

**2019-0311.R3**

**On the shoulder of giants: Advice for beginning teacher educators**

**First/Contact Author:**

<b>Name</b>	Simone White
<b>Title</b>	Prof
<b>Institution</b>	Queensland University of Technology
<b>Phone</b>	0429401906
<b>Email</b>	Simone.white@qut.edu.au
<b>Postal address</b>	21 Kerfered Road, Albert Park, Melbourne, Victoria. 3206
<b>Ethics statement included in body of manuscript (if relevant)</b>	Ethics permission for the study was gained (QUT ethics approval number 180000054) and then submitted to the other university ethics committees.
<b>Four (4) key words</b>	teacher educators; public intellectual; identity, professional learning

**Secondary Authors:**

<b>Name</b>	Jean Murray
<b>Title</b>	Prof
<b>Institution</b>	University of East London

<b>Name</b>	A. Lin Goodwin
<b>Title</b>	Prof
<b>Institution</b>	University of Hong Kong

<b>Name</b>	Clare Kosnik
<b>Title</b>	Prof
<b>Institution</b>	University of Toronto

<b>Name</b>	Clive Beck
<b>Title</b>	Prof
<b>Institution</b>	University of Toronto

### **Author Biographies (approx. 25 words each)**

<b>Simone White</b>	Simone White is Professor and Associate Dean (International and Engagment) in the Faculty of Education at QUT.
<b>Jean Murray</b>	Jean Murray is Professor at the Cass School of Education and Communities at the University of East London.
<b>A. Lin Goodwin</b>	A.Lin Goodwin is Professor and Dean of Education at Hong Kong University.
<b>Clare Kosnik</b>	Clare Kosnik is Professor in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education, University of Toronto.
<b>Clive Beck</b>	Clive Beck is Professor Emeritus with the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education, University of Toronto.

### **Acknowledgements *(Optional)***

We would like to thank all twenty 'accomplished' teacher educators for contributing their expertise and sharing their advice and stories.



# On the shoulder of giants: Advice for beginning teacher educators

## Authors' Manuscript

White S, Murray J, Goodwin AL, Kosnik C, Beck C On the shoulder of giants: advice for beginning teacher educators, *Asia-Pacific Journal of Teacher Education*, 2020, v. Epub 2020-05-07 p. 1-14

Teacher educators are an occupational group who appear to suffer from an identity crisis (White, 2019). They do not seem to be able to agree on what their role or professional learning needs are. This situation has dire consequences for the next generation of teacher educators who enter the field in the same rather haphazard and ad hoc way as the ones before. This phenomenon might further explain why it has been called the hidden profession (Livingston, 2014) with reports of a general lack of professional induction, mentoring and advice. To explore this issue, a study of twenty 'accomplished' university-based teacher educators were posed questions, one in particular asked, 'what advice would you give beginning teacher educators'? A key finding is the important role a teacher educator plays as a public intellectual and the new skills and knowledges required to fulfil this role in an increasingly complex, multifaceted and digital world. 33

Keywords: teacher educators; public intellectual; identity, professional learning

If I have seen further, it is only by standing on the shoulders of giants. (Issac Newton)

## Introduction

Teachers are viewed as essential to a nation's prosperity (European Commission, 2018) and questions about the best ways to prepare 'quality' teachers remain central in global conversations about 'quality education'. With the focus squarely on the important role of the teaching profession, attention has naturally fallen to those who prepare teachers: teacher educators and to teacher education programs. Such attention has brought with it much political scrutiny, criticism and policy reform in particular in countries such as England, the

US and Australia (Whitty & Power, 2000; Zeichner, 2014, Mayer, 2014). The debates and reforms that have ensued have tended to be conducted largely in the absence of teacher educators' perspectives and expertise. Teacher educators have found themselves sidelined and dismissed (Zeichner, 2014) with their voices seldom heard.

One of the reasons for this situation to date is the self-identification issue involved in being named as a teacher educator (White, 2016). Those who often teach and prepare teachers, do not define themselves as a teacher educator (Goodwin & Kosnik, 2013). Another reason is the rather haphazard nature of entering the field of teacher education, leading to its description as an 'accidental career' (Mayer et al, 2011, p.252) and a 'hidden profession' (Livingston, 2014 p.218). Studies also highlight the lack of induction, mentoring and professional advice given to beginning teacher educators as they enter the field in understanding their role, speaking about their profession and participating in policy and reform discussions (White, 2016; Martinez, 2008). While teacher educators themselves continue to look inwards and debate their own identity and professional learning needs, teacher education as a field faces increasing global disruption, reform and marketization (Zeichner & Biel, 2013).

In countries such as the United States, England and other OECD countries in particular, teacher education (and teacher educators by implication) have been deemed a failure by policy makers and the mainstream media. As Zeichner and Pena-Sandoval (2015) report in the United States, the federal government and most of the philanthropic community are pouring resources into supporting greater market competition and the entry of new non-university providers into the field. This further erodes the notion of teacher educators as a profession in control of their own identity, standards and entry. To begin to remedy this issue a particular international study, known as *Learning from Accomplished Teacher Educators*,

was conducted by a team of teacher educators (authors of this paper), who joined together to give a voice to teacher educators and ultimately enrich the profession.

This qualitative and interpretive study attempted to address the issue of better understanding the ‘hidden profession’ by listening to and documenting the voices, experiences and advice of internationally recognized and identified accomplished teacher educators (most with over thirty years’ experience), indeed intellectual giants in the teacher education field. As Cooper, Ryan, Gay and Perry (1999) note: ‘it is important for the future of any profession that we document and learn *from* the experiences of those currently in the profession’ (italics added for emphasis, p. 143). This study has therefore been conceptualised *by, for* and *with* teacher educators to better understand and report on the teacher educator profession. A total of twenty ‘accomplished’ university-based teacher educators participated in the study and further details about the study are discussed in the next section.

### **Learning from Accomplished Teacher Educators: The study**

The research team, currently based in Australia, England, Hong Kong and Canada respectively has come together, interested in the working lives of teacher educators, *as* teacher educators ourselves. At a writing retreat discussing global teacher education matters, an idea was formed by A. Lin Goodwin, to look more deeply at the teacher educator professional landscape by looking at those that might be identified as the giants of the field or more modestly framed, as ‘accomplished’. As a team, we considered that if we could draw from mentoring models, whereby you learn best by looking to those as experts in the field, we would achieve two goals. Firstly; we could offer the teacher educator community insightful and powerful career stories of those who have internationally influenced teacher education and who, were now drawing more to the end of their very successful professional

careers; and secondly, by sharing such stories, better understand the role and professional learning needs of the future workforce of teacher educators.

As a team, we discussed the complexity and potential issues of naming scholars as ‘accomplished’ and what this would potentially mean to the field. We decided to keep the definition very broad and, given the international scope of the study, we developed two threshold criteria for identifying accomplished teacher educators: 1) those identified must have an international reputation for research and practice in teacher education; 2) those identified must have first-hand experience with the practice of teacher education, such as experience preparing preservice teachers. While as individual members of the team, we all had our own views about who we would name as accomplished, we felt it was essential to the study to seek the views from the profession itself.

We went thus to international teacher education associations such as the Australian Teacher Education Association (ATEA) and to other key formal groups that sit within a broader dedicated research association, for example the Teacher Education Special Interest Group (SIG) of the European Educational Research Association (EERA) as well as the dedicated teacher education research group known as Division K in the American Education Research Association (AERA). We asked individuals as members of these associations for up to five names to be nominated according to the two criteria. All nominators were assured anonymity, and their nominees were either noted on index cards and collected in person when possible, or sent via email to a doctoral student who was not involved in the study and did not share any original emails with the team.

Controversially for some contexts such as England, the inclusion of the first criterion, by implication, meant that the study was limited to a sample of only university-based teacher educators and not to school-based teacher educators. The narrowing of the pool by the criteria

was brought up in a discussion at a presentation about the scope of the study (pre-finalisation of the final participant group) at the British Education Research Association (BERA) within the Teacher Education SIG. It was felt by some voices at the meeting, that the study should include the expertise of school-based teacher educators and that the criterion was too narrow. As a research team, we acknowledge school-based teacher educators as a group growing due to a range of teacher education reforms (White, 2014) across the globe and the significant contribution they make to teacher education. Our rationale to draw from those who had impacted the international research and scholarship, however, meant that, retrospectively, this type of work to date has been attributed to university-based teacher educators. This may shift in time. Such debates were instrumental to the analysis in this paper, as they revealed the importance of context when considering the data. The debates as part of the BERA conversation revealed the shifting teacher education policy reforms that place a greater focus on ‘classroom-ready’ practices and the transfer of teacher education from traditional university providers to school-led teacher preparation (White, 2014).

The sampling resulted in the nomination of over 100 teacher educators identified as ‘accomplished’ from across America, Canada, Europe, U.K., Asia and Australia. From this group we worked to ensure that all individuals met both threshold criteria, disqualifying those who did not. We then ordered the group in terms of the most nominated and then selected the top twenty nominees. A sample of twenty for the study was decided upon to support deep analysis, but large enough to ensure diversity and representation across contexts and countries. Ethics permission for the study was gained (QUT ethics approval number 1800000054) and then submitted to the other university ethics committees. It was acknowledged by the researchers, given the relative small field of the study, that anonymity for the participants would be difficult to ensure. All twenty participants as part of the consent letter thus agreed to be identified. For the purposes of this paper however we relied on a sub-



set of the sample whom we felt spoke most directly to the specific research question. For this reason these eleven are de-identified and given a pseudonym with only their country of work named as this is relevant to the discussions raised in this paper.

Once the twenty participants were selected, interviews were conducted by four of the five researchers in the team, either face to face or via an online platform. A broad range of questions was posed, structured into six categories around topics such as work history, identity, professional learning, advice for teacher educators, work environments and research. Each category contained on an average 5 questions and probes. Hour-long interviews were conducted either in person or over Skype, audiotaped and transcribed. What emerged in considering the transcripts by the group was that each interview was indeed unique. The conversation and relationship between interviewer and interviewee shaped particular responses. In some cases, the interviewer and interviewee knew each other well and in others less so.

Employing grounded theory methods (Charmaz, 2014; Punch, 2014), each member of the team read and re-read the transcripts identifying key quotes and passages in the transcriptions that emphasised the response to the various questions. These were then discussed by the team, with themes emerging. Interim data exploration and presentation modes adopted by various members of the team included the use of pen portraits and analytic memos. Pen portraits and analytic memos helped create the background of the participants, serving to explore attitudes and approaches as an accomplished teacher educator to emerge. Moderation of data analysis across the team provided for the necessary analytical rigor, with team meetings organized (using video conferencing technology) to discuss our findings and interpretations. (It is important to note here that each member of the team was keen to explore particular avenues of exploration from the overall data set, and so a series of papers will be forthcoming about different elements and aspects of the study.)

While the broader study focused on questions such as: What are the backgrounds and journeys of teacher educators recognized by their peers as accomplished? How do these teacher educators identify themselves? What do they regard as key issues in teacher education? This particular paper explores the responses given to the question of, what advice would they give for the next generation? It was in the analysis of the data to this particular response that the need to explore the context of that advice became more important. Across the globe, reform into teacher education and the impact for teacher educators has varied. Some countries have experience high levels of marketization such as in the United States and England, where others have relatively low political disruption such as in Norway and Canada. Context became a useful framework to analyse the responses and as a way to explore future recommendations.

### **Advice to the next generation? Context matters**

Drawing from both the advice and the context, this paper focuses on these two as connected double layers emerging from the data. The first layer is the *actual advice* and the second layer, the *context* from which it is given. The first layer highlights the overall collective wisdom and advice to the next generation from the collective group's own life lessons and experiences. The second layer offers a way of looking at the types of specific advice given in context by those who have experienced and witnessed various levels of increased marketization reform agenda and an intensification of the policy gaze. Differences emerged, for example, in the types of advice given by those who have worked in the United States and England, who refer more to the importance of engaging with the media and 'reformers', to those working from the European contexts such as Norway and the Netherlands where marketization of teacher education have not taken hold to the same extent. In contrast, their advice is more about the scholarship of being a teacher educator and the

importance of constantly writing and reading. The differences in the advice are important in that they reflect the changing global context for teacher educators.

### ***The political-policy teacher education reform backdrop***

It is also important to note the timing of this study (2017-2019) is arguably at a point of greater policy gaze in teacher education than ever before. For example, in many OECD Countries there is a growing focus on the professional learning of teacher educators (see European Commission, 2013) at a time of heightened criticism of university-based teacher education (see Furlong, 2013) and a time of increased fracturing globally of alternative pathways into teaching. The countries and contexts from which the participants have been drawn are simultaneously similar and diverse. It can be argued that most have experienced the Global Education Reform Movement or GERM (Salhberg, 2011) and the more recently termed Global Education Measurement Industry (GEMI) (Biesta, 2015) to different degrees and depending on the context.

The political contexts that the participants come from are important to the analysis and relevant to discuss. It is necessary to note that nine of the twenty participants are from the US and many have been instrumental in debating the critiques of the changing landscape of teacher education reform and in trying to work closely, both as insiders and outsiders, with policy makers, reformers and media. The considerable number of those identified as 'accomplished' from the United States might in one way be a response for the need that they have themselves identified over a long period of time, to engage more actively in the international research field; these individuals then have used their global voice to try to influence and shift debates and reforms in other contexts.

The next highest group of participants have come from England and Australia with three participants from each country. Again, a neo-liberal teacher education reform agenda has been dominant in England, leading to the early marketization of teacher education. Australia has historically followed both the US and England (Mayer, 2014), and thus again perhaps this goes a way to explain the higher numbers with a group emerging from Australia who have tried to respond to the critique of teacher educators by researching their own practice. A closer look at the career trajectories of the group coming from the US, England and Australia highlights particular movements and/or approaches the individuals – sometimes aligned to other identified groups - have taken. Many have been presidents of key teacher education associations and a proportionately high number have used global key notes and presidential addresses to emphasize the importance of teacher education research and scholarship. Others in the group of twenty have led particular innovative approaches in teacher education research. It is perhaps unsurprising that of the twenty, three (two from Australia and one from Canada) are identified as leaders in the field of teacher education research, self-study – a specific methodology designed *for* teacher educators to use to better position research for teacher education.

Outliers in the participant group (that is, not coming from the US, England and Australia) reflect the powerful career trajectory of individuals who have worked to reposition the future of the teacher educator profession. The two participants from Canada have been part of either large scale or global teaching or research movements, designed to better understand the work of teacher educators. One participant from Canada has helped build the future research careers of teacher educators, and his diaspora is evident in many institutions as the study of teacher education as particular discipline. These two individuals' advice is more focused on the supportive strategies for future scholars as researchers rather than on the tools of combating policy and politicians. Likewise, the other three 'outlier' participants, all

female, from Norway, the Netherlands and Portugal, have particularly influenced the global field and worked hard to help raise the profile of the teacher educator profession and the induction of new teacher educators. One has led a large pan-European funded grant specifically focusing on generating further understanding of the professional learning needs of teacher educators.

### **Supporting the next generation of teacher educators**

Looking across the two levels of analysis (both the advice and the context) some overall key themes can be identified. For the purposes of this paper, four are specifically explored that emphasize the continuum of advice from those based in various contexts on the teacher reform continuum (low marketization for example Norway and Canada to high marketization of teacher education for example the US and England). Combined, they highlight the complex role of a teacher educator and offer insights for mentors of the future profession to best equip themselves *as* teacher educators. The themes discussed in this next section have been titled in ways to offer future teacher educators (and their mentors) ways to better understand their roles, identity and work.

### ***Embrace the identity and role of being teacher educator***

Becoming a teacher educator is often described as a complex, challenging and a precarious process (Berry & Forgasz, 2016) and the twenty accomplished teacher educators, many of whom are now close to the end of their careers or recently retired, agree. Across the collective - and echoed somewhat more by those in contexts where neo-liberal reforms have been more prevalent - was the particular theme that being a teacher educator is a risky career;

it is fraught with challenges and obstacles and as such the collective advice is to embrace this 'dangerous' career from the beginning.

Many identified with a career trajectory of ever-more perils and pitfalls as teacher education has come under intense scrutiny in recent times. What they described, however, as tenuous, or as strange or unsure stages of their own professional learning– and many discussed how they were negatively positioned within the university in choosing to focus on teacher education research and scholarship – they persevered and they became more bold and fearless as part of the process. They claimed a position as a teacher educator within the complex landscape and by so doing, they were able to gain immense seniority and position – with many taking on roles of advising universities, governments and large-scale longitudinal research projects. It appears that for those who were able to navigate through the 'pitfalls' of being a teacher educator, develop their voice and to connect their research to their work, were rewarded through promotion often to deans, professors and leaders of large-scale research and scholarship projects.

Across the group, overwhelmingly the advice to novices - and indeed to experienced teacher educators - is don't be ashamed of your job, don't apologise for it or dismiss what you do – claim it! In reflecting on the debates about the legitimacy of teacher education as a discipline, one participant exclaims:

It is incredibly complicated. It's a complex piece of professional education. You know. It involves both these big macro level cultural and political things, about what we think teachers are and what the role... their role in society is and how that relates to economics and all of that stuff. But then, it doesn't stop there. Because what teachers do with young people they're in, in classrooms with, that's also really interesting and has a relationship to these macro things.

And the sociologists only ever seem to be interested in the macro things. And then they're very critical of the psychologists who seem to be interested in the micro things. But there's something about putting these things together. That's what *we* [referring to teacher educators], that's what *we* do. And it's not lesser. It's very complex. It's very challenging to do. Very, very challenging to do. But, but we should push back harder. (Victor, England)

This call to the teacher educator profession, to own their discipline and to 'push back harder' to those who seek to diminish the standing of the profession, exemplifies the call for a greater agentic and political stance for all teacher educators to embrace. Taking greater ownership of the identity and indeed, title, of being a teacher educator is tied to this advice and was provided by all participants no matter what end of the reform spectrum they had experienced. Viewing teacher education as a discipline was also part and parcel with naming the role and the discipline. Many of the teacher educators spoke about the importance for beginning teacher educators to know the history of teacher education and to view teacher education as a discipline in its own right.

You are not only teaching the subject, you are educating teachers. So these ethical, cultural, social, political dimensions for me is (sic) really important and that with solid knowledge. You need to know about teacher education. (Mary, Portugal)

The fierceness of their stance varied but tended to increase towards the end of their professional employment. One Australian based teacher educator, who had just retired at the time of the study, emphasised that she wanted to say to the next generation to 'claim' their professional identity as a teacher educator and to own their active and professional involvement in the work of teacher education. She notes:

I speak for myself at the moment as a professional teacher educator. So that, I think it's really important that this discipline, our profession, is seen as something that we're claiming. Because too often people sneer at teacher education as sort of being .....not (a) hard discipline (Joelene, Australia)

The advice given by the collective highlights a need for a new discussion on the professionalism of teacher educators, indeed to step away from the 'hidden profession' tag, be actively involved in shaping the identity, role and work. This advice is also given with a caution not to shy away from the need for more research into a curriculum of professional learning for the preparation of teacher educators.

***Working in a complex evolving and risky landscape: The importance of hybrid work***

Building on earlier advice of embracing the complex and 'dangerous' work of being a teacher educator is the importance of working in the borderlands, that is the often-fraught landscape between university and schools (White, 2005). The responses highlighted why identifying the work of a teacher educator is difficult to do. As one participant highlighted the typical work is not routine or typical. He explains:

Learning to be a teacher educator is learning how to find the ways to challenge, provoke, confront, and then move on, and for none of it to be a routine and for all of it to be part of the engagement in learning. (Jeffrey, Australia)

This type of advice echoed across the group highlights the importance of embracing the multiplicity of roles and locations for work, as well as working alongside multiple stakeholders. This type of advice urges the teacher educator profession to go beyond the dualistic roles of school or university and of theory or practice. For too long the profession



has been known for worrying about the notion of being Janus-faced as Taylor (1983) explained:

In the one direction it faces classroom and school, with their demands for relevance, practicality, competence, technique. In the other it faces the university and the world of research, with their stress on scholarship, theoretical fruitfulness and disciplinary rigour. (p. 4.)

The advice given for the next generation therefore is not to worry so much about the either/or, and instead embrace a fluid, dynamic and sometimes risky landscape where they need to traverse schools and universities, as well as to work with not only their pre-service teachers, teachers and school leaders, but also with policy makers and the media. One of the participants offers her advice by way of reflecting on her own desire to achieve a multi-faceted role, she explains:

I learned that my teaching, my research and my service all had to be interconnected and that anything I did, was potential research, any practices I used any work I did in the school, and that my teaching had to take place in the school and it had to be, sort of emergent from the teachers I was working with and the kids [pre-service teachers] I was working with and that I couldn't separate things out. If I could just find a way to intersect everything that I would be much more efficient I would be able to satisfy the things I had to do for the university and still feel like I was making an impact (Molly, US).

This type of advice is consistent with the work of people like Cochran-Smith (2008) who notes, an education research community can serve the public better by adopting a 'both-

and' strategy (p.14) in engaging, partnering with policy-makers and working to highlight the significant complexities of 'policy borrowing' (Lingard 2010) and the implications of unquestioned practices to students, their families and communities. Beyond this, teacher education researchers need to engage in a continuous involvement with policy-makers across 'borders' and to work in ways more akin to 'knowledge brokers' (Edwards, Sebba, and Rickinson 2007). This vision calls for the creation of cross-border spaces between research and policy, what has been called a 'third space' (Zeichner 2010) where teacher education researchers and policy-makers 'worlds' can overlap and where both can work with and learn from each other. As one participant highlights what he calls 'hybrid work' as essential to future teacher educators' professional learning. He explains:

So you don't just throw them in [beginning teacher educators], they're sort of mentored into teaching, mentored into doing research. And one of the things that I've always tried to do is mentor them into hybrid work. And so my students who work with me in the professional development school network or the community engagement work, they're out there doing that work now. And so it was intentional on my part, getting them involved, you know, and they were with me as I tried to negotiate all these boundaries and deal with all the issues that arise. They're there with me learning about that. And so the experience, I think, is central. (Keith, United States)

Learning to be a hybrid worker seems key for the next generation of teacher educators to embrace. Rather than be concerned by the Janus-faced nature of the profession, it is necessary to be well prepared to excel in both locations. If we accept this advice, then for teacher educators who either come from a school or a research background, it is thus important for them to build their expertise in both areas. This is challenging indeed; however,

it is important to have legitimacy in both areas. If taken seriously this issue should be addressed far more in both pre-service teacher education and in the teaching profession, aiming to have research and teaching careers fostered simultaneously.

### ***Connect to the world and others***

“Look around you. Listen to people. Go to conferences – both research and practice type conferences.” And actually, *read a lot*, and decide where you think the interesting questions in teacher education are. And then worry away at them and try and make sense of them, and – because I’d be encouraging them to develop a research aspect to their working life. (Ivan, England)

Many of the participants (from across the reform continuum) talked about the importance of being a teacher educator ‘out in the world’ and gave advice about the importance of connecting to others, learning from others and being open to new ways of learning, teaching and researching, as stated by the accomplished teacher educator above. Another accomplished teacher educator from the opposite side of the globe expresses this advice in a similar way:

But I’m a huge believer in encouraging people, as soon as possible in their career, to get out in the world, to go to conferences, to talk to people, to play with their ideas, and just to be comfortable in knowing we’re in an international education community, not a corridor, room, desk. We’re in the world and you’ve got to get out in it. And you see, I do, you see people who start to get out in the world and find the one or two conferences they can go to on a regular basis where they’ll make their networks, and they grow and they do good things. And the people who don’t do that, they can still be successful, whatever that means, but it’s not the same, it’s not the same when

you're closeted away in your own university, your own faculty. So I am a great believer in that. (Jeffrey, Australia)

Yet another accomplished teacher educator, has similar sage advice, but particularly speaks to the pressure for novice teacher educators to focus alone on publishing and sitting in isolation in their offices or working from home. He explains:

I began looking at the whole university world. Don't only stay at home to work on your computer. Be present, and talk with the faculty and the students in the hallways and over coffee. Join the various professional groups and attend the affairs that different departments run. Be part of the faculty milieu and if you do that, you are rubbing shoulders with experienced people who will give you sage advice, without knowing that they are even giving it to you! What you can't do at home is meet the students, work with teams, engage with fellow colleagues. (Daniel, Canada)

Yet another note of advice seeks to broaden the types of learning contexts in which teacher educators participate. For example, in speaking about learning about different pedagogy, the accomplished teacher educator below gives advice to look outside the formal boundaries of the teaching profession and to groups which might teach or educate others (for example a Tai Chi Zen master) to look for insights into learning and teaching. She explains:

Well, one of the things I force my students to do in my graduate course called the development of pedagogy is they have to go out and look at pedagogy in places other than the school of education. (Grace, United States)

What emerges within this theme is clear advice about the importance of engagement with a broad range of stakeholders, experiences and contexts, as provided by the accomplished teacher educators.

### *Learn new ways to disseminate your research*

All academics understand the importance of publishing and disseminating research, usually in the forms of books, book chapters and peer-reviewed journals. The advice, particularly from those who have experienced greater levels of reform and marketization is to look to new ways to engage with policy makers and the public alike. To help illustrate this theme, the following longer quote is provided:

Participant: I feel like between sort of the isolation of teacher education but also the fact that the world has changed, like people read on social media, people read blogs, people read in other kinds of communities, that I feel like more of our work needs to be disseminated in more public kinds of venues. I don't think people know what teacher education is and I don't think people totally understand what teaching is, let alone teacher education. So I feel like we need more Youtube videos and... like we sort of have to catch up to the times, and also like, our books are so expensive, but like what if we published a short book for you know like \$9.95 that could be sold at Barnes & Noble, or, do you know what I mean like I just feel like academia has become so ....

Interviewer: Academic?

Participant: It's so elitist, and nobody cares. And we spend hours and hours and hours writing these articles about our research and you know, they get published, and if you're lucky they get published in the top journals, and if not they get published in these sort of random journals and they are barely picked up. (Molly, United States)

This conversation highlights what many of the participants identified, that sharing research in multiple genres is an important skill and knowledge for all teacher educators to

acquire, an aspect on which to focus from the beginning of a teacher educator career. This final key theme of learning new ways to disseminate research highlights the importance of the next generation of teacher educators learning to proactively work with the media and embracing new forms and genres of research engagement and dissemination. Accomplished teacher educators also reflected on the importance of building a connected global teacher educator community, providing examples for novices of how to link studies and networks to best serve the needs of all teachers, their students and communities. It is important to note the participants acknowledged that their own experiences reflect the socio-cultural and historical shifts in the field and the advice provided is to those who now need to navigate the constant political shifts of teacher education taking place, whilst also acknowledging the reality that the future is very uncertain. A younger accomplished teacher educator reflects:

And perhaps that's also something that new teacher educators need to feel more confident about, or how to work in the Twitter sphere, or you know using social media to be able to mobilise that, because I think if you scratch the surface, there's a lot of people who feel the same way, but that kind of, you know, are pushed to behave in certain ways, or just to be left alone, or get on with your own stuff, you know it's quite seductive and difficult. But, yeah, so mostly in the academic communities. Yeah. (Anna, Australia)

Yet another notes:

They need to be able to communicate with policy makers. And so a large part of my career now I didn't talk about is this engagement in public scholarship that is totally new to me. And so I believe that teacher educators need to have an international, global understanding of the field. And it's very different, as you know, in different countries. And so I have always made an effort, at least

with regard to English language and literature, to try to stay in touch. And a lot of my work has been international over my career. And they can't have this sort of localized understanding or they're going to be limited in their growth as teacher educators. (Keith, United States)

These views are consistent with what Sebba, Edwards and Rickinson (2011) found was needed to promote research utilisation, noting the “divergent timescales of policy, practice and research are an on-going challenge” (p. 87). One of the overwhelming themes from their study raised was the need for a closer and more constructive dialogue between policy-makers and teacher education researchers. This view is also consistent with a recent Australian report that called for a new vision for a ‘research-rich and self-improving educational system’ (White, Nuttall, Mills, Woods, Down & Smith, 2018, p.7) positioning teacher education researchers and all ‘producers of new research knowledge to make their research findings as freely available, accessible and usable as possible’ (p.8). This advice is in essence to those currently working within higher degree research such as Masters and doctoral programs. The next generation need new models of research dissemination to emulate and career rewards to do so. This paper has sought to illuminate the advice for those entering the field of teacher education, beginning teacher educators. It has hopefully also provided signposts for those who are currently mentoring teacher educators and emphasized the importance of teacher educators themselves standing up for their profession.

## **Conclusion**

Don't be dictated by external pressure too much. I don't think so. Then you will not be yourself and you will not be good. (Kate, Norway)

No matter what context the next generation of teacher educators come from, the themes highlight the importance of teacher educators (both novice and experienced) embracing a mature profession and the critical importance of all involved in owning the identity of being a teacher educator. The advice offers ways forward for the teacher educator profession and highlights the urgent needs to equip the next generation with a deep knowledge of the history of the teacher education field and what it means to be a teacher educator. This cannot be achieved if those mentoring are not themselves modelling this to the next generation.

Given how rapidly education policy borrowing (Lingard, 2010) occurs, the next generation and their mentors would also be wise to look for new forms of engagement, partnerships and dissemination of their research and scholarship. The advice of building a connected global teacher educator community is sage here. Mentors can offer novices ways to link small scale research studies and networks to better serve the needs of all teachers, their students and communities. Research that examines the ways in which collaborative partnerships are established prompts us to consider partnerships that focus on transformational rather than transactional outcomes (Butcher, Bezzina & Moran, 2011). It is again important to note the participants acknowledged that their own experiences reflect the socio-cultural and historical shifts in the field and the advice provided is to those who now need to navigate the constant political shifts of teacher education taking place and the reality that the future is very uncertain.

While it is clear that teacher education researchers must continue to explain the many purposes of research beyond informing policy, this study reveals that the teacher educator profession needs an 'and/also approach' (Cochran-Smith, 2008) to their career development, linking and aligning research, teaching and, most importantly, engagement. The advice from the set of 'accomplished' teacher educators speaks to the need for teacher educators to indeed connect and build strong partnerships with diverse stakeholders.



Novice teacher educators need to look to new ways to engage, discuss, share and publish research and scholarship so that the broader public and policy-makers alike can access and make use of teacher education research. This type of mentoring and re-education needs to begin in Schools and Faculties of Education, with all teacher educators learning about a range of new mediums, social and digital platforms and genres for not only disseminating teacher education research and also in the identity work of a teacher educator as a public intellectual in a media-rich environment. There is much for the profession to do now, owning the identity of teacher educator appears as an important first step.

## References

- Berry, A., & Forgasz, R. (2016). Becoming ourselves as teacher educators: Trespassing, transgression and transformation. In *Professional learning through transitions and transformations* (pp. 95-106). Springer, Cham.
- Biesta, G. (2015). Resisting the seduction of the global education measurement industry: Notes on the social psychology of PISA. *Ethics and education*, 10(3), 348-360.
- Bryant, A. & Charmaz, K. (eds.). (2012). *The SAGE Handbook of Grounded Theory*. London: SAGE
- Cooper, M., Ryan, M., Gay, J., & Perry, C. (1999). Responding creatively to challenges in teacher education: four women teacher educators tell their stories. *Asia-Pacific Journal of Teacher Education*, 27(2), 143-158.
- Ellis, V., & J. McNicholl. 2015. *Transforming Teacher Education: Reconfiguring the Academic Work*. London: Bloomsbury Publishing.

- European Commission. 2013. *Supporting Teacher Educators: Teaching the Teacher*.  
[http://ec.europa.eu/education/policy/school/doc/support-teacher-educators\\_en.pdf](http://ec.europa.eu/education/policy/school/doc/support-teacher-educators_en.pdf)
- European Commission. (2018). *Boosting teacher quality: Pathways to effective policies*.  
Luxembourg: Publications Office of the European Union.
- Goodwin, A. L., & Kosnik, C. (2013). Quality Teacher Educators = Quality Teachers?  
Conceptualizing essential domains of knowledge for those who teach teachers.  
*Teacher Development*, 17(3), 334-346.
- Lingard, B. (2010). Policy borrowing, policy learning: Testing times in Australian schooling.  
*Critical studies in education*, 51(2), 129-147.
- Livingston, K. 2014. "Teacher Educators: Hidden Professionals?" *European Journal of  
Education* 49 (2): 218–232
- Martinez, K. 2008. "Academic Induction for Teacher Educators." *Asia-pacific Journal of  
Teacher Education* 36 (1): 35–51.
- Mayer, D. (2014). Forty years of teacher education in Australia: 1974–2014. *Journal of  
education for teaching*, 40(5), 461-473.
- Murray, J., Jones, M., McNamara, O., & Stanley, G. (2012). Institutional re-orientation  
attempts and their effects on academics in teacher education: a case study from  
England in R. Adamson, J. Nixon & F. Su (eds) *The Reorientation of Higher  
Education: compliance and defiance* (pp. 65-92). London: Springer ~~pp.65-92.~~
- Sebba, J., Edwards, A., & Rickinson, M. (2011). *Improving research through user  
engagement*. Routledge.
- Taylor, W. (1983). Teacher education: achievements, shortcomings and prospects. *Times  
Educational Supplement*, 13, 4.

- White, E. (2014). Being a teacher and a teacher educator—developing a new identity? *Professional development in education*, 40(3), 436-449.
- White, S. (2019). Once were teachers? Australian teacher education policy and shifting boundaries for teacher educators, *European Journal of Teacher Education*, 1-12
- Whitty, G., and S. Power. (2000). “Marketization and Privatization in Mass Education Systems.” *International Journal of Educational Development* 20 (2): 93–107.
- Zeichner, K., & Bier, M. (2013). The turn toward practice and clinical experiences in US teacher education. *Beitrage Zur Lehrerbildung/Swiss Journal of Teacher Education*, 30(2), 153-170.
- Zeichner, K., & Pena-Sandoval, C. (2015). Venture philanthropy and teacher education policy in the US: The role of the New Schools Venture Fund. *Teachers College Record*, 117(6), 1-44.
- Zeichner, K. (2014). The struggle for the soul of teaching and teacher education in the USA. *Journal of Education for Teaching*, 40(5), 551-568.
- Zhao, Y. (2010). Preparing globally competent teachers: A new imperative for teacher education. *Journal of Teacher Education*, 61(5), 422-431.