# Chapter 6
# Becoming a Teacher Educator: Voices of Beginning Teacher Educators

**Anja Swennen, Leah Shagrir and Maxine Cooper**

## Introduction

This chapter is about the readers of this book, about the rewards and challenges of beginning teacher educators. As was outlined in the 'Introduction and Overview' of this book, teacher educators are not an easily recognisable group and their problems and rewards during their first years as teacher educators may vary a great deal. Nevertheless, from the limited research that has been done, and from our own experience as teacher educators, we know that the transition from teacher to teacher educator can be more challenging and difficult than beginning teacher educators may expect.

This chapter is based on three sources of data. As there has not been a lot of research about beginning teacher educators, we first analysed self-study literature of teacher educators who described their first years in teacher education and the problems they encountered. In their articles, these teacher educators look back and reflect on their transition from teacher to teacher educator. Looking back from a distance gives them a wide perspective on the challenges and problems they encountered. Moreover, these teacher educators were and are involved in self-study and publish about their own development and other issues concerning teacher educators (Guilfoyle, Hamilton, Pinnegar, & Placier, 1995; Knowles & Cole, 1994; Zeichner, 2005). We will refer to these teacher educators as 'the self-study teacher educators'.

A second source we drew upon was Australian research on teacher educators and their career trajectories. These narrative and collaborative studies are based on structured and unstructured interviews, written stories, descriptive metaphors of journeys in teacher education, time lines of careers and professional documentation such as curriculum vitas and diaries (Cooper, Ryan, Gay, & Perry, 1999; L. Ling, P. Ling, Burman, & Cooper, 2000; L. Ling, Burman, Cooper, & P. Ling, 2002; Perry & Cooper, 2001). For the purposes of this chapter, we used the data from these studies and focussed on the beginning years of the participants' careers as teacher educators. We will refer to these studies as the 'narrative studies'.

---

A. Swennen
VU University Amsterdam, Amsterdam, the Netherlands

A. Swennen, M. van der Klink (eds.), *Becoming a Teacher Educator,*
DOI 10.1007/978-1-4020-8874-2_7, © Springer Science+Business Media B.V. 2009

A third source we examined was a small-scale study about the induction of beginning teacher educators that was conducted by members of the Research and Development Centre (RDC) ‘Professional Development of Teacher Educators’, which is one of the many RDCs of the Association of Teacher Education in Europe (ATEE). Eleven members of the RDC, all experienced teacher educators, interviewed 11 beginning colleagues, 8 women and 3 men from 26 to 50 years of age (see for a full description of this study Van Velzen, Van der Klink, Swennen, & Yaffe, 2008). Characteristic of these 11 teacher educators is that they were undergoing their own induction period at the time of the interviews. These beginning teacher educators were not involved in research, let alone self-study about their own development. We will refer to these teacher educators as the ‘interviewed teacher educators’.

In the chapter, we will describe the transition from teacher to teacher education based on the limited research that is available about this topic. If we want to understand the transition from teacher to teacher educator, we have to understand some of the aspects of the work of teacher educators and we will describe the complexity of the work of teacher educators and the fact that they are always a model for student teachers. We will then describe the main challenges of the beginning teacher educators through the self-study, narrative studies and interviewed teacher educators. These challenges include a heavy teaching workload, pressure to engage research, isolation and a clash of ideas and ideals.

Beginning teacher educators do not just face challenges and difficulties; they also experience joys and rewards and these help them to develop their identities as teacher educators. They know about teaching, and this gives them strength to deal with their challenges. Most rewarding, though, is working with students and collaborating with colleagues, and we will describe these aspects of the first years of teacher educators as well. We also discuss if and how beginning teacher educators expand their identity from teacher to teacher educator. As induction for teacher educators is a relatively new idea, beginning teacher educators often have to organise their own networks of support (see Chapter 7). We conclude this chapter with some suggestions for beginning teacher educators on how to organise this support to survive and thrive in the first years as beginning teacher educators and on how to improve and enhance their work and lives as teacher educators.

## Transition from Teacher to Teacher Education

Murray & Male (2005, p. 126) distinguish between teachers who practice ‘first-order teaching’ and teacher educators who practice ‘second-order teaching’: ‘Teacher educators induct their students into the practices and discourses of the school and of teacher education.’ This means that teacher educators not only need the knowledge and skills to teach their subject, but they also need knowledge and skills about the education of teachers. The work of teacher educators demands new and different types of professional knowledge and understanding, including

more extended pedagogical skills, than those required of classroom teachers. In this respect, many beginning teacher educators are expert teachers who become novices in their new profession as teacher educators. Novice teacher educators are often good teachers of the first order, but they may lack the knowledge that is needed to be good teachers of teachers; in other words, they may lack the knowledge and skills to practice second-order teaching (Acker, 1997; Guilfoyle et al., 1995; Knowles & Cole, 1994). Teachers who become teacher educators need to change or expand their identity as teachers into that of teacher educators working with adult learners. Research on teachers making the transition to teacher education shows that the transition process is often experienced as stressful, with new teacher educators reporting the need to establish new professional identities as teachers of teachers and to develop new areas of expertise (see, e.g., Boyd, Harris, & Murray, 2007; Murray & Male, 2005).

The limited research available suggests that the majority of teacher educators need between 2 and 3 years to establish such professional identity and the process can be both stimulating and difficult. Murray & Male (2005) doubt whether all teachers who start to work in teacher education will be able to make that change. There will always be teacher educators who derive their identity from being former teachers in primary or secondary schools or being academics. Teacher educators who are not able or willing to make this transition often have a negative attitude towards research and identify more with schools and pupils than with the professional issues and concerns of teacher education. This becomes visible because they want to teach their subject content knowledge as such, thus teaching it in a ‘first-order’ manner without necessarily adapting it for the teacher education context. The reason may also be that teacher educators find it hard to give up, at least partly, their strong and positive identity as teachers or academics for an identity that is unknown and unsettling for them. The critical discourses used and capacity to reflectively critique current school practices, along with the ability to theorise about the social, political and economic contexts and changes in education, are elements that can be a challenge to beginning teacher educators.

## The Work of Teacher Educators

Research on the work of teacher educators (such as Perry & Cooper, 2001; Guilfoyle et al., 1995; Cooper et al., 1999) characterises it as multi-layered and complex work that is often fragmented and at times quite disconnected. Teacher educators are not only responsible for teaching their students, but indirectly also for the teaching of the pupils who will be taught by their student teachers. This makes the work of teacher educators socially complex: ‘We have a moral obligation to all participants: the student teacher, the co-operating teacher, and the student in the classroom. On top of that teacher educators collaborate with other faculties (like science, languages, arts, geography and history) about the content of the curriculum, they work together with school boards and all kinds of institutes and institutions related to teaching’

(Guilfoyle et al., 1995, p. 37). Teacher educators have their own views on good teaching, but have to take into account the sometimes different views of their student teachers, the mentors in the schools and of the management of the schools. Moreover, the politics of education and national and international debates about teacher education have a great impact on the work of teacher educators. In short, teacher educators do their work in diverse and complex social and cultural environments in which many players have their own agendas and justifiable goals.

An important aspect of the complexity of teacher education is that teacher educators have to build three sets of relationships. Teacher educators have to build a relationships with their adult students. Although they are experienced teachers with primary and/or secondary pupils, the relationship with young adults, and often mature age students, is quite different. At the university, the teacher educator is the teacher/lecturer for the student teachers, and in the schools, he/she is their supervisor, advisor, and a person who empowers and supports them in their practices of classroom teaching and other aspects of their professional work as teachers. Teacher educators also have to build a relationship with their new colleagues in the teacher education institutions and with many other university workers. Additionally, teacher educators have to build a good relationship with the staff in the schools where the students are undertaking their professional practices. In the school settings, there are various people who are involved in the education of the student teachers: the headmaster/principal, the mentor teachers, other teachers and other functionaries in school such as specialist teachers, parents and other members of the community. It is even more complicated and demanding when a teacher educator wants to build relationships with those working in professional development schools (Teitel, 2003). Beginning teacher educators have to gain an insight in this multi-layered and complex context and find their own identities, place and space within the teacher education context.

The work of teacher educators is especially complex because they have many and varied tasks. They are usually expected to teach student teachers, supervise their students in schools, collaborate with mentors, design parts of the curriculum for their institutions, supervise research or thesis writing of their students, and many have to do research and publish in reputable journals. When finding the time, they study and work on their own professional development and academic learning. In their study on teacher educators, Perry and Cooper (2001) highlighted metaphors of teacher educators, and Myra used the metaphor of being a traveller overloaded with ‘luggage of all shapes and sizes’, Ruth described a ‘maelstrom of rapidly tumbling kaleidoscope pictures’ and Margaret wrote about ‘being a swimmer in cold and deep water’.

Inherent to the work of teachers of teachers is that they always serve as models, good or bad, for the student teachers. It is taken for granted in the literature that teacher educators should be able to ‘teach as they preach’ and that they should be a good model for their student teachers. Most authors (Loughran & Russell, 2002; Lunenberg, Korthagen, & Swennen, 2007; Wood & Geddis, 1999) agree that ’modelling’ is important but modelling alone is not enough. Student teachers who observe teacher educators who model good teaching may not be conscious of the intentions of the teacher educators. They may appreciate the teacher educator as a good teacher, but it is left to the individual student teacher to find out what good practice

or theory the teacher educator is modelling. It is, therefore, important that teacher educators not only model good practice or theory but also communicate explicitly with their students about their own learning and teaching (Swennen, Lunenberg & Korthagen, 2004).

## Challenges of Beginning Teacher Educators

The experiences of beginning teacher educators bear a remarkable resemblance to those of beginning teachers (see Fuller & Bown, 1975; Veenman, 1989); Knowles & Cole, (1994), but not all challenges are comparable; some challenges are characteristic for teacher educators (see, e.g., Smith, 2005).

Beginning teacher educators work as hard as beginning teachers, not in the least because they have a new job in a new environment and much of their work is new and difficult for them. One of the interviewed teacher educators stated: 'As a novice teacher educator you have to do everything. I have to start all over again. I'm curious what colleagues think about me.' The interviewed teacher educators also mentioned that preparing lessons, assessments and exams was time consuming because they wanted to do their job well. Especially when they compared themselves to teachers in other departments of the university, the self-study teacher educators reported that they have to teach more hours and have more student-related tasks: 'I can feel the stress of working here taking effect. For me, and I suppose for many others, stress shows its effects in health problems (Knowles & Cole, 1994, p. 38).

The self-study and narrative study teacher educators also mentioned time constraint in relation with the need to publish and do research. They constantly feel the burden of a heavy teaching load and limited time to undertake research. From the research, we learn that especially female teacher educators find this combination very difficult: they report being expected to take more responsibility than men for the well being of their student teachers and, compared to their male colleagues, report that they are given more teaching and supervising duties at the cost of research time (Dillabough & Acker, 2002; Cooper et al., 1999; Cooper, Ryan, Perry, & Gay, 1998; Ducharme, 1993).

The word 'isolation' seems to be the most characteristic feeling that teacher educators experience at the beginning of their career as teacher educators (Murray, 2007; Zeichner, 2005). Several of the interviewed teacher educators felt that they had to find their way into teacher education without much support from their colleagues or management and that in this respect, too, they resembled beginning teachers: 'I felt undervalued, because no one recognised that I was a beginner. Like the teachers that I teach, I had to find out everything by myself.' A narrative study teacher educator reported (Ling et al., 2000) 'Sometimes I feel like I have been thrown in at the deep end of the pool.' Another reported (Ling et al., 2002): 'It's that feeling of isolation, that you are actually on the edge of this community and the community goes on without you.' But it is not just the lack of support to find one's way around, but it is also difficult for beginning teacher educators to find people with whom they can share their ideas about education, as the self-study teacher educators

report frequently: 'As yet, I haven't connected with anyone who engages in thinking and research interests similar to me. I am sure they're out there (probably only two or three doors away), but where?' (Knowles & Cole, 1994, p. 36).

Most of the teacher educators in all groups involved in this study have been schoolteachers for quite some time before they became teacher educators. They entered teacher education at different stages in their careers and for different reasons, but each of them brought with them a wide range of experience in teaching and some studied for years for a Master's or PhD diploma in their subject area or education. They started teaching in teacher education full of idealism, but many of them experienced a clash of ideas and ideals between themselves, their students, their colleagues and the administrators in their institutions. Especially the self-study teacher educators sometimes felt that their own ideas and ideals differed from those of their students, and this gave them the feeling of not being able to reach their students: 'We foster ideas of teaching and learning often not evident in the schools where our students learned or where they will observe and teach. Our students bring with them mature beliefs about teaching and learning that tend to be more congruent with their past experiences than with the ideas we are asking them to consider' (Guilfoyle et al., 1995, p. 37). Some of the interviewed teacher educators are disappointed about the students who are not as motivated as they want them to be: 'One of my biggest challenges is the lack of motivation. The profession of teaching is not highly valued in Lithuania, and many of my students have no intention of even going into that field. They're here for the diploma.'

The self-study teacher educators report frustration about being unable to act upon the skills, knowledge and ideas because of restraints by colleagues and management: 'The faculty had agreed to teach courses in a uniform way, and I began by team teaching with another faculty member. While we had a good relationship, I felt that little I had or knew was of value here. My expertise as a teacher of English and as a student of English language, human development, learning and qualitative research was for the most part ignored' (Guilfoyle et al., 1995; see also Ducharme, 1993). Teacher educators often recognise the irony of this: teacher education institutions are not always in the forefront of educational innovation, and beginning teacher educators sometimes feel trapped between their own ideas and beliefs, the ideas, beliefs and needs of their student teachers and the ideas and belief of their colleagues and the management of their own teacher education institutes. The narrative study teacher educators suggested that part of their idealism stemmed from 'their freshness, their innocence, their lack of awareness of the politics of corporate universities, and their passion for their discipline area.' Because beginning academics do not have to become embroiled in the politics, they may be more able to fulfil their ideal as an academic (Ling et al., 2000).

## Learning to be a Teacher Educator

As mentioned before, teacher educators bring with them a wealth of teaching experience, mostly as secondary or primary schoolteachers and beginning teacher

educators recognise this experience as one of the main sources they can rely on during their first years in teacher education. They know how to teach and they are used to working with groups of students (albeit of a different age) and they know how to prepare their lessons: ‘From the beginning we knew how to construct curriculum, carry out evaluation, use a variety of teaching strategies, and counsel students’ (Guilfoyle et al., 1995, p. 36). This is also reported in almost the same wording by several of the interviewed beginning teacher educators: ‘I have a very strong practical and theoretical background’ and ‘I have practical knowledge from twelve years in the field and it makes me more flexible and more able to adapt myself to different situations.’

Being a good teacher is not all beginning teacher educators have to offer. Some teacher educators who have been teachers rise above the micro situation of their own classrooms. As a result of academic study (e.g. an educational Master’s study) or their position in school (as supervisor of student teachers or as manager), they are experts about education and teaching. This knowledge makes them aware of the fact that their work is multi-layered and complex: ‘My greatest advantage is my experience from my role as a supervisor and trainer in the ministry of education.’

One of the things that is most rewarding to teacher educators is teaching and supervising student teachers. Not surprisingly, beginning teacher educators reported that they learned a lot from teaching and supervising student teachers, by teaching and reflecting upon their own teaching: ‘I have to say simply that I learned to teach teachers by doing it. Just as quilters learn to quilt I learned to teach teachers by teaching. I became familiar with my own comfort levels as well as those of students. I discovered what worked for me as a person responsible for the learning as well as the interest levels of the students involved’ (Guilfoyle et al., 1995, p. 47). A narrative teacher educator reported ‘I find that student contact takes up quite a lot of my time but I love that side of it. I think that I have reached my ideal by getting this job’ (Ling et al., 2000).

Seven of the 11 interviewed teacher educators reported the support of an officially appointed mentor, but none of the self-study authors or narrative teacher educators mentioned this. The help of a mentor seemed to be most effective when the mentor and beginning teacher educator had the same ideas about teaching or when the mentor held a powerful position within the institution: ‘My mentor was well accepted socially and had a strong position within the staff. That is why she could give us better support during our socialisation process. She was something special. She had a combination of supporting us without dictating what to do. She left a lot of space for freedom and choice.’

However, beginning teacher educators all report that they learned the most from their colleagues. Some of the interviewed teacher educators were lucky enough to find colleagues to share their concerns with: ‘On Monday after my lessons I often went to Paul to talk. We first let off steam. Then we discussed the lesson plan and talked about where it went wrong and we elaborated on that. After that we thought about ideas to improve the next lesson. These talks were a big support. I was able to improve my way of teaching for the next lesson. I sometimes started the lesson with the results of my talk with Paul. I asked the students for example: ‘I have the

feeling that you did not learn enough during the last lesson. What do you think?' That worked very well.'

As the self-study teacher educators became more acquainted with their university, some teacher educators also found support from colleagues who shared their views from outside their own department. And so, slowly but surely the teacher educators expanded their professional network, and this increased the joy in their work: 'A major breakthrough! In a conversation with one of my colleagues the other day, I happened to mention, just in passing, that I was interested in field-based research and teacher development. With a somewhat perplexed look she suggested that I talk to the chairperson of one of the other divisions of the faculty (...). And lo and behold, it was like the door opened to a whole new world – people who speak the same language, and who have the same ideas and perspectives on teacher education and research' (Knowles & Cole, 1994, p. 37).

What may beginning teacher educators expect for their future and will all their efforts be rewarded? Some frustrations remain. Frustration about students who do not apply what the teacher educators hoped they learned. Lack of time and conflicting demands between research and teaching duties are very persistent over time, as the studies show. Female teacher educators, especially, feel more isolated and frustrated about the fact that they get (and take) more teaching and supervising duties than their male colleagues. Beginning teacher educators have to show a lot of initiative and have to possess a great amount of perseverance, but in the end it is worthwhile. 'Exciting and fulfilling' is how the experienced teacher educators described their work in the study of Ducharme (1993). They like their students, they love watching them grow and find pleasure in supervising the development of their students. And most of all, they enjoy teaching. As one of the narrative teacher educators, Rowena discussed the metaphors she uses and her pleasures in teaching: 'Sometimes when I come here I just can't see the forest for the trees and I flounder, but I ... [like to] know what I'm doing and I'm quite passionate about what I do. There have been times when the garden is really weedy and it's just all over the place and then when you get this really nice period where it is stable and you haven't got any marking and there's no student anxiety, there's flowers growing' (Ling et al., 2002).

## How Did These Teachers Experience the Transition from Teacher to Teacher Educator?

The limited set of self-studies, narrative studies and the small number of interviews that were presented in this chapter demand that we must be careful while drawing conclusions. However, we learned that the interviewed teacher educators who were in the middle of their induction period hardly referred to themselves as second-order teachers or teacher of teachers. We can only speculate about the reasons for this. Perhaps the first years in teacher education are so stressful that beginning teacher educators rely on their abilities as teachers and they have neither sufficient time nor

enough peace of mind to reflect on themselves as teacher educators. As we learn from this chapter, teacher education institutes are not always supportive of the professional development of the beginning teacher educators; let alone their development from teacher to teacher educator. If institutions do not support the transition of teachers into teacher educators, how can we then expect of novice teacher educators to make this difficult transition during a stressful period?

Although far from feeling that they had reached all their goals, in the end the self-study teacher educators felt that they had become teacher educators. But how? What did they do to develop as teacher educators? The teacher educators described some very powerful activities they were engaged in and that, consciously or unconsciously, aggregated their own development. One of the most important activities was communicating with others – junior and senior colleagues, student teachers, colleagues, colleagues from other faculties, members of teacher education professional associations, friends and, of course, the people they are involved with in their research and publication activities.

Important in most teacher education programmes is reflection – student teachers reflections on their teaching, on their academic reading, on their conversations with others, on their observations of others teaching, on what student teachers do and need, as well as on their own needs. Writing for and to each other is mentioned as an important means to engage in reflection. Their involvement in research also helped the teacher educators to develop their knowledge, skills and abilities – perhaps not so much with the traditional research approaches, but action research, collaborative research with teachers and self-study research (see also Loughran & Russell, 2002 and Chapters 13 and 14 in this book).

The teacher educators acknowledge that despite the similarities, there are also differences between the concerns of beginning teacher in primary, secondary and even higher education and that of novice teacher educators. Their transition from teacher to teacher educator is not just a change in working conditions and acquiring new skills and new knowledge, but also in the way of thinking about one's own teaching and a change, or at least an expansion, of one's identity as teacher into that of teacher educator: 'I'm beginning to think differently about how we've conceptualised our experiences as beginning professors. We attributed our difficulties, frustrations, uncertainties (and yes, joys too) to our newness and likened our experiences to the beginning teachers we study because they, too, were experiencing newness. But, things have not changed much even though we are not longer very 'new'. And many of our colleagues, some far from new, can match our stories. Could it be that our experiences have more to do with being in transition and less to do with being new?' (Knowles & Cole, 1994, p. 49). In summing up the concerns of the narrative teacher educators, it can be argued that the issues for classroom teachers as teacher educators revolve around the adoption of an appropriate teaching style, the ability to theorise about the social, political and economic context of education and the ability to reflectively critique existing school practices (Ling et al., 2002).

This transition is a difficult and complex process, which under the best of circumstances takes a lot of effort and time. The stories of the teacher educators who reported about their own development show us that they succeeded to expand their

identity with the greatest effort and that they used a variety of tools and activities. No one told them that they had to become teacher educators and their activities were meant to cope with the difficulties they encountered and the ideals they wanted to fulfil. In the course of that process, their image of teacher education and that of themselves as teacher educators changed and they had to find new words and metaphors to describe themselves: ‘My current image of myself as teacher educator builds more directly on the underlying image I discussed initially and removes me as awkward tap dancer from the centre stage. This is the image of teacher education as a solution to the three person problem: the teacher educator, the future teacher, and the student of the future teacher. In this representation, the teacher educator is responsible for teaching a student who will become a teacher of students and has simultaneously a moral obligation to both. With the emerging of this image, I saw myself most clearly as a teacher educator. I also found voice and ways to respond to this image in my academic life’ (Guilfoyle et al., 1995, p. 48).

## Suggestions for Beginning Teacher Educators

As we have seen, becoming a teaching educator is a demanding job and the transition from teacher to teacher educator can be rewarding but also stressful, and beginning teacher educators need various layers of support and encouragement. As we learn from Chapters 2 and 7, the induction of teacher educators is virtually non-existent. There is one exception: the MOFET institute in Israel. This institute is unique as its focus is on the professional development of teacher educators and one of the goals is to induct beginning teacher educators into the work of teacher educators. Their research, conducted among the beginning teacher educators that they support (Shagrir, 2007), confirms the analysis of the literature and the interviewed teacher educators. Beginning teacher educators want to develop their knowledge and skills as teacher educators:

- Professional knowledge, language and skills – learning the language of the profession.
- Solutions for personal problems and difficulties that arise in practical work.
- Information about research, theories and existing approaches in the world of teacher education.
- Professional confidence.

And beginning teacher educators want to improve their work with student teachers:

- Develop teaching skills for the everyday work as teacher educator.
- Develop guidance and supervising abilities.
- Develop an individual teaching style.
- Develop an identity as teacher educator.

The results of the MOFET research show that beginning teacher educators want to learn in a support group in which they can share their problems with colleagues and get feedback and reflect with others. They also want to talk and reflect with more

experienced colleagues, and they would like to collaborate with beginning and experienced colleagues in and outside their own institute. The suggested methods may seem easy, but they are still unusual in the context of higher education, especially universities, and it takes strength and courage to organise your own induction.

Based on this chapter, it is quite obvious that except for Israeli teacher educators, most beginning teacher educators will have to organise their own induction support. We now summarise some of the possible activities that beginning teacher educators may want to get involved in to facilitate their transition to teacher educators.

First, ask beginning and experience colleagues to work collaboratively on the preparation of lessons, assessment and curriculum development. In this way, beginning teacher educators can develop the knowledge and skills they need to teach, nurture and assess the student teachers, which is, after all, the core responsibility of teacher educators.

Second, exchange visits with other beginning and experienced teacher educators and discuss your teaching and learning in a safe and supportive learning environment using feedback methods cooperatively. This will improve your teaching and help you find your own teaching style. It may also help you to improve your supervision skills, because you will further develop these skills if you give feedback to other beginning teacher educators.

Third, create your own support group of colleagues who want to expand their identity from classroom teachers to teacher educators. Most teacher educators value working in a community with other beginning teacher educators to exchange ideas, expand their knowledge, study together and, very importantly, to share their experiences with each other to explore solutions for their problems and concerns that will fit their needs and suit their own particular work contexts.

Fourth, get involved in research with colleagues in, across or outside your institution, for example, self-study, narrative study or using alternative approaches, to understand your own development as a teacher educator or any other aspect of being a teacher educator.

And finally, as a narrative teacher educator summed up, ‘For me I think it’s that sense of belonging to a work community, particularly if you’re in transition, I see that as quite important. Feeling part of a community, having a forum for discussion and information and being able to access resources and administrative assistance is central for all beginning teacher educators’.

## References

Acker, S. (1997). Becoming a teacher educator: Voices of women academics in Canadian faculties of education. *Teacher and Teacher Education*, *13*(1), 65–74.

Boyd, P., Harris, K., & Murray, J. (2007). *Becoming a teacher educator: Guidelines for the induction of newly appointed lecturers in initial teacher education.* The Higher Education Academy/ESCalate.

Cooper, M., Ryan, M., Gay, J., & Perry, C. (1999). Responding creatively to challenges in teacher education: Four women teacher educators tell their stories. *Asian-Pacific Journal of Teacher Education*, *27*(2), 143–158.

Cooper, M., Ryan, M., Perry, C., & Gay, J. (1998). *Our journeys in teacher education: Using narrative to understand the lives of women teacher educators*. Paper presented at the American Association for Research in Education (AERA) Conference, San Diego, 1998.

Dillabough, J-A, Acker, S. (2002). Globalisation, women's work and teacher education: a crossnational analysis. *International Studies in Sociology of Education*, *12*(3), 227–260.

Ducharme, E. (1993). *The lives of teacher educators*. New York: Teachers College Press.

Fuller, F. F., & Bown, D. (1975). Becoming a teacher. In K. Ryan (Ed.), *Teacher education*, *74th Yearbook of the National Society for the Study of Education, Part II* (pp. 25–52). Chicago, University of Chicago Press.

Guilfoyle, K., Hamilton, M., Pinnegar, S., & Placier, M. (1995). Becoming teachers of teachers: The path of four beginners. In T. Russell & F. Korthagen (Eds.), *Teachers who teach teachers* (pp. 35–55). London: Falmer Press.

Knowles, J.G., & Cole, A.L. (1994). We're just like the beginning teachers we study: Letters and reflections on our first year as beginning professors. *Curriculum Inquiry*, *24*(1), 27–52.

Ling, L., Ling, P., Burman, E., & Cooper, M. (2000). *The changing nature of academic work.* Keynote address to the Association for Teacher Education in Europe (ATEE) Barcelona.

Ling, L., Burman, E., Cooper, M., & Ling, P. (2002). *Teacher educators: Sown, grown cloned, or honed?* Paper presented at the Association for Teacher Education in Europe (ATEE) conference, Warsaw.

Loughran, J. & Russell, T. (Eds.) (2002). *Improving teacher education practices through self-study*. London: Routledge-Falmer.

Lunenberg, M., Korthagen, F., & Swennen, A. (2007). The teacher educator as a role model. *Teacher and Teacher Education*, *23*(5), 586–601.

Murray, J. (2007). Countering insularity in teacher education. Academic work on pre-service courses in nursing, social work and teacher education. *Journal of Education for Teaching*, *33*(3), 271–291.

Murray, J., & Male, T. (2005). Becoming a teacher educator: Evidence from the field. *Teaching and Teacher Education*, *21*, 125–142.

Perry, C., & Cooper, M. (2001). Metaphors are good mirrors: Reflecting on change for teacher educators. *Reflective Practice Journal*, *2*(1), 41–52

Shagrir, L. (2007). *Building identities as teacher educators – What works?* Paper presented at the AERA Annual Meeting, Chicago, 2007.

Smith, K. (2005). Teacher educators' expertise: what do novice teacher and teacher educators say? *Teaching and Teacher Education*, *21*(2) 177–192.

Teitel, L. (2003). *The professional development schools handbook: Starting sustaining and assessing partnerships that improve student learning.* Thousand Oaks, CA; Corwing Press, Inc.

Veenman, S. (1989). Perceived problems of beginning teachers. *Review of Educational Research, 54*, 143–178.

Velzen, C., van, Klink, M., van der, Yaffe, E., & Swennen, A. (2008). *The induction of teacher educators*. *The needs of beginning teacher educators*. Paper presented at the ATEE conference, Brussels.

Wood, E., & Geddis, A.N. (1999). Self-conscious narrative and teacher education: Representing practice in professional course work. *Teaching and Teacher Education*, *15*, 107–119.

Zeichner, K. (2005). Becoming a teacher educator: A personal perspective. *Teacher and Teacher Education*, *21*(2), 117–124.