent, the findings of this small-scale qualitative study of a group of recently appointed teacher educators do mirror those of previous studies, they also indicate that there may be an underlying key theme which has received less attention thus far; that is, the development of an understanding of the pedagogy of initial teacher education. The study suggests that new teacher educators may inevitably default to an impoverished pedagogical model in the early stages of their practice, and argues that this is an area which warrants further consideration by the teacher education community as a whole.

Holme, R., Robb, A. & Berry, W. (2016). Becoming a teacher educator – the motivational factors. *European Journal of Teacher Education*, 39(3), 340-354.

<http://dx.doi.org/10.1080/02619768.2016.1194391>

This study explores the factors that influenced the transition made by three participants from primary class teacher (or first-order practitioner) to Teacher Education (TE) lecturer (or second-order practitioner) in a Scottish Teacher Education Institution. The self-study case study methodology explored the factors that encouraged, and potentially inhibited, this career change. Data collection utilised auto-ethnographic narrative and findings were reviewed using a thematic analysis. Results are considered using a theoretical framework provided by Deci and Ryan's Self-Determination Theory. The study identified three common, key themes leading to the participants' career change: exploration and reinvention, key figures and lifelong learners. The findings suggest the participants were largely intrinsically motivated to make the career change. The results provide an insight for

teachers considering this move and administrators within TE. The personal development implications for the participants are also considered

Izadinia, M. (2014). Teacher educators' identity: A review of 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.

Saito, E. (2013). When a practitioner becomes a university faculty member: a review of literature on the challenges faced by novice ex-practitioner teacher educators. *International Journal for Academic Development*, 18(2), 190-200.

<http://dx.doi.org/10.1080/1360144X.2012.692322>

It is challenging for ex-practitioners beginning to teach in higher education settings due to their long experience in other fields. In this paper, as an example of a nexus of practitioners and academics, the focus is the issues of novice teacher educators at the beginning of their careers and support programmes for them. Three factors were identified as causing the most distress: difficulty in changing their identities, adjusting to the new work environment and fear of research. These problems align with the cognitive, social and ethical aspects of learning. To overcome these problems, various potential platforms exist, such as traditional mentoring, peer mentoring, joint reflection or self-study. With support programmes, regardless of platform, novice teacher educators' struggles can be opportunities to learn more about the three aspects of their new jobs.

Keywords: professional development; faculty member; ex-practitioner; teacher educator

Tannehill, D. (2016). My journey to become a teacher educator. *Physical Education and Sport Pedagogy*, 21(1), 105-120.

<http://dx.doi.org/10.1080/17408989.2014.898745>

Purpose: Social theory of learning speaks to the social nature of our lives and our attempts to understand both what and how we learn from it. My experiences are built upon and reside with the social context in which they evolved. In this lecture, I will focus on my own experiences and how I interpreted them through social theory of learning that resulted from my collaboration between colleagues, mentoring that I received and shared and the pedagogical communities within which I grew.

Main outcomes and results: Within each of these contexts my experiences resulted from the dialogue in which I took part. Johnston-Parsons suggests that dialogue of pedagogies provides a means of coming to know yourself and your teaching. She describes 'a mirror as one way of describing dialogue-as-learning' as 'when dialogue occurred we were sharing ideas at the same time we were, as a group and as individuals, recognizing and changing our minds' (69). The types of dialogue

experienced by this teacher educator have taken place over four decades in several contexts and have resulted in my own interpretations that have shaped my practices and pedagogies.

Conclusion: Through my own developing and changing teaching metaphor I will tell the story of my development as a teacher educator and the lessons I have learned that shape my practices and interactions with prospective and practising teachers.

Keywords: teacher education; physical education; social theory; teaching metaphor; community of practice; professional capital

From (PhD-)researcher to teacher educator

Ramirez, L.A., Allison-Roan, V.A, Peterson, S., & Elliott-John, S.E. (2012). Supporting One Another as Beginning Teacher Educators: Forging an online community of critical inquiry into practice. *Studying Teacher Education, 8*(2), 109-126.

<https://doi.org/10.1080/17425964.2012.692976>

Four novice teacher educators working at different universities in the USA and Canada used online journaling and dialoguing combined with feedback from their students to explore their practice and new roles as teacher educators in new contexts. Their priorities included modeling critical reflection and enacting democratic practices. They chronicle their struggles and successes over the course of an academic year. The authors' online community provided a viable and valued venue for self-study. Findings include insight into their taken-for-granted assumptions, how their instructional efforts were interpreted by others, and the impact that their collaborative efforts had on each researcher's professional development. The authors include implications for universities and colleges regarding the format and structure of mentoring of junior faculty.

Vogel, A.P., & Bartlett, A. (2013). Passing on a Teacher Educator's Knowledge: Self-study of a doctoral teaching internship. *Studying Teacher Education, 9*(2), 130-140.

<https://doi.org/10.1080/17425964.2013.808048>

This self-study documents the transformations of a doctoral student and her major professor as they collaborated during a semester-long internship in a graduate literacy education course. Analysis of dialectic journals and reflections based on these journals showed that the intern's experiences in the course changed her instructional philosophy and attitudes toward the role of teacher educators. Participating in a course that emphasized critical pedagogy during this important time in her development as a teacher educator led the intern to see the value of forming learning communities and encouraging teachers to take action to improve schools and society. The professor also changed through teaching with her doctoral student. In attempting to be a model of critical pedagogy, the professor added a social issues assignment to the course and asked more probing questions than in previous classes. Mentoring a teaching intern for the first time, the professor also found much to critique in her own course planning and communications with the doctoral student. Both participants found that change was enhanced through the processes of self-study.

Yuan, R. (2015). Learning to become teacher educators: Testimonies of three PhD students in China. *Australian Journal of Teacher Education, 40*(1), 94-116.

<http://dx.doi.org/10.14221/ajte.2015v40n1.6>

While there has been an increasing number of graduate students who enter teacher education after obtaining a higher research degree (e.g., PhD or EdD), scant attention has been paid to their professional learning as prospective teacher educators in higher education. To fill this gap, this study, informed by the social theory of learning, investigates how three PhD students learned to become

teacher educators in a university in China. Drawing on the data from interviews and the participants' personal reflections, the study shows that the participants engaged in professional learning by interacting with different others (e.g., teachers and teacher educators), negotiating and tuning their enterprise, and developing a repertoire of knowledge and skills in their communities of practice. The study generates some implications for both teacher education and higher education in preparing and developing future teacher educators.

Key words: graduate students; teacher educators; the social theory of learning

Being and developing as a(n experienced) teacher educator

Professional and Career Development

Boei, F., Dengerink, J., Geursen, J., Kools, Q., Koster, B., Lunenberg, M., & Willemse, M. (2015). Supporting the professional development of teacher educators in a productive way. *Journal of Education for Teaching*, 41(4), 351-368.

<http://dx.doi.org/10.1080/02607476.2015.1080403>

This study reports on what 13 teacher educators going through a procedure to become registered as a teacher educator in 2011–2012 learned, what goals they formulated for their further professional development and what activities they planned to achieve these goals. The methods used in this study are mainly the same as were used at the time the first cohort went through the registration procedure in 2002. The 2012 cohort participated in a supportive programme, whereas the 2002 cohort did not. This enables a comparison of the results of both studies and thus some insight into the possible benefits of integrating a registration procedure with a supportive programme for the professional development of teacher educators.

Bolhuis, E.D., Schildkamp, K., & Voogt, J.M. (2016). Improving teacher education in the Netherlands: data team as learning team? *European Journal of Teacher Education*, 39(3), 320-339.

<http://dx.doi.org/10.1080/02619768.2016.1171313>

Using data in a professional learning community is a promising form of professional development. In this study, we followed a data team of teacher educators, who systematically tried to improve the education of student teachers (by decreasing first year drop-out). By conducting a single case study, we investigated the data team participants' learning in depth. We analysed the team's conversations and investigated the role of the data coach. The results of our observations and interviews showed that the conversations in the data team (1) provided a context for learning; (2) were relevant and slowly reached a higher level of inquiry as the meetings continued; (3) were focused on teaching and learning, although the action plan developed involved general actions and was not so much related to their own teaching and learning; (4) could reach greater depth when the conversations were informed by data.

Cools, W., Placklé, I., & Meeus, W. (2016). De lerende lerarenopleider Onderzoek naar de professionalisering van lerarenopleiders in Vlaanderen. *Tijdschrift voor Lerarenopleiders*, 37(1), 45-60.

http://www.lerarenopleider.nl/velon/ledensite/files/2016/03/37_1-05Cools_etal.pdf

In 2014 werd in opdracht van VELOV en met steun van de Vlaamse overheid, Departement Onderwijs en Vorming, een onderzoek verricht naar de professionalisering van lerarenopleiders in Vlaanderen. Dit artikel is gebaseerd op het onderzoeksrapport 'De lerende lerarenopleider'. Eerst werden via een

exemplarische bevraging de bestaande soorten opleidingsinitiatieven voor lerarenopleiders in Vlaanderen geïnventariseerd. Vervolgens werden de professionaliseringsnoden van lerarenopleiders in Vlaanderen in kaart gebracht via een elektronische bevraging. In een derde deel van de studie werd nagegaan hoe de professionele ontwikkeling van lerarenopleiders doorheen hun carrière vorm kan worden gegeven. Hiervoor werd beroep gedaan op focusgroepen met lerarenopleiders tijdens het ATEE-congres en de VELON-studiedag. De algemene conclusie is dat lerarenopleiders in Vlaanderen veel aandacht hebben voor hun professionalisering en dat ze er binnen het ruime onderwijsveld in slagen hun gading te vinden. Maar er dienen zich nog verschillende opportuniteiten aan om het professionaliseringsaanbod beter af te stemmen op de noden die lerarenopleiders ervaren en op de loopbaanfasen waarin ze zich bevinden. Op basis van de bevindingen van dit onderzoek doen de auteurs zes concrete aanbevelingen die het debat kunnen voeden..

Craig, C.J. (2019). Sustaining Self and Others in the Teaching Profession: A Personal Perspective. In: J. Murray et al. (eds.), *International Research, Policy and Practice in Teacher Education*. pp.79 – 91. Switzerland: Springer Nature.

https://doi.org/10.1007/978-3-030-01612-8_6

This self-study uses narrative inquiry and the “best-loved self” heuristic to examine how educators sustain themselves along their career continuums. The work highlights the importance of knowledge development through human interactions in communities of knowing and asserts the value of thinking again. Hope for a better future—in whatever form it appears—is the overarching theme.

Dengerink, J., Lunenberg, M., & Korthagen, F. (2015). The professional teacher educator: six roles. *Beiträge zur Lehrerinnen - und Lehrerbildung*, 33(3), 333-343.

https://www.pedocs.de/volltexte/2017/13906/pdf/BZL_2015_3_334_344.pdf

The profession of teacher educators is substantially different from the teaching profession. The transition from being a teacher to becoming a teacher of teachers and a researcher is considered to be a key element in the development of a teacher educator. Therefore, it is not surprising that the professional roles «teacher of teachers» and «researcher» play a prominent role in the results of a literature review we conducted on the profession of teacher educators. This review also shows that four other roles of teacher educators can be identified: «coach», «curriculum developer», «gatekeeper» and «broker».

Ellis, V., McNicholl, J., Blake, A., & McNally, J. (2014). Academic work and proletarianisation: A study of higher education-based teacher educators. *Teaching and teacher education*, 40, 33-43.

<http://dx.doi.org/10.1016/j.tate.2014.01.008>

This article reports on a one year, mixed methods study of 13 teacher educators at work in English and Scottish higher education institutions. Framed by cultural–historical activity theory, itself a development of a Marxian analysis of political economy, the research shows how, under conditions of academic capitalism, these teacher educators were denied opportunities to accumulate capital (e.g. research publications, grants) and were proletarianised. The reasons for this stratification were complex but two factors were significant: first, the importance of maintaining relationships with schools in the name of ‘partnership’ teacher education; and, second, the historical cultures of teacher education in HE.

Griffiths, V., Thompson, S., & Hryniewicz, L. (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 particular, 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 development 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.

Jasman, A.M. (2010). A teacher educator's professional learning journey and border pedagogy: a meta-analysis of five research projects. *Professional Development in Education*, 36(1-2), 307-323.
<https://doi.org/10.1080/19415250903457521>

Continuing learning is central to the professions of teaching and teacher education. Research that explores the nature of professional learning and the conditions that promote it is limited. In this paper I examine my own involvement and that of other teachers and teacher educators in five practicebased research studies in terms of our professional learning and border pedagogy. I played a key role in each project and offer an 'insider' perspective through 'autobiographical self-study'. Each project involved crossing a border between professional knowledge contexts, and explores the 'journey' metaphor of professional learning. The metaphors of passport and visa are used to explore the identities and purposes for the professional learning 'journey'. Further metaphors for ways of 'travelling' are used to interrogate the significance of identity and purpose in professional learning journeys that involve border-crossing. The benefits of border-crossing for professional learning are then discussed.

Kelchtermans, G., Smith, K. & Vanderlinde, R. (2017). Towards an 'international forum for teacher educator development': an agenda for research and action. *European Journal of Teacher Education*.
<https://doi.org/10.1080/02619768.2017.1372743>

The outcomes of an international collaborative project are presented, involving experienced teacher educators and researchers from eight different countries, who engaged in a series of structured discussions on the professional development of teacher educators. We start with an overview of the needs in practice and policy, as well as the research interests, making structured opportunities for teacher educator development necessary. As a first outcome, we present a model to conceptualise teacher educator development, grounded in a study of the international literature and the systematic critical discussion of its findings by the participants in the project. The model facilitates international (research) collaboration, mapping and guiding initiatives in policy and practice by providing both an overview of the complexities of teacher educator development and a language to discuss them. The second –structural- outcome is the establishment of InFo-TED – the International Forum for Teacher Educator Development.

Loughran, J. (2014). Professionally Developing as a Teacher Educator. *Journal of Teacher Education*, 65, 271-83.
<https://doi.org/10.1177/0022487114533386>

There is growing interest in the professional development of teacher educators as the demands, expectations, and requirements of teacher education increasingly come under scrutiny. The manner in which teacher educators learn to traverse their world of work in the development of their knowledge, skills, and ability is important. This article outlines some of the crucial shaping factors in that development, including the transition associated with becoming a teacher educator, the nature of teacher education itself, and the importance of researching teacher education practices. Through a careful analysis of these features, a framework for better understanding what it might mean to professionally develop as a teacher educator is proposed. The framework is designed to draw serious attention to the major aspects of teaching and learning about teaching that are central to shaping scholarship in teacher education and offer insights into the ways in which teacher educators' professional development might be better understood and interpreted.

MacPhail, A., Patton, K., Parker, M., & Tannehill, D. (2014). Leading by Example: Teacher Educators' Professional Learning Through Communities of Practice. *Quest*, 66(1), 39-56.

<https://doi.org/10.1080/00336297.2013.826139>

There has been a limited interest in examining physical education teacher educators' role and practices in embedding professional responsibility and commitment to continued professional learning for both teacher educators and pre-service teachers in a physical education teacher education (PETE) program (MacPhail, 2011). Directed by a landscape of community of practice (CoP) as professional development (Parker, Patton & Tannehill, 2012), this article shares four case studies that demonstrate the extent to which PETE learning can be mapped onto the landscape. In essence, a CoP is sustained over time, involves shared member goals, involves frequent discourse, is active and social, and is characterized by problems being solved by the members. The ideas in this article in tandem with Wenger's (1998) CoP process can encourage teacher educators to consider whether opportunities undertaken in a PETE program, and with colleagues external to the PETE program, encourage an authentic CoP.

Keywords: physical education, teaching, professional learning, community of practice

Murray, J. (2014). Teacher educators' constructions of professionalism: A case study. *Asia-Pacific Journal of Teacher Education*, 42(1), 7-21.

<http://dx.doi.org/10.1080/1359866X.2013.870971>

This article addresses an under-researched area of teacher education by analysing teacher educators' constructions of their professionalism and the constituent professional resources and senses of identity on which that professionalism draws. The research is an embedded case study of 36 teacher educators in two Schools of Education in England, using questionnaires and interviews. The study is framed by a broadly sociological concern with the (re)production of social patterns and relations through teacher education. The findings show that three modes of professionalism were constructed by educators within the sample group, with each deploying professional resources and senses of identity in varying ways to position individuals as credible and legitimate practitioners within the field of teacher education. The paper argues that professionalism may well be influenced by the complex interrelationships among individual biography, institutional setting, and national imperatives for teacher education.

Pols, W. (2016). Leraren passen geen kennis toe - Over de weg die ik als lerarenopleider gegaan ben. *Tijdschrift voor Lerarenopleiders*, 37(4), 71-80.

http://www.lerarenopleider.nl/velon/ledensite/files/2016/12/37_4_09Pols.pdf

Een hardnekkig misverstand van lerarenopleiders is dat leraren kennis toepassen. Ik herinner me nog goed dat ik, toen ik een jaar of wat in het onderwijs werkte, in een flits besepte dat ik niets deed met de kennis die ik in mijn opleiding verworven had. Ik paste geen kennis toe. Ik deed wat anders. Ik gebruikte mijn gezond verstand bij het oplossen van de problemen waar ik dagelijks tegenaan liep: onrust, ordeproblemen, maar ook onbegrip bij mijn leerlingen van een door mij gegeven uitleg. Er gebeurde nog wat anders. Bij het bedenken van oplossingen voor mijn dagelijkse problemen, kwam er zo nu en dan een uitspraak van een leraar naar boven, een passage uit een boek, een pedagogische notie die ik ergens had opgevangen. Je zou die uitspraken, passages en noties flarden pedagogische kennis kunnen noemen, kennis die onverwacht 'naar boven kwam'. Met die kennis kon ik de door mij bedachte oplossing 'plaatsen', of anders gezegd: kon ik - niet alleen voor mezelf, maar ook voor anderen - de pedagogische betekenis ervan aangeven. Soms was die 'naar boven komende' kennis een aanleiding voor mij om (opnieuw) mijn richting te bepalen. Dit artikel gaat over mijn ervaringen als lerarenopleider. Die ervaringen - praktijkervaringen opgedaan in verschillende contexten, maar ook ervaringen met verschillende theorieën - hebben mij gevormd tot de opleider die ik nu ben. Ik beschrijf eerst de weg die ik gegaan ben, met name bij mijn zoeken naar een 'pedagogisch gefundeerde opleidingsdidactiek' (Pols, 2016, p. 31). Vervolgens ga ik in op de veranderende condities waaronder ik dat deed en de invloed ervan op dat zoeken naar een pedagogische opleidingsdidactiek.

Smith, K. (2011). The multi-faceted teacher educator - a Norwegian perspective. *Journal of Education for Teaching*, 37(3), 337–349.

<http://dx.doi.org/10.1080/02607476.2011.588024>

Within the broad theme of this special issue, the current article describes a turbulent Norwegian teacher education context in which two new teacher educators start work in a university. Like other nations, Norway is affected by international educational trends, some of which have a reductive impact on the teaching profession and on teacher education. The article discusses the many roles teacher educators have to hold and presents what the local context, a university's teacher education department, does to support new colleagues in developing individual roles and identities as teacher educators which enable them to fit into the local culture and requirements. The article examines some of the many frustrations that teacher educators often feel are rooted in local, national and international movements, before it concludes with a quest for developing program identity that builds on the strength of having a diverse staff of teacher educators.

Smith, K. (2017). Learning from the past to shape the future. *European Journal of Teacher Education*, 40(5), 630-646.

<http://dx.doi.org/10.1080/02619768.2017.1385058>

This paper is a personal narrative of a journey from teaching to teacher educator, and researcher. The first part of the paper tells the professional story which at first glance is a rather common trajectory into teacher education, whereas changing contexts has formed development, perceptions and actions. The story is followed by a discussion of the underlying principles that have served as a personal guide throughout my career. Next, the paper briefly presents some of the lessons learned from the long experience before finally some views on future directions for teacher education are mentioned. The main argument throughout the paper is that limiting the discussions to the structure of teacher education is not enough. Building strong relations through collaborations in the near and far context is essential to all working to improve education.

Keywords Professional continuing education; reflective practice; Teacher Educators

Vanassche.E., & Kelchtermans, G. (2016). A narrative analysis of a teacher educator's professional learning journey. *European Journal of Teacher Education, 39(3), 355-367.*

<http://dx.doi.org/10.1080/02619768.2016.1187127>

This article reports on a narrative analysis of one teacher educator's learning journey in a two-year professional development project. Professional development is conceived of as the complex learning processes resulting from the meaningful interactions between the individual teacher educator and his/her working context. Our analysis indicates that the capacity to manage such interactions contributes strongly to teacher educators' experience of vulnerability. We analytically describe three strategies (building positive self-esteem, sustaining moral commitment and purpose, and strategical compliance) to cope with this vulnerability and their impact on processes of professional development as well as the outcomes of it. Understanding the role of the working context – and vulnerability as a structural characteristic of that context – in professional development processes adds to existing knowledge of teacher educators' professional lives and development.

Van Waes, S., Moolenaar, N.M., Daly, A.J., Heldens, H.P.F. , Donche, V., Peter Van Petegem, P., & Van den Bossche, P. (2016). The networked instructor: The quality of networks in different stages of professional development. *Teaching and Teacher Education, 59, 295–308.*

<http://dx.doi.org/10.1016/j.tate.2016.05.022>

This article focuses on the quality of instructional networks in different stages of professional development. Drawing theoretically from social capital theory and literature on teacher interaction, we conducted in-depth interviews with 30 instructors at the university level. Using qualitative social network analysis to capture and analyze networks, we found that the quality of instructors' interactions varied across developmental stages (novice, experienced non-expert, and expert instructors), both in terms of interdependence and opportunities for value creation. These findings offer valuable leverage for shaping educators' everyday professional development and increasing teaching capacity through quality interaction.

Professional development needs

Czerniawski, G., Guberman, A., & MacPhail, A. (2017). The professional developmental 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, educators often feel unprepared to assume their role but can offer helpful insight into how we should think deliberately about quality teacher educator preparation.

Dengerink, J., Kools, Q., & Lunenberg, M. (2015). What and how teacher educators prefer to learn. *Journal of Education for Teaching, 41(1), 78-96.*

<http://dx.doi.org/10.1080/02607476.2014.992635>

In which areas and domains do individual teacher educators prefer to work on their professional development? What kind of learning activities do they want to take on and with whom? Are there significant differences in these preferences between teacher educators? This article reports on a recent survey (N = 268) about the professional development of teacher educators and differences in learning preferences between less and more experienced teacher educators and between university-based and school-based teacher educators. Findings show, for example, that while most university-based teacher educators were mainly interested in improving their teaching, less experienced school-based teacher educators were more focussed on aspects such as coaching skills. In this study, 'learning profiles' have been developed for four categories of teacher educators. These profiles may help to create more meaningful arrangements for teacher educators' initial education and further professional development in a context where teacher education is required to have a more school-based as well as a more research-based orientation.

Eliahoo, R. (2017). Teacher educators: proposing new professional development models within an English further education context. *Professional Development in Education*, 43(2), 179-193.

<http://dx.doi.org/10.1080/19415257.2016.1178164>

At a time of increasing public and government focus on the quality of teacher education, little is known about the professional development needs of those who teach teachers in further education (FE). Yet they are crucial players. Efforts are intensifying across a significant number of countries to promote the professional development of teacher educators, but there is little support for new or experienced practitioners and no substantive professional standards regarding this role in English FE. This has an impact on the professional practice and career trajectories of teacher educators themselves. Based on a series of semi-structured interviews, an online survey and focus groups, this mixed-methods study uses a sequential exploratory design. The study captures the voices of English FE teacher educators who identified mentoring, induction and a choice of continuous professional development sessions as important strategies to improve the effectiveness of their role over time. This article will propose flexible models of professional development, following an analysis of new and experienced teacher educators' needs in FE in England. The article recommends that new professional standards for teacher educators could be written collaboratively by practitioners, within a policy and institutional framework which supports the scholarship and research requirements of teacher educators.

Karagiorgi, Y. & Nicolaidou, M. (2013). Professional development of teacher educators: voices from the Greek-Cypriot context. *Professional Development in Education*, 39(5), 784-798.

<http://dx.doi.org/10.1080/19415257.2012.746719>

Although teacher educators are often regarded as models of lifelong learning for the teachers, their professional development has been the object of meagre research and discussion in the literature. This study raises awareness on issues pertaining to teacher educators' professional development in the Greek-Cypriot context. Data from semi-structured individual interviews, conducted with a group of six educators – seconded to teach teachers – outline their notions of professional development, the formal and less formal routes they take towards this endeavour, perceived outcomes as well as problems they encounter. Findings indicate that teacher educators are involved not only in formal but also informal learning, both through and without interaction. Learning through interaction involves participation in seminars as well as informal conversations with colleagues, but not structured forms of peer learning. Learning without interaction resembles self-study and reflection, but not intentional experimentation with practices. These findings reflect the individualized

character of educators' professional development, while systemic opportunities for peer learning remain scarce. The article discusses exploitation of professional development opportunities within teacher education institutions. In particular, the authors argue towards more systematic approaches for teacher educators' professional development in the individual and collective domains.

Becoming and being a mentor

Aspfors, J. & Fransson, G. (2015). Research on mentor education for mentors of newly qualified teachers: A qualitative meta-synthesis. *Teaching and teacher education*, 48, 75-86.

<http://dx.doi.org/10.1016/j.tate.2015.02.004>

The aim of this meta-synthesis is to deepen the understanding and knowledge of qualitative research focusing on education for mentors of newly qualified teachers. Altogether, 10 studies were included and synthesised. Four common themes emerged in the initial analysis: School and mentoring context, Theory and practice, Reflection and critical thinking and Relationships. Furthermore, three overarching dimensions were found as a final synthesis guiding the further development of mentor education: 1) Contextual dimensions, 2) Theoretical-analytical dimensions, and 3) Relational dimensions. The synthesis stresses the importance of a systematic, long-term and research-informed mentor education that develops mentors' (self-)understanding of teaching and mentoring.

Bignold, W., & Barbera, J. (2012). Teaching assistants and teacher education in England: meeting their continuing professional development needs. *Professional Development in Education*, 38(3), 365-375.

<http://dx.doi.org/10.1080/19415257.2011.621967>

Teaching assistants are often the constant adult in classrooms in England today and find themselves working closely with student-teachers. This paper explores the role of teaching assistants in the training and assessment of primary initial teacher education students and considers their continuing professional development (CPD) needs in relation to this. It has arisen out of a research project funded by the government's Training and Development Agency for Schools, from which a mentor training package was developed and implemented, aimed specifically at teaching assistants. Elements of this CPD are delivered to a discrete cohort; others are multi-professional and as such develop collaborative practice. This paper reflects on this CPD initiative and considers its future development.

Bressma S., Winter, J.S., Efron, S.E. (2018). Next generation mentoring: Supporting teachers beyond induction. *Teaching and Teacher Education*, 73(2018), 162-170.

<https://doi.org/10.1016/j.tate.2018.04.003>

Mentoring teachers during the induction years has long been recognized as a powerful means to support and acclimate new teachers to the profession. Once the induction years are over however, mentoring is rarely offered for experienced educators. Additionally, teachers in their mid to late career stages often find professional development poorly suited to their interests or needs. As a result, frustration, cynicism, early attrition, and 'burnout' occurs. This study explores the perceptions of 20 experienced teachers in order to understand their professional needs and their perceptions about being mentored. Conclusions are: Experienced teachers express a desire to be mentored for continued professional growth. Mentoring can provide meaningful, tailored support for experienced educators. Mentoring experienced teachers requires flexibility, collaboration and personalization.

Post-induction mentoring can help support experienced teachers for a full career of teaching. Recommendations for the design of post induction mentoring programs are offered to schools looking to retain experienced teachers and inspire them for a full career of teaching.

Keywords: Post induction mentoring Teacher retention Mid to late career teachers Professional development

Clarke, M., Killeavy, M., & Moloney, A. (2013). The genesis of mentors' professional and personal knowledge about teaching: perspectives from the Republic of Ireland. *European Journal of Teacher Education, 36*(3), 364-375.

<https://doi.org/10.1080/02619768.2012.755513>

This study investigates the sources of mentors' knowledge about teaching. A mixed-method research design combining quantitative and qualitative data collection methods was used to examine this area. The findings of the study suggest that: mentors' knowledge about teaching is practice orientated and emerges from their professional experiences, their teaching skills, their pre-service teacher education and, to a considerable extent, from their own personal experiences. The authors argue that mentors require support to reflect on their early socialisation experiences and their attachment to practice-based experience as a source of professional knowledge, in this way they can better understand and carry out their role as mentors.

Gallo-Fox, J., & Scantlebury, K. (2016). Coteaching as professional development for cooperating teachers. *Teaching and Teacher Education, 60*, 191-202.

<https://doi.org/10.1016/j.tate.2016.08.007>

Coteaching provides opportunities for teachers to collectively share responsibility for student learning. This paper reports on findings from a longitudinal study in which cooperating teachers cotaught science classes with student teachers. Through coteaching with student teachers, teachers expanded their teaching practice and developed new insights about their teaching. Coteaching served as professional development for the cooperating teachers. The experience provided them with renewed energy toward practice, opportunities to develop and implement curriculum, reflection as a catalyst for changing practice, and an expansion of professional roles into new arenas.

Hudson, P. (2013). Mentoring as professional development: 'growth for both' mentor and mentee'. *Professional Development in Education, 39*(5), 771-783.

<http://dx.doi.org/10.1080/19415257.2012.749415>

Teachers need professional development to keep current with teaching practices, although costs for extensive professional development can be prohibitive across an education system. Mentoring provides one way for embedding cost-effective professional development. This mixed-method study includes surveying mentor teachers (n = 101) on a five-part Likert scale and interviews with experienced mentors (n = 10) to investigate professional development for mentors as a result of the mentoring process. Quantitative data were analysed through a pedagogical knowledge framework and qualitative data were collated into themes. Survey data showed that although mentoring of pedagogical knowledge was variable, mentoring pedagogical knowledge practices occurs with the majority of mentors, which requires mentors to evaluate and articulate teaching practices. Qualitative data showed that mentoring acted as professional development and led towards enhancing communication skills, developing leadership roles (problem-solving and building capacity) and advancing pedagogical knowledge. Providing professional development to teachers on mentoring can help to build capacity in two ways: quality mentoring of preservice teachers through

explicit mentoring practices, and reflecting and deconstructing teaching practices for mentors' own pedagogical advancements.

Langdon, F.L. (2014). Evidence of mentor learning and development: an analysis of New Zealand mentor/mentee professional conversations. *Professional Development in Education*, 40(1), 36-55.
<http://dx.doi.org/10.1080/19415257.2013.833131>

While studies have shown that mentoring is essential to the development of new teachers, fewer investigations have examined what mentors learn about themselves and about mentoring through this role. In this study, the conversations between 13 mentors and their mentees were analysed, along with mentor self-evaluations and focus group data, over two years. Three questions framed the study: Is there a shift in mentor learning and development? How do conversations compare with the intended goals of mentors? How do professional development opportunities reflect in mentoring practice? Outcomes indicated that: professional growth was evidenced but varied among mentors; and a difference existed between the planned goals and actual content of mentors' conversations. Although professional development appeared to benefit mentors, shifting practice was by no means assured. Implications of the study for future research and for mentoring practice are considered.

Reichenberg, R., Avissar, G., & Sagee, R. (2015). 'I owe to my tutor much of my professional development': looking at the benefits of tutoring as perceived by the tutees. *Professional Development in Education*, 41(1), 40-56.
<http://dx.doi.org/10.1080/19415257.2013.866974>

The context of the present paper is a school of professional development for teacher educators. One of the school's unique features is the employment of tutors/mentors, who are colleagues of their tutees in different study programmes. It has been established that many teacher educators enter the profession 'accidentally', whether from school teaching or from academia, without any prior training. Therefore, they require lengthy periods of time to consolidate their new professional identity. This paper presents a model of professional development that involves tutoring/mentoring, and focuses on the interaction between tutor and tutee as perceived by the tutees. There are four tutors assigned to each of the two-year specialization programmes offered at the school. All of them are staff members from various teacher training colleges. The research reported employed a mixedmethods design methodology comprising a questionnaire that was drafted especially for this research and was based on semi-structured interviews and pilot sampling. Six graduates were interviewed and 231 (out of the 500) graduates responded to the questionnaire. They were asked about the required properties of a tutor and about the elements they perceived to be most beneficial to the tutees' professional development. The findings point to the benefits of tutoring. The terms 'tutor' and 'mentor' are used in this paper interchangeably.

Ulvik, M., & Sunde, E. (2013). The impact of mentor education: does mentor education matter? *Professional Development in Education*, 39(5), 754-770.
<http://dx.doi.org/10.1080/19415257.2012.754783>

To gain a deeper understanding of mentor preparation, which is still an underdeveloped area, the current paper focuses on a formal mentor education programme offered to teachers in secondary school at a university in Norway. The research questions in this qualitative study examine why teachers participate in the programme, how they perceive the education and which parts of the programme they value. The underlying question is whether mentor education matters. The findings show that the mentor students in the programme moved from a practical towards a more conceptual understanding of mentoring. They developed 'a mentor language, a mentor network and

a mentor attitude'. There is, however, a limited understanding of mentor education in schools, and being a mentor is not recognised as a profession.

Becoming and being a teacher educator - researcher

Cochran-Smith, M. (2005). Teacher educators as researchers: Multiple perspectives. *Teaching and Teacher Education*, 21(2), 219-225.

<http://dx.doi.org/10.1016/j.tate.2004.12.003>

This article suggests that part of the task of the teacher educator is functioning simultaneously as both researcher and practitioner. However, there are sharply diverging viewpoints about the worth of this kind of research. On the one hand, there is now more research about teacher education being conducted by teacher educators themselves than at any previous time. On the other hand, in certain contexts, this research is discounted because it is judged not rigorous or because it does not generalize across contexts. The article considers the deliberations about practitioner research by the AERA Panel on Research and Teacher Education as an illustration of how these competing viewpoints can play out.

Morrissey, D. (2014). An autoethnographic inquiry into the role of serendipity in becoming a teacher educator/researcher. *International Journal of Qualitative Studies in Education*, 27(7), 837-849.

<http://dx.doi.org/10.1080/09518398.2013.820857>

In this inquiry, the author inquires into her shifting 'self' as a researcher/teacher educator in teacher professional development. The 'self' in question is acknowledged as being historically, culturally and locally specific. It is also acknowledged as unfixed or unstable; constructed from and in response to various, and often competing, discourses. As an autoethnographic inquiry, this article presents vignettes of the self/researcher/teacher educator embedded in the messiness and complexity of lived experiences and it represents her attempts to make sense (albeit partial and provisional) of these experiences. Central to the inquiry is an examination of the roles played by serendipity and by writing itself in the processes of sense- and self-making.

Keywords: serendipity; autoethnography; creativity; teacher educator

Supporting teacher educators conducting research

Lunenberg, M. L., Korthagen, F. A. J., & Zwart, R. (2010). Critical issues in supporting self-study. *Teaching and Teacher Education*, 26(6), 1280-1289.

<http://dx.doi.org/10.1016/j.tate.2009.11.007>

In this article, we focus on an analysis of critical issues in supporting teacher educators conducting a self-study. As data, we have used the digital logbooks written by the participating teacher educators, the outcomes of the interviews we held at the end of the support process, and of a follow-up questionnaire answered by the participating teacher educators six months later. We have found seven issues critical to enhancing the chances of self-studies being beneficial to the practice of teacher education as well as to the further development of a knowledge base for teacher education. In addition, our study points to four themes for further attention and research.

From teacher educator to teacher

McDonough, S. (2017). Taking a Return to School: Using Self-Study to Learn about Teacher Educator Practice. *Studying Teacher Education*, 13(3), 241-256.

<http://dx.doi.org/10.1080/17425964.2017.1365700>

The work of teacher educators is complex and multifaceted and requires knowledge of pedagogy and practice in both schools and teacher education institutions. This complexity, combined with calls for teacher educators to work in close partnership with schools, sees some in teacher education working in hybrid roles and across the boundaries of schools and universities. Drawing on a self-study conducted over a one-year return to teaching, I explore my return home to teach in a secondary school and I examine the continuing impact of this experience on my practice as a teacher educator. Using the concept of tensions as a conceptual framework to analyse the data I explore three tensions in this article: (1) teacher as technician versus teacher as pedagogue; (2) challenging versus being responsive to other's views of learning; and (3) teacher versus teacher educator identity. I explore how a return to teaching in school and the tensions I experienced enabled me to develop my practice and understandings as a teacher educator. I argue that rich professional learning can result from using self-study to examine teacher educator practice, particularly for teacher educators working in hybrid roles and partnership contexts.

Keywords: tensions; teacher education; school teaching; self-study

Scherff, L., & Kaplan, J. (2006). Reality Check: A teacher educator returns home. *Studying Teacher Education*, 2(2), 155-167.

<http://dx.doi.org/10.1080/17425960600983189>

This collaborative self-study, told through email excerpts and reflections, explores a teacher educator's return to high school teaching. In this study, we juxtapose our voices and alternate between past and present to develop insights that reveal how going back can lead to moving forward with respect to educating prospective teachers. While the story is Lisa's, we work together to use selfstudy as a research approach methodologically aimed at improving practice. As a teacher educator, Lisa's experience of being a first-year teacher with her former students was one of the most powerful experiences of her professional life. Being a new teacher for a second time forced her to face noviceteacher issues as a participant rather than as an observer or researcher. At times Lisa had no choice but to put aside her doctoral training. When she subsequently returned to teacher education, she did so with renewed passion and enriched understanding of the challenges facing new teachers.

Spiteri, D. (2010). Back to the Classroom: Lessons learnt by a teacher educator. *Studying Teacher Education*, 6(2), 131-141.

<https://doi.org/10.1080/17425964.2010.495890>

This self-study focuses on the suitability of implementing the Communicative Language Teaching approach to teach English in contexts where the conditions for learning might be different to those implied by the original tenets of the approach. As a university-based teacher educator, the researcher promotes this approach in her methodology classes. She returned to classroom teaching to better understand the challenges faced by student teachers in implementing Communicative Language Teaching and to re-visit several assumptions of her understanding of the teaching and learning process.

Keywords: English language teaching; communicative language teaching; teacher educator; return to classroom; theory and practice