Self-Study of Teaching and Teacher Education Practices 15

Judy Williams
Mike Hayler *Editors*

Professional Learning Through Transitions and Transformations

Teacher Educators' Journeys of Becoming

Springer

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Foreword

As I finished reading the essays contained in *Professional Learning Through Transitions and Transformations*, I was reminded of a statement published in 1942: "the first requirement for growth of teachers through any means is that they work under conditions which are favorable to their growth as persons, and that to be a good teacher one must be first of all a good human being" (Giles et al. 1942, 231). The authors whose work is presented in *this book* are good human beings.

Each author was charged with portraying their sense of themselves as teacher educators, of how their identities developed and changed over time and to write in ways that promised to connect with potential readers, likely aspiring teacher educators like themselves. Not an easy assignment, as Ovens comments in his chapter. The promise, as noted in the introduction, is that readers will encounter several "varied and interesting professional journeys" to becoming a teacher educator. Initially, I began reading to identify chapter themes with the intent of offering a little orienting commentary. Soon, however, this plan gave way. Noting shared themes, the frequent use of terms like "quest" and "journey," and cross chapter patterns of interaction and relationship, I recognized the signs of the hero/heroine narrative (Campbell 1972).

Among teachers, countercultural narratives often take one of two forms, the hero/heroine or the victim. Victim narratives sometimes prove rather irritating because they may bring with them an implicit claim to protagonist moral superiority born of seemingly unjust suffering. The danger of hero narratives is that they may seem self-serving, presenting blatant claims to various forms of superiority. Yet, when well crafted and authentic, hero narratives hold the potential for inspiring readers and listeners to recall lost commitments and faded ambitions and to reclaim themselves as authors of their own destinies. Moreover, hero narratives hold the potential for helping readers and listeners to reimagine themselves as better than they are or thought they might be and thereby suggest that they, too, can act heroically. When realizing these aims, hero narratives offer hope during difficult times as they speak of the power of human courage and of goodness, of our capacity to engage in and carry out worthy but difficult tasks, and of our embeddedness in and

obligation to one another's well-being. Such embeddedness underpins the many positive events of life identified by the authors as crucial turning points in their growth as educators, moments often thought of as merely matters of chance but seemingly not experienced as chancy.

The outlines of the hero narrative will frame the discussion of the chapters that follows. The story begins with the hero or heroine situated in his or her life but feeling uneasy, perhaps tugged by competing opportunities or claims. Something then happens, and a call is felt either from within or forced from without. There is a need to change. Often the need engenders fear and resistance, a recoiling and withdrawal into set patterns and comfortable actions. Yet, the hero or heroine remains unsettled. To face fear, and develop courage, a mentor enters, someone who is found to be a fellow traveler who is trustworthy. The hero or heroine turns away from the world he or she has known and risks the self and is tested. Allies are found. A great fear is faced and overcome and a reward obtained. The heroine or hero returns home changed and in some sense purified. This is the general outline of the hero narrative. Now, to the chapters.

Unease, Being Tugged

Sources of unease run across the chapters and sometimes locating the sources took considerable author time and effort and sometimes what seems like dumb luck. As a beginning teacher educator, Russell had "no idea that [he] talked so much…[when teaching and] never imagined it would be so hard to reduce how much [he talked in his] lessons." A "dilemma" emerged, but he was reluctant to seek help: "my new colleagues in pre-service teacher education seemed to be outstanding experts with no teaching problems at all, so much so that I was reluctant to approach any of them and admit that I might need assistance." A strong theme across Russell's chapter is the need and difficulty of unlearning, of the need to challenge what is taken-for-granted about teaching and learning, self and other, and this requires making explicit what is tacit, a project that has long been central to my own work (see Bullough et al. 1991, chapter 10; Bullough and Gitlin 1994) as it is to the editors and authors of *Professional Learning Through Transitions and Transformations*. Reading helped Russell, particularly the writings of Schön and his discussion of the nature of reflection and problem framing, and, like all the chapter authors, he turned toward the study of his own practice, seeking to unpack his experience to better understand what was wrong and what he might do about it. Along the way he learned the importance of listening, and listening carefully, to what his students were saying about their experience of his teaching and through attentiveness to his students he deepened his knowledge about himself and teaching.

The Call

Bullock describes straddling two worlds, education and physics and not being fully at home in either, "Janus-facing disciplines." Sitting in a methods class taught by Russell and being invited by Russell to engage with him in the study of his practice sharpened the tensions Bullock was feeling, the sort of tensions common when moving from adolescence to finding place as an adult. Like Russell and with his guidance, Bullock turned to Schön's work for help "naming and challenging prior assumptions" that shaped his pedagogy, eventually he turned to self-study and became an "educationist." Russell and Bullock became critical friends. Early, before fully embracing the journey to teacher education, Bullock, with Russell's encouragement, turned to journaling as a means for clarifying his experience and locating and naming sources of tension. This too is a theme that cuts across several of the chapters: Journals, part of what might be thought of as personal teaching texts (Bullough 1993), provided stable data useful for reflecting on the trajectories of self over time, what one is at one moment and what one is becoming in the next, and in relationship to idealized visions of oneself. Disciplined journaling enables treatment of the self-as-subject, inviting encounters with the self while encouraging fresh interpretations.

Like Bullock, Ritter also experienced a kind of double-mindedness. Ritter traces his development as a teacher educator through a series of 11 self-studies. Like most of the other authors, he struggled to unlearn what he thought he knew about teaching and learning and teacher education, beginning with a story of his family and upbringing. As Brubaker and Ritter demonstrate, biography stands behind and informs all teaching. Ritter states, "My education led me to believe that the way things were in the world was just fine" so he taught as he had been taught. His students, however, forced him to realize that "the type of education I had received was not going to work with [them]." He writes, "I remember not being sure what to do, or where to turn for help." Overtime, and in graduate school, he began to unpack the "folk theories" that informed his practice and, through journaling, he turned inward and began remaking himself, shedding "certain default assumptions about education."

Fear and Resistance

Recognizing something is not quite right or not fitting does not necessarily lead to embracing the need for change. Across the chapters, some authors responded to the call, particularly when it originated in one or another strong external force and came as an imperative for change, by recoiling and resisting for a time. Others flowed into what was sensed as an opportunity or recast their journey seemingly without losing

a step. Both Berry and Forgasz describe their experience of fear when first "stepping into the teacher educator role [which] felt scary and stressful." Each doubted her ability because of not having a "particular kind of expert knowledge." Forgasz states that she felt she had "no right to be [at the university], and nothing of value to offer." Fortunately, they found each other, took courage, and began to support one another as they moved into the teacher educator role. As they did so, they began "encountering [themselves] in new ways" and were transformed from teachers into teacher educators.

Resistance is apparent in Ovens' hero narrative, starting when he was a teacher: "I questioned the need to fitness test all my students. I doubted the validity of the tests we were using… I started to explore other ways that my students could examine their health profile and level of physical activity." He was supported in these efforts by Garbett, his spouse, "an inspiration, critical friend, source of ideas," just as she supported his resistance. Facing the rise of neoliberalism and a changing policy context, Loveless worked with colleagues to create open spaces that supported their learning where her work could still be "fun." She writes, "Teacher educators have been, paradoxically, both compliant and resistant. We have answered back and made new worlds, 'refracting' reform through the narrative capital of our life histories and values in teaching." Garbett, like Brubaker, reports that her experience as a teacher education student was profoundly negative. Based on this experience, she believed that "subject content knowledge was more important than professional subject knowledge for my secondary student teachers." As a teacher educator, she told stories of her own science teaching. A change of institutions which led to the expectation that faculty engage in research forced her to "re-evaluate [her] ideas about teacher education." With the help of a colleague, also new to the institution, she came to understand that a "teacher educators' role was different from being a science education teacher who taught in a teacher education programme." This realization signaled a fundamental change in her identity. The story could have ended in tragedy, a failure to obtain tenure. However, acting heroically, she began working to create space within the institution for institutionally unfamiliar forms of research more fully supportive of teacher and teacher educator development. Still, she seems torn by her move into research: "I feel the pressure to be more competitive with my peers, claim more recognition for joint efforts and to assert myself in a team as the leader." Brubaker came to think of traditional, what he characterizes as "authoritarian," teacher education practices as a form of "imprisonment," as an enemy to be resisted and overcome. Elliott-Johns' narrative offers an example of a teacher and teacher educator who through "courage," "tenacity", and the ability to form "positive, rich, collegial relationships" flowed into and made opportunities to learn and to grow as a teacher and teacher educator. In contrast to Garbett and Brubacker's stories, Elliott-Johns studied teaching in an "excellent teacher education program" that was located in a beautiful and life-affirming setting, Trent Park. Since Trent Park, teaching has been an adventure that has taken her across nations and climes, and despite occasional difficulties with employment that forced her to take one rather than another road, she has continued to believe that

while "Transitions and change often seem to get a bad rap…I do not subscribe to a view that necessarily sees these as threatening or scary." Wherever she has landed in her journey, Elliott-Johns has settled in and made a space for learning about and improving her teaching; along the way she has become a self-study researcher.

Finding Help

The importance to learning and especially to unlearning of mentoring and of collegial and caring relationships runs across every chapter. Bullock was led to Russell and Russell engaged Bullock. Jara engaged Russell. Berry sought out Forgasz, and, after a bit of hesitation, a shared journey began. Ovens and Garbett married and walk their dogs and talk about teaching. Kitchen and Bob Fitzgerald, a teacher, formed a "collaboration" and as a result Fitzgerald's teaching dramatically improved and Kitchen's understanding of teaching was transformed. Maggio became the student and then colleague of Jara, and both changed as a result, Maggio becoming a teacher educator who happens also to be an educational psychologist. Both have worked to build and extend supportive "pedagogical networks" that extend the community of educators who are actively engaged in the study of their practice. As Kitchen observes and each chapter illustrates, for such relations to form there must be receptivity and reciprocity. Senese was surprised to find at a self-study conference an entire community of "oddballs" that found value in his work. Help also came in the form of what John-Steiner (1985) called "distant teachers," teachers who are no longer living. John Dewey, Carl Rogers, Donald Schön, among others, served and serve this function for the authors and continue to strengthen and expand their imaginations and inspire courage, that things can be different from how they are.

Being Tested

Across the narratives, the authors report various tests of themselves and of their becoming a teacher educator. When Russell's faculty voted to move away from an experiment that involved "experience first" he was amazed and angered and then forced to reconsider and redirect aspects of his journey. Brubaker reports teaching a first class where he sought to enact his understanding of democratic teaching and encountered resistant students and faced the temptation to question his belief that in classrooms "democratic associations [can] flourish." Encountering student passive resistance to his efforts at engagement, he was forced to realize he was "unable, overnight, to de-socialize…students from how they had learned to operate in classes while also socializing them to a different reality." Students also need to unlearn. The result was a "complete letdown" and a rethinking of his practice but not his commitment to democratic teaching.

The Hero/Heroine's Return

Each of the chapters illustrates aspects of the hero or heroine's return. Having been tested, the authors share what they have learned that they think will be of worth to readers, future colleagues in teacher education. Kitchen offers a theory, Senese offers three "axioms," and most offer advice. But perhaps the most precious offering is simply the stories themselves which are hopeful even as they are sometimes painful, but then, heroic stories always involve dangerous encounters. So does learning. So does border crossing, when moving from one way of being and community of practice, that of teaching, to another, that of being a teacher educator.

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Contents

Chapter 1
On the Journey of Becoming a Teacher Educator

Mike Hayler and Judy Williams

Introduction

As editors of, and contributors to this collection, we invite you to share in the personal and professional narratives of a diverse group of teacher educators, as they take you through their unique and thought-provoking journeys of professional becoming. This book arose from discussions of our own journeys from primary school teacher to teacher educator, coincidently in our own alma maters, where we undertook our initial teacher education, many years before. We met at the 7th Castle Conference, hosted by the Self Study of Teacher Education Practices (S-STEP) Special Interest Group (SIG) of the American Education Research Association (AERA) at Herstmonceaux Castle, East Sussex, England, in 2008. There we shared many similar experiences of being primary school teachers, eager to expand our intellectual and pedagogical horizons by undertaking graduate studies, culminating in a doctorate and moving into academia. Over the next 3 years or so, we maintained contact, including visits between our respective universities. As we shared our experiences, we discussed our professional learning as teacher educators, and the challenges and opportunities afforded by the transition from teacher to teacher educator. One outcome of these discussions is this collection of narratives from teacher educators who share their own varied and interesting professional journeys, and contribute meaningfully to the collective wisdom of the profession of teacher education. During our discussions we pondered the questions: What do we wish we had known at the beginning of our transition into teacher education? How can we provide

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important insights into what it means to be(come) a teacher educator in times of political, economic, pedagogical and social change, that would be of value to others, particularly those starting out on their own journeys? The collection that follows is a response to those questions.

Why Collect Stories?

In an appeal to move the field of self-study of teacher education practices forward, Loughran (2010) argued that we need to go beyond stories of individual teacher educators' practice to understand more deeply how teacher educators become teacher educators:

> It is crucial that we do not stop questioning the 'so what' of self-study. There is a need to balance the doing of, and the learning in practice, and going beyond stories is one way of continuing to push the boundaries of teacher education practices in meaningful and productive ways, for ourselves as scholars of the teaching of teaching and for our students of teaching (Loughran 2010, p. 225).

Loughran's concern that producing "just another story about practice" (ibid p.221) puts self-study researchers at risk of being sidelined by the broader educational research community, is echoed by Zeichner (2007) who argued that "unless self-study research in teacher education begins to be taken more seriously as research by policy makers and the broader educational research community, the findings in these studies will continue to be dismissed by those who make policies affecting teacher education programs" (p. 38). Of course, convincing those who make policy to take any form of educational research seriously can be a difficult task when ideological, political and fiscal agendas come to dominate the considerations. Alexander's 'cautionary tale' (2014), for example, illustrates the ways in which policy-led research, rather than research-led policy can dictate the development of primary education in England, where the former Secretary of State for Education summed up his own perspective with one of his signature sideswipes in 2013:

> In the past, the education debate has been dominated by education academics - which is why so much of the research and evidence on how children actually learn has been so poor (Gove 2013, p. 1).

McNamara et al. (2014) bring a number of perspectives on the role of workplace learning together in showing how the political drive towards school-based 'teacher training' in England ignores and contradicts much of what has been learnt from decades of developing school/university partnership and rigorous, practice-based research in the field. In the case of teacher education, as demonstrated in this book, 'education academics' are usually people who have been teachers in school for some time before moving on to work in university-based teacher education. Knowledge and insight gained from reflection and analysis of their own experience of being teachers themselves centrally informs the work they do with those who are preparing to be teachers. Significantly for us and for this volume, the influential

McKinsey Report (2007), which examined 25 school systems worldwide, concluded that generating positive change in education systems needs to be at the individual teacher level and involve: (1) self-awareness of one's own beliefs and practices, (2) gaining understanding of best practice through the demonstration of such practices in authentic settings and (3) high expectations and a shared sense of purpose (McKinsey and Company 2007, p.27). These points resonate throughout this book as all of the accounts and analysis of experience and practice in teacher education which follow demonstrate each of these features. The individual stories contribute to a larger story of the phenomena and the profession of teacher education. Each one provides a first-hand account of how teacher educators' personal experiences of becoming are ultimately not just about their own professional growth, but offer insights into the nature of professional learning for the broader community of teacher education practitioners.

As Zeichner (2007) argued, we need to make connections between such studies of teacher educator professional learning in considering the aims and strategies as well as the institutional and policy contexts of teacher education. While there is a good deal of evidence that teacher educators who conduct self-studies of their own work benefit from the process and become better at what they do (e.g., Russell and Munby 1992; Lunenberg and Hamilton 2008; Kosnick 2008; Kosnick and Beck 2009; Russell and Loughran 2007), it is more difficult to gather data and draw conclusions from the individual accounts in a way that can directly inform the direction of policy and practice. We acknowledge the need to move beyond the stories themselves if we are to contribute towards the knowledge base of teacher education by gathering and presenting the articulated wisdom of analysed experience. We also agree with Davey (2013) in recognising that the narratives offer both the essential foundation of our knowledge about what it means to be a teacher educator, *and*, potentially, an answer to the *so what*? question, derived from the telling and sharing of these stories. Clearly such questions may be answered for individuals on reading the accounts of others. If to narrate one's story is to reframe and understand it and the surrounding context in a new way, then to read the narratives of others allows us to consider our own stories in the wider context and the relating phenomena in a new way. Thus the individual story is always, at least potentially, part of the larger story. While we are bound to find differences as well as things in common within them, and precise generalisations are not possible across a range of locations and contexts, these individual yet connected narrative threads contribute towards a rich tapestry of experience, wisdom and analysis for others to consult wherever they may be on the journey of becoming in teacher education.

Exploring Diverse Experiences of Becoming

The stories of becoming contained in this collection draw on the experiences of a diverse group of teacher educators from a variety of countries – Australia, Canada, Chile, the Netherlands, New Zealand, the United Kingdom and the United States.

Through a narrative inquiry approach, each of these teacher educators has examined their personal professional journeys of becoming, and how transition and transformation have shaped their professional knowledge, identities and practices over time. While most of the authors are self-study scholars, this is not a collection of self-studies. Rather, each chapter is an exploration of how the author 'became' a teacher educator with particular reference to personal and/or professional transitions and transformations. We chose this as the overarching theme of each narrative, and of the book, because it provides a useful lens through which to examine the dynamic and complex nature of professional learning – to explore the twists and turns of professional journeys in diverse contexts and to see how individual teacher educators respond to and learn from critical moments of change or transition. The work of Mezirow (1997) is important here, because self-reflection and learning from change are hallmarks of all professional learning, not just that undergone by teacher educators. Mezirow argued that transformation in professional learning occurs when a person's frame of reference changes to become more "inclusive, discriminating, self-reflective, and integrative of experience" (p.5). He maintained that people transform their thinking through critical reflection on the assumptions held about practice; "We can become critically reflective of the assumptions we or others make… or when we are involved in communicative learning…Self-reflection can lead to significant personal transformations" (p.7). The authors featured in this collection illustrate how diverse transformative experiences can be, but also how the learning taken from these diverse experiences provides valuable insights into professional becoming in a range of social or cultural contexts.

Narrative Inquiry

The stories of transition and transformation presented here illustrate the experiences and practices of teacher educators while informing theoretical understanding of how narrative informs professional identity. Through a range of approaches and from a range of international perspectives, the authors employ narrative inquiry in contributing towards the wider international discussion and debates about the role of teacher education in the early twenty-first Century. Rosen (1993) said that stories live off stories. He argued that:

> Of all the genres learned through language . . . narrative is the genre we are most comfortable with. From a very early age we gather a rich experience of stories and learn more and more how they work, their methods and devices. So in our tellings . . . we use this hidden repertoire. . . . We are all story tellers if only we are given the chance (p. 151).

As Wells (2007) observed, narrative inquiry provides an ideal lens for a detailed examination of the structure and content of a story with its significance in relation to psychological, sociological, or historical frames of reference. The narrative methods in this book illuminate the first-person accounts, while retaining the storied nature of the data. This allows for qualitative analysis of personal experience in

relation to time, social condition, and place which merges life-story into life-history. Through the examination of stories of experience, narrative inquiry provides ways in which these teacher educators construct and develop their knowledge and practice in order to positively negotiate some of the ambivalences and uncertainties of their work. If, as argued by Bruner (1991), Goodson (2012) and Russell and Loughran (2007), identity, learning and pedagogy are each constructed through a self-narrative of lived experience within all its historical, social and cultural contexts, it follows that the experiences of teacher educators offer insight and illumination in this key area of education.

Self-Study Research

Self-study of teacher education practices has increased greatly over the last two decades or so, particularly with the advent of the Self Study of Teacher Education Practices (S-STEP) Special Interest Group within the American Education Research Association. According to Loughran (2004) self-study is an approach to research of teaching practice in order to better understand: oneself; teaching; learning; and the development of knowledge about these (p. 9). The central tenets of self-study research include: concern with the links between the self, teaching practice and student learning; questioning of taken for granted assumptions about teaching and learning; making private reflection public; challenging teachers to deconstruct their practice; the centrality of collegial approaches and support; and a focus on tensions, dilemmas, and challenges (Loughran et al. 2004). Samaras (2011) claimed that even after two decades of research and collaboration, it is still difficult to explicitly define self-study research so that it accurately encompasses all the various approaches, methods, data and interpretations that are evident in the literature. Despite this, she argued that the essential characteristics of self-study research can be described as being: (1) personal situated inquiry; (2) critical collaborative inquiry; (3) aimed at improved learning and teaching; (4) transparent and rigorous research process; and (5) knowledge generation and presentation (pp. 10–11). Despite the wide variety of methods used in self-study, the narrative accounts of learning through self-study and with self-study colleagues presented in this book, are indicative of the value of self-study research in building a body of knowledge about teacher educators' professional identity and practice.

As shown in this collection, the growing body of narrative and self-study research in the field of teacher education is testament to the importance that teacher educators attach to examining their own practice in order to more deeply understand their pedagogy and professional identity, and to share this knowledge with the teacher educator professional community. Evidence of how self-study and the narrative accounts of others do influence and change the perspectives and practice of colleagues near and far away can be seen in the narratives in this volume and in the wide body of self-study in teacher education research, most notably in *Studying Teacher Education*: *A journal of self-study in teacher education practices* published

by Routledge. Many of the authors cite other self-study scholars who have shared their experience and insight. For example, Fuentealba Jara and Montenegro Maggio (Chap. 13), show how Kitchen's research and writing about *relational teacher education* (Chap. 12) has influenced their own work. Bullock (Chap. 3) discusses the influence of the reflexive work of Russell (Chap. 2) in his own development as teacher educator practitioner and scholar. Such dialogical development represents the establishment and growth of an international community of practice of self-study in teacher education as discussed and demonstrated in chapters by Ritter (Chap. 4), Senese (Chap. 10) and Russell (Chap. 2). Hayler and Williams (Chap. 1) are a further example of this development: based on opposite sides of the world we recognised a range of common experiences and dilemmas in our work when we shared our research after first meeting in 2008. Learning from each other we have become close colleagues and collaborators with the aid of technology.

The Aim of This Book

The central questions posed for the authors featured in this book were:

What important changes, transitions or transformations have you experienced in your career?

How have these changes impacted on your professional knowledge, identity and practice as a teacher educator?

As foreshadowed above, the primary aim of this book was to capture the collective wisdom of a diverse group of teacher educators, at different stages of their careers, and in diverse international contexts. Wisdom gained from their experiences of professional becoming can be instructive for teacher educators at any stage of their career, either to support their induction as beginning teacher educators or to enhance their own professional development and renewal at later stages of their career. The narratives contained in this book document the phenomenon of 'constant becoming' in new and diverse professional contexts, and show how becoming a teacher educator is a dynamic personal and professional journey over time. This collection further aims to uncover the complexity and uniqueness that characterizes each individual teacher educator's professional journey, while providing links between the individual stories that contribute to a shared knowledge of the professional learning of this particular group of educators. In doing so, the authors and editors take up the challenge set by Zeichner (2007) and Loughran (2010) to delve more deeply into the stories of individual teacher educator's experience and practice to understand how they arrived at their particular pedagogy of teacher education, and to make connections across the different contexts of practice (institutional, political, inter-national) to contribute more solidly to knowledge about the profession of teacher educator.

Becoming Ourselves

As teacher educators as well as editors of this collection we want to stand as colleagues with the chapter authors, rather than arms-length functionaries who solely ensure that the book production process is achieved. In addition to providing feedback and working with the authors during the preparation of their manuscripts, we wanted to position ourselves as members of the same professional learning community of teacher educators, and to contribute to the intellectual ideas of the book. Our work as editors is firmly grounded in our mutual belief in the value of self-study and narrative inquiry; in a deep respect for the profession of teacher educators; and in a strong desire to make our collective work as teacher educators the best it can be for the children and young people, student teachers and communities that we serve. To that end, we each present a brief personal professional narrative of our own journeys of becoming that enables our voices to be added to those presented in the following chapters.

Mike

I think my eldest son Glen really is to blame. In September 1989 he took me with him on his very first day at school and showed me how things had changed. I was not aware of having considered being a teacher in those years since I 'got out' of school in 1975, but it may have been somewhere at the back of my mind since primary school when I thought that my teacher Mr Marley seemed to be having a good time. I did not have to leave Glen in the playground on his first day and he really was much happier at school than I had been. A door opened that day. I was approaching the end of my undergraduate course at the polytechnic and it was time to think about some paid work again. The computer at the careers department came up with 'teaching' as my most likely career choice, although I had not told the computer that I had been permanently excluded from school in '75. I began the primary Post Graduate Certificate in Education (PGCE) at the same polytechnic in 1990. Fifteen years later I came back to the same rooms at what was now a university and started teaching on the PGCE.

It was being a student on the PGCE that allowed me to believe that I could be a good teacher and enjoy it, but I never did completely get rid of the feeling that someone might come into the classroom and ask me what I was doing there and tell me to leave. I saw the ways in which pressure and stress as well as values are passed down the line from politicians to children and the part that teachers can play in that process. I was able to research, examine and write about this in my part-time MA and the Doctoral studies but I never did manage to change it within my own situation. I took on some part-time initial teacher-education work at the university teaching a module about inclusion. It seemed to offer the perfect combination of ideas into practice that I had been struggling with and I thought I knew what I wanted to do for a job at last. When I started a full-time job in the school of education at the

university it felt like coming home. But coming home is often a mixed experience and it did not work out for me this time. I had the unusual experience of becoming less confident the longer I worked there and I felt less and less authentic as the months went by until it felt as though the scales had tipped and I could not enjoy the parts of the job I had loved at first. There seemed to be even less time to think and to reflect upon things although I was in the habit of doing that now. After 3 years I knew I had to leave. That year I came to self-study while working on my doctoral thesis about teacher educators. I wanted to consider my own experience of education. I found Laurel Richardson and her work on writing as a method of enquiry waiting for me with Russell and Mumby's collection on self-study and I started writing my own story. One morning in 2008 I set out for a castle not far from where I live in Sussex to meet the S-STEP scholars and find my way back to teacher education. This time it would be different.

Judy

I sat at the study table, settling into another round of analyzing data, drafting chapters and generally despairing about my ability to complete my doctoral thesis before I was due to return to the classroom as a primary teacher, and recommence my career of almost 25 years. I glanced at the newspaper sitting unread, and thought that a break in my study routine wouldn't do any harm. Just a few minutes to glean the news of the day – and my usual casual glance at the employment pages. You never know what might be lurking there. Then I saw it. An advertisement by my own university, asking for classroom teachers interested in tutoring in classes in the Faculty of Education. After much thought, and internal deliberations – "*Could I do this*? *I've never taught adults before. Maybe it will be just sitting around a big table*, *talking about how to teach. No big deal*, *I could do that*." After preparing my application, I attached it to an email, hovered the arrow over the 'send' button and clicked. My official career as a teacher educator had begun.

Fast forward nearly 10 years. When did I cease being a teacher and start being a teacher educator? I don't think it is possible to answer that question. I began my journey as a teacher when I was a child at primary school, a common experience of many teachers. My career path was really never going to be anything else. When did I start to 'become' a teacher educator? Was it when my application was accepted and I began tutoring a class of first year primary pre-service teachers? Not really. That was the beginning of my *employment* as a teacher educator, but I can trace the beginning of my *practice* as a teacher educator to my experiences as a mentor of pre-service teachers in my own classroom. I loved having them in my room and teaching with them, and somehow I seemed to grow as a teacher just by having them there. I was keenly aware of the reciprocal nature of the learning relationship and was always keen to put my hand up with the next batch of student teachers arrived. In fact, I can still remember one student saying, on his last day of placement, that he had learned more from me and the children in my classroom in the 3 weeks that he

was there, than he had learned at university in 3 years. Surely not, but I started to think…maybe there was a teaching life for me beyond the primary classroom.

Over the last 10 years in teacher education, including my doctoral studies, my focus for research, teaching, scholarship and service has been teacher professional learning – identity development and teaching practice. On an intellectual level I believe this is essential work, as the quality of education in our schools depends largely, although not solely, on the quality of the teachers-as-learners in the classrooms. However, I am certain that the emotional basis for my work in teacher learning, especially career transitions, lays in a strong desire to understand my own experiences and to use these insights to support and mentor those around me. That aspect of learning and becoming never stops. One of the most significant career transitions for me was my introduction to the self-study community, my involvement in which was actively supported by my Monash colleagues, who were leaders in the field. Although I was well into my PhD, I still lacked a sense of connection to the Faculty and the academic community within it. I felt out of my depth, unsure of my ability to be anyone other than a teacher in a primary school – a real sense of the 'imposter syndrome' often recalled by others with a similar sense of dislocation. However, the welcome I received into the self-study community was career-affirming and inspiring. At last I had found my intellectual home.

Outline of Chapters

In bringing this collection of narratives together, we have taken note of Zeichner's (2007) lament that "there is… very little evidence of efforts in the opening and closing chapters of book-length collections of studies to look across a set of studies to discuss how [they] inform the field as a whole on particular substantive issues" (p.39). This is our particular challenge as editors and authors. The chapters that follow are organised in such a way that they provide a narrative in themselves – across and between the various experiences of becoming depicted in each. Although each narrative can be read as a stand-alone account of one teacher educator's professional becoming, when taken as a whole, clear connections and commonalities become evident, although often presented from very different perspectives. In the final chapter, we weave these threads together to examine how they inform and develop the field of teacher education.

We have provided an overview in Chap. 1 of the reasons for embarking on this project, a discussion of the key theoretical underpinnings, an explanation of the methodological approach, and the professional positioning of ourselves as editors and teacher educators in relation to the collection as a whole.

In Chap. 2 Tom Russell shares his thoughtful analysis drawn from experience over four decades as a teacher and teacher educator. The chapter both explains and demonstrates the central themes of learning through deep reflection on experience, and developing understanding of one's own pedagogy through listening-led dialogue with learners. Tom highlights the transitions and development of his own

teacher-education pedagogy while tracing the development of self-study in teacher education, which remains central to his work.

In Chap. 3 Shawn Bullock continues the conversation about the importance of learning from experience as he guides us through various 'acts' of his self-directed performance of building a career that spans school teaching, graduate school, doctoral studies (under the mentorship of Tom Russell) and finally emerging as a teacher educator. Shawn's narrative is grounded in an epistemological stance that positions experience at the heart of learning, and through his educational journey, shares his evolving understanding and development of a distinct pedagogy of teacher education.

Jason Ritter brings a reflexive synthesis of 11 self-studies to the meta-analysis of Chap. 4 which he uses to consider four 'transformational turns' in his own experience of working with those who are preparing to teach in the USA. Using cultural psychology as a theoretical frame, Jason deconstructs 'folk theories' about learning and teaching, and shares his journey of becoming a teacher educator as one of challenging these implicit assumptions in the quest to realise his vision of what teacher education can and should be.

For Chap. 5 Avril Loveless draws three narrative story lines to illustrate and examine micro, macro and meso perspectives of teaching and the education of teachers in England. Her autoethnographic narrative analysis weaves theoretical and experiential threads together in considering depth, scope and reach towards a pedagogy of teacher education refracted through 30 years of transition and transformation.

Susan Elliott-Johns takes us on a long and winding road in Chap. 6 as she traces her journey to becoming a teacher educator from her initial teacher education and time as a beginning teacher in the United Kingdom, across the Atlantic as her career advanced from teacher to administrator to graduate student, and finally to an academic career in teacher education. Susan argues that becoming a teacher educator takes courage and tenacity, and is embedded within supportive collegial relationships.

In Chap. 7 the importance of supportive collegial relationships is again highlighted by Amanda Berry and Rachel Forgasz as they present a dialogic interrogation of the 'secret, cover and sacred' stories that they encountered during their, at times, unsettling experiences of becoming teacher educators. Like Susan, Amanda and Rachel also conclude that this process requires courage and collegial support. Like other authors, they were emboldened to research, examine and share their professional becoming through self-study.

Crusader Rabbit (aka Dawn Garbett) hops into Chap. 8 as she takes us through her journey from school girl in the north of New Zealand to university student, teacher and finally teacher educator. Dawn draws on the wisdom of the Maori people who acknowledge the importance of looking to the past to guide us on our journey into the future. She highlights the significant contribution of people, contexts and events over the course of her career, not the least of which was her ultimately successful battle to have scholarly teaching recognised as a basis for academic promotion in the university.

Chap. 9 introduces us to Alan Ovens' quest for justice and democracy in education. Alan takes us through his educational, pedagogical and philosophical evolution from school student to teacher and high-profile New Zealand sports star, to doctoral student and teacher educator who places critical theorising at the centre of his work with student teachers. Like others, Alan believes in the central importance of relationships in learning and teaching, and in inviting learners to actively participate in their own pedagogical journeys of discovery.

It takes most of Chap. 10 before Joe Senese will admit to being a teacher educator. Identifying himself primarily as 'a teacher who teaches teachers about teaching', Joe's narrative analysis of action research and the development of four wise axioms of learning to teach, illuminates some of the 'discomfort' with academia often felt by teacher educators while offering sound advice for practice.

Democratic teacher education is the central theme of Nathan Brubaker's journey, presented in Chap. 11. After feeling 'imprisoned' in unsatisfying and often painful teacher education classes at undergraduate level, Nathan embarked on a journey of transformation to becoming a democratic teacher educator. Although passionate about his cause, Nathan experienced stages of surprise, unexpected disaster, genuine disappointment and failure, complete let-down, but ultimately satisfaction as his personal, pedagogical and professional beliefs converge.

The seven characteristics of 'relational teacher education' take centre stage for Chap. 12 where Julian Kitchen considers how the theory and approach that he developed and shared 15 years ago has guided the development of his philosophy and practice, helping him to negotiate some of the tensions between institutional and pedagogic requirements through a 're-imagining' of teacher education.

In Chap. 13 Helena Montenegro Maggio and Rodrigo Fuentealba Jara draw on their dialogue of conceptual transition and pedagogical change in relation to their own professional pathways, in relation to each other, and in relation to the development of teacher education in Chile.

The contribution to knowledge about teacher educators and their work that this volume makes is in relation to how teacher educators become learned professionals, how they respond to and learn from change during their journey of becoming a teacher educator, how this knowledge might be used to determine how they can be supported in this on-going journey of professional growth, and what knowledge and wisdom can be gleaned from these accounts to inform and support those embarking on a new career in teacher education. These contributions will be discussed in more depth as we consider some of the key themes and ideas in the **concluding chapter**. For now, we invite you to enter the world of the authors as presented in the next 12 chapters, to follow their personal and professional journeys of becoming teacher educators, and hopefully, to see something of your own journey that invites reflection and engagement and assists you in your continuing quest to become the learner, teacher or teacher educator you are destined to be.

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Chapter 2
Narratives of the Power of Experience in a Teacher Educator's Development

Tom Russell

Can a teacher educator who has taught future teachers for 37 years tease out the significant narratives in his professional development as a teacher educator? In this chapter I intend to try. My goal is to provide access, with the clarity of 20-20 hindsight, to the personal experiences that have enabled me to identify the power of experience as the major theme through those 37 years. The importance and significance of learning from personal experiences is the theme that unites the narratives that follow. Learning from experience is also the theme that unites the various ways in which I now interact with those who are learning to teach. Each narrative is introduced with a heading that highlights the learning that I took from the experience described. The chapter concludes with consolidation of the major theoretical perspectives I have relied on and with a summary of my advice to other teacher educators.

Anyone Can Teach at a Basic Level

I could say that I taught myself how to teach, given that I taught for 2 years as a volunteer teacher at a secondary school in northern Nigeria immediately after completing my undergraduate degree in physics at Cornell University. It would be far more accurate to say that my teachers through 17 years of schooling taught me how to teach, and I simply copied what they had modeled for me. Lortie (1975) termed our school experiences as an "apprenticeship of observation," an incomplete and atypical apprenticeship because what all students learn about teaching is unintended

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and lacks the analysis and opportunities to practice that normally are part of an apprenticeship. Thus I conclude that anyone can teach at a basic level, assuming that the experience of schooling was essentially positive and resulted in a positive attitude toward learning.

The opportunity to teach for 2 years without formal training as a teacher had several positive effects. Looking back 50 years, I realize that this was an introduction to professional learning from experience. If I sensed that students were not responding well, I had to try to find my own alternative approaches. When I did complete formal teacher education in a Master of Arts in Teaching program at Harvard University, I noticed that I had many more questions than most of my fellow students. Teaching experience helped me to connect and engage with the content of our courses.

There was an important moment in my second year teaching in Nigeria. An American student joined one of my classes for a term while his parents were teaching at a nearby school. One day he told me that several students had asked him if he wanted to be a lawyer when he grew up, like Mr. Russell and the school's geography teacher. Knowing that I was not a lawyer, he sought clarification and learned that the students were saying "liar," not "lawyer." The geography teacher and I were singled out as liars because some of the content we were teaching contradicted traditional beliefs taught to them by parents and grandparents. This helped me to identify the many layers of deep cultural differences and later helped me to appreciate the significance of saying that there is a "culture of the school" (Sarason 1971, 1996) that we ignore at our peril.

Asking Students for Help and Learning to Listen

Fourteen years after beginning a teaching career as an untrained teacher, I began to teach people how to teach at Queen's University. After gaining certification as a teacher, I taught physics at the secondary level, returned to Nigeria to assist other volunteer teachers who lacked formal training, completed a Ph.D. at the University of Toronto and worked with experienced teachers in professional development activities in Ottawa. There the most memorable activity was a year-long project with five history teachers who recorded and transcribed their lessons and then analyzed them for patterns of teacher-student interaction. They reached two main conclusions that shaped my initial approach to training new teachers: (1) We had no idea that we talked so much in our lessons and (2) we never imagined it would be so hard to reduce how much we talk in our lessons. From these insights emerged my dilemma: Can and should I try to reduce the amount of talking I do as I teach new teachers? I did try, and my students seemed to find it frustrating. Thus I turned to them for help; my new colleagues in pre-service teacher education seemed to be outstanding experts with no teaching problems at all, so much so that I was reluctant to approach any of them and admit that I might need assistance.

From my two science curriculum classes for future secondary science teachers, I invited several small groups of students to talk with me over a meal of pizza. I wanted to get to know them and let them get to know me, but I also wanted their help in establishing direction for our interactions in class—what they were expecting of me, and what I was expecting of them. One of my goals was to understand better how my classes and their overall program were contributing to their performance in practicum placements. I was also expected to visit my students in their practicum placements and those visits helped me to see that advice given to future teachers is not always enacted in practicum classrooms. Many of them were beginning to teach as I had begun to teach in Nigeria, enacting the teaching practices of their former teachers. As I came to value the importance of listening to those learning to teach, and as I improved my skills as a listener, I confronted the tension between what teachers think they are doing and what their students are actually learning. How easy it was for me as a new teacher to think that I was teaching facts while my students perceived me as a liar. How easy it was for my students to teach in traditional ways while my colleagues and I were urging them to become the new, different, and more successful teachers of the future.

Embracing Reflective Practice

Help came in the form of Schön's (1983) *The Reflective Practitioner*: *How Professionals Think in Action*, which a colleague recommended to me shortly after it was published. I could not put the book down. First Schön named the problem I was experiencing—the tension between the high hard ground (of university education courses) and the swampy lowlands (of practicum experiences in schools).

> There are those who choose the swampy lowlands. They deliberately involve themselves in messy but crucially important problems and, when asked to describe their methods of inquiry, they speak of experience, trial and error, intuition, and muddling through. Other professionals opt for the high ground. Hungry for technical rigor, devoted to an image of solid professional competence, or fearful of entering a world in which they feel they do not know what they are doing, they choose to confine themselves to a narrowly technical practice. (Schön 1983, p. 43)

Schön went on to offer two crucial perspectives: (1) problem-solving depends on problem-setting, and (2) professionals learn not just from theory and research but also from personal experiences of practice. How we set or frame a problem—how we name and think about it—determines how we will try to solve that problem, and how we set or frame a problem can be influenced by first-hand experiences of professional action. "Problem setting is a process in which, interactively, we *name* the things to which we will attend and *frame* the context in which we will attend to them" (p. 40). Having identified the fact that we can change how we name the problems of practice, Schön goes on to name a process that is at the core of how professionals think in the context of action. Reflection-in-action involves being puzzled or surprised by an event, reframing one's perspective on the event, and then acting in a

new way that is consistent with the new frame for the situation. If the new action yields an improved result, then the professional has learned in and from the experience. The following account is in the context of teaching and learning.

> When a teacher turns her attention to giving kids reason, to listening to what they say, then teaching itself becomes a form of reflection-in action, and I think this formulation helps to describe what it is that constitutes teaching artistry. It involves getting in touch with what kids are actually saying and doing; it involves allowing yourself to be surprised by that, and allowing yourself to be surprised, I think, is appropriate, because you must permit yourself to be surprised, being puzzled by what you get and responding to the puzzle through an on-the-spot experiment that you make, that responds to what the kid says or does. It involves meeting the kid in the sense of meeting his or her understanding of what's going on, and helping the kid co-ordinate the everyday knowing-in-action that he brings to the school with the privileged knowledge that he finds in the school. (Schön 1987)

I embraced these perspectives on learning from experience because they seemed to speak so directly to the fact that those learning to teach always judge their practicum experiences to be the most important element of their teacher education program. My colleague Hugh Munby and I linked his interest in metaphor with my interest in reflection-in-action in a series of funded research projects over the next 15 years. Thanks to Schön's work, my professional focus shifted from science education to the broader field of teacher education and the many questions arising from "How does an individual learn to teach?" and "How can a teacher educator help to improve the quality of that learning experience?"

Returning to the Physics Classroom

A year's sabbatical leave in England in 1990–1991 stimulated another significant transition in my professional career. My hosts had little interest in reflective practice but were kind enough to leave me to my own inquiries. Five individuals in the science education cohort of the Post-Graduate Certificate in Education program volunteered to be interviewed through the year about their course and practicum experiences and agreed to be observed in their practicum placements. As I followed their experiences of learning to teach, I also became aware of the general expectation at that time that teacher educators should have "recent, relevant and successful experience" in schools. While I contend that it is important to recognize that teacher educators are teachers, it had been many years since my last teaching experience in a secondary school. I wrote to a physics teacher at home to ask if he would consider an exchange of services to enable me to teach a physics class every day of a semester-long (half-year) course; in return he would teach my physics methods class in one of its twice-weekly 2-h meetings. His principal and my dean agreed to this arrangement, and in September 1991 I found myself standing in front of 26 Year 11 students ready to begin their first full course in physics.

I treasure the experiences of that first semester but much of it is a blur of memories as I struggled like a first-year teacher, trying to stay one day ahead of my

students in a textbook that was unfamiliar and in a classroom where none of the equipment was familiar. My teaching partner was very supportive, as were his colleagues in the school. A powerful moment of reflection-in-action came at the end of my class one day when a student named Ken approached me to say that what we were doing in class was not preparing him adequately to solve the problems assigned as homework. I could either ignore his comment or reframe the situation, and thus I realized that I had to work two days ahead of my students rather than solve homework problems at the same time that they were. The semester ended successfully as my students seemed to perform as well as those of my partner on the same final exam. I was pleased that I was gaining a powerful reminder of the work that I was preparing my students to do. I also sensed that there was more to learn, and so I arranged to return to the school to repeat the experience in Fall 1992.

The second experience was qualitatively different from the first, as any second-year teacher would understand. I knew the textbook, I knew which answers in the back of the text were incorrect, and I knew where the equipment was. The new group of students included (with no prior warning) two who were deaf, one with hearing aids and one accompanied by a person who translated my teaching into sign language, providing a vivid reminder of the importance of accommodating special needs. Had I not returned for a second semester, I would never have understood how much I learned from experience in the first semester. During the second semester I was able to take 15 min each day, when I returned to my office, to type notes about the events of the class I had just taught. I was fascinated by the experience of seeing ideas move through my fingers and back to my brain via the computer screen. I soon realized that typing each day's notes also generated the agenda for my class the following day. Documenting and analyzing my own experiences of reflection-in-action provided new insights into what I was asking teacher candidates to do from the perspective of reflective practice.

Discovering the Power of Pedagogy

At the same time that I was reminding myself of the daily routines and challenges of a science teacher, I was also discovering what I see as the power of pedagogy (Loughran 2013). I was learning from acquaintances (soon to become valued colleagues-at-a-distance) in Australia that most teachers have never had an opportunity to appreciate the full potential of the pedagogical moves available to a teacher. The Project for Enhancing Effective Learning (PEEL) began at one school in Melbourne as a partnership between one teacher in the school (Ian Mitchell) and one teacher educator in a university (John Baird). The PEEL website (http://peel-web.org) offers a clear summary of how groups of teachers in schools began to discover that new pedagogical procedures and strategies had the power to promote metacognition in the classroom:

> The Project for Enhancing Effective Learning (PEEL) was founded in 1985 by a group of teachers and academics who shared concerns about the prevalence of passive, unreflective, dependent student learning, even in apparently successful lessons. They set out to research classroom approaches that would stimulate and support student learning that was more informed, purposeful, intellectually active, independent and metacognitive. . . . PEEL has always operated as a network of autonomous groups of teachers who take on a role of interdependent innovators. Coherence is provided by the shared concerns about passive, dependent learning and by structures that allow teachers to learn from and share new wisdom with teachers in other schools. (Retrieved from http://peelweb.org/index.cfm?resource=about)

The PEEL database now contains more than 1500 articles written for teachers by teachers who describe their personal experiences developing and using new pedagogical procedures in their classrooms. At its core, the database offers more than 200 teaching procedures in eight broad categories.

Coming to appreciate, understand, and make good use of the many PEEL procedures inevitably took time. My teaching experiences in the secondary school physics classroom did not make use of PEEL insights because I was committed to teaching exactly the same course content at exactly the same pace as my partner who offered me that teaching opportunity. "Passive, unreflective, depending student learning" can be found in teacher education classrooms as well as in school and other university classrooms. One of my first insights into ways of introducing future teachers to the power of pedagogy came with the recognition that it is risky and even counter-productive to introduce significant innovations with words but no first-hand experiences or introduce them prior to their gaining personal experience of teaching in their first practicum. When I do introduce future teachers to PEEL procedures, I do so by asking them to plan and present a procedure to their classmates in a way that will allow everyone to *experience* the pedagogical procedure.

Discovering the Authority of Experience

In the second of the two semesters in which I returned to teaching in the secondary school, I invited my students learning to teach science to observe my teaching at any time. One of our two classes each week was held at the school in the classroom where I had just finished teaching; the other class each week was taught at the university by my teaching partner. I was eager to know if my daily teaching experiences were making a significant difference in my work as a teacher educator. Some of my students did watch a few of my lessons at the school, but the in-school arrangement never seemed to make much difference and I needed to know why.

In the second half of their program, when I was teaching all their classes, I interviewed each of my 19 students for 30 min to gain a better understanding of their responses to my teaching in two different settings in the fall semester. Analysis of my students' recorded comments was reported as follows:

> Striking features of these data include the variety of the beliefs expressed and the strength with which they seem to be held. The students are either dismayed at the lack of specific information in Tom's course about how to teach (while welcoming it in other courses), or they are bewildered by their classmates' high need for certainty. They either decry the opportunities to discuss issues . . . or they welcome them. (Munby and Russell 1994, p. 91)

Recognizing how difficult it is to change personal beliefs acquired over many years of schooling, and recognizing that there are two powerful and familiar sources of authority—the logic of arguments in textbooks and the position of the person teaching the class—we began to explore the issue of authority in teacher education.

Learning to teach involves a major transition from being subjected to a teacher's authority to assuming the authority of a teacher and exercising authority with respect to students. Ultimately, we identified the potential of a new sense of authority:

> We use the term *authority of experience* because of our concern that students never master learning from experience during preservice programs in a way that gives them direct access to the nature of the authority of experience. If Schön is correct that there is a knowledge-in-action that cannot be fully expressed in propositions and that learning from experience has its own epistemology, then our concern is that learning from experience is never clearly contrasted with learning that can be expressed and conveyed in propositions. (p. 92)

Here was the completely unexpected bonus of returning to the secondary school to re-experience the life of the physics teacher. The quite different responses within one group of future teachers to my two teaching roles stimulated a study of those responses that yielded a powerful by-product of 10 years of attention to Schön's ideas of reflection-in-action and knowing-in-action:

> The basic tension in teacher education derives for us from preservice students wanting to move from being under authority to being in authority, without appreciating the potential that the authority of experience can give to their learning to teach. The challenge for teacher education is to help new teachers recognize and identify the place and function of the authority of experience. (p. 94)

I continue to use the concept of the authority of experience as I work to make learning as productive as possible for those learning to teach, both in their courses and in their practicum placements.

Embracing Self-Study of Teacher Education Practices

Prior to returning to the secondary school classroom, I had met four Ph.D. candidates who expressed considerable interest in my perspectives on and research with reflective practice. Because they were such close friends, we easily stayed in contact; once they completed their degrees and took up positions at four different universities, the five us explored the possibility of presenting analyses of our teaching experiences as teacher educators at the 1992 meeting of the American Educational Research Association. At the conclusion of our symposium, a member of the

audience suggested that a special interest group should be created to encourage, support and report this type of research.

There was no way I could have anticipated the powerful response to the formation of the Self-Study of Teacher Education Practices (S-STEP) special interest group in 1993. The group quickly had more than 300 members, and then serendipity worked its magic. Thanks to a remarkable donor, Queen's University had recently acquired Herstmonceux Castle in England and begun to develop an International Study Centre. I visited the castle in 1994 when the grounds first opened to the public. Photos shown to other members of S-STEP stimulated the suggestion that the group hold a conference at Herstmonceux Castle. The first international conference was held in July 1996; the tenth conference was held in August 2014. The group now meets annually at the meeting of the American Educational Research Association and biennially at Herstmonceux Castle.

Discovering the authority of experience and discovering the power of pedagogy led me to a strong sense that the long-elusive goal of improving the quality of teacher education had to turn its attention to the classroom and practicum interactions between teacher educators and those learning to teach. I had to continue to study what was happening in my own classroom in response to my various teaching moves. I had to study my students' responses to my teaching and make changes that would improve their responses and their professional learning.

Serendipitously, from 1994 to 1997 I co-taught science methods courses to groups of about 25 who had already had a 16-week placement in a school. Quite simply, they had experience, and that made teaching them very different and in many respects much easier. They had teaching experience and they could and would write about those experiences. They had important questions grounded in first-hand teaching experiences and we worked together to explore, respond to and learn from those experience-based questions. Some of their writing was published subsequently (Featherstone et al. 1997).

The Failure of a Radical Innovation

Again, serendipity moved my understanding forward, although the ultimate outcome has to be seen as negative from a teacher education perspective. In 1995 Queen's University appointed a new Dean of Education who was young, energetic, and eager to improve the quality of our teacher education program. In 1996–1997 a pilot project explored the feasibility of a novel design that began with experience; participants were 60 volunteers. As we learned how we could make improvements, discussions were held with focus groups of principals, associate teachers, and officials of teacher federations in Ontario to explain the new design and to elicit both suggestions and support. The innovative program design was launched in August 1997 and continued until May 1999.

The focus on learning from experience was at the heart of the new design and was ultimately the reason for its demise. Students arrived in late August, paid fees

and met professors, discussed some of the basic principles of lesson planning and classroom management, and then began their practicum on the first Tuesday in September, when the elementary and secondary schools opened for a new year. Their practicum continued for 16 weeks, interrupted only by a 2-week return to the university in late October or early November. When their classes resumed in early January, they were like no students I had ever taught; they had questions grounded in and driven by experience and they wanted either answers or better understanding of the issues. I had never felt quite so engaged as I worked with them in my science methods class; the materials that they developed and the resources that they gathered for each other were more than impressive.

When the 8-month program ended in April (and the students went to a final 4-week practicum to consolidate the year of professional learning), it was time to meet as a faculty to take stock of the year. I was both amazed and disappointed that the majority of my colleagues rejected the design. It was my impression that most students were quite positive about the program they experienced. Yes, there were adjustments required of everyone involved. Some associate teachers were uncomfortable about having another adult observe their first day with students, but our students were elated to be able to see what happens on that all-important first day. While some associate teachers said they wanted us to keep our students in classes for as long as possible, others welcomed their presence on the first day and recognized how valuable a similar experience would have been for them.

The program continued in the following year because it was the design described to students already admitted. Again, I found the students to be highly engaged and pleased with their program experiences. To my knowledge, no surveys of students' reactions and suggestions were ever conducted. My personal analysis (Russell 1999) led me to the embarrassing conclusion that my colleagues found it too difficult to teach people with extensive experience of teaching. My research with Schön's perspective on reflection-in-action seemed to have moved me away from most of my colleagues in ways that I had not anticipated. Learning from experience is not a common approach in either schools or universities; our collective faith in the importance of beginning with theory and later applying theory to practice seems deeply rooted in our culture.

Listening to Focus Groups: What Do Teacher Candidates Really Want?

The demise of the radical program innovation grounded in learning from experience was a significant wake-up call. Obviously, my personal views of how individuals learn to teach did not match those of many of my colleagues. The program reverted to the familiar structure of classes preceding practicum experience, although initially there was an emphasis on early and significant experience. There was one colleague who agreed with me that it would be interesting and valuable to conduct

focus group interviews at the end of each program year. Andrea K. Martin and I began to conduct focus groups in 2000 and continued to do so for more than a decade. We learned a great deal from those who volunteered to participate, and we have documented the ways we have changed our teaching in response to listening to students as they completed their 8 months of initial teacher education (Martin and Russell 2014).

While it is difficult to summarize what teacher candidates "really want," and while it remains the case that many teacher educators are inclined to assert that they are better judges than the candidates themselves of what beginning teachers "really need," one message came through very clearly every year. Teacher candidates find it very difficult to be taught in a way that differs from the way they are expected to teach. Many teacher educators seem not to realize that prospective teachers pay very close attention to *how* they are being taught as well as to *what* they are being taught. When they are told in a lecture that they should not lecture to secondary school students, the irony and the contradiction are obvious. If teacher educators wish to advocate activity-based and constructivist teaching approaches, then they need to do so by enacting those approaches themselves in their university classrooms.

The Power of Positive Relationships

Some years ago I heard a statement that is probably familiar to many who work in the field of education: "Kids don't care how much you know until they know how much you care." This clever piece of advice calls attention to building positive and meaningful relationships with classes and the individuals within them. For those learning to teach, it sounds like good advice as it also raises questions such as "How do I show students how much I care about them and their learning?"

Every teacher educator, like every teacher, knows the challenges of learning about each individual in a new class, starting with mastering names. If there are 30 or 40 in a class, the process takes time but it is possible to learn all the names. If there are 300 in a class, learning names and building positive individual relationships is probably out of reach. As a teacher of a physics methods class, I rarely have classes as large as 30 and some classes are less than 15. Seven or eight years ago, with a class of about 20, a new train of thought (reframing) inspired me to try something new. During my first class I set down a sheet of paper with 30-min time slots when I was available before the next class 3 days later. I asked each person to sign up to meet me for 20 min. As I did so, I had that natural fear that comes to most teachers: What if no one signs up? I had forgotten the advice I often give to new teachers: In the first two or three classes, a teacher can risk many new and unfamiliar activities as students work out who their new teacher is; later in a course, introducing new and unexpected approaches becomes more difficult. Everyone signed up and I was shocked by how different my class looked when we met for the second time. I knew each person's name and something about each one. I knew which

person had been deaf in one ear since birth. It was a feeling of comfort and relationship that I had never experienced, and it is a practice I now use at the start of every year. It takes time, but the difference it makes in creating positive relationships much faster than otherwise seems well worth taking that time. If I had a class of 40, I might meet with people in pairs or threes to save time while still creating a greater sense of personal contact.

Focusing on the Practicum

The practicum should and will always be seen as the single most important element of an initial teacher education program. As I developed and refined my skills for observing my students in practicum placements and meeting with them afterwards to discuss and analyze their teaching, I began to realize how important it is to link candidates' practicum experiences to the activities in education classes. Now I shake my head in disbelief when candidates report that some classes begin exactly where they left off before the practicum, apparently assuming that practicum experiences have not changed and developed candidates' perspectives on the topics explored in their classes. When Hugh Munby and I sought to explore Schön's perspectives on problem-setting and reflection-in-action (1983) and on coaching (1987), we had quite naturally focused on the practicum experiences of those who volunteered to participate in our research.

Virtually all teacher education programs assert that they wish to develop "critically reflective practitioners," yet those learning to teach only experience being a practitioner during their practicum placements. During education classes, much of their time is spent in the student role, responding to the teaching moves of others. Rather than assuming that teacher candidates understand what we mean when we tell them to reflect, I prefer to give them assignments that introduce them to various elements of reflective practice. Over many years I have also come to see the importance of implicitly and explicitly modeling reflective practice to those I teach. When my students return from practicum experiences, I cannot teach them properly if I do not understand how those experiences have changed them and how those experiences have generated new questions as well as new understandings of the teaching-learning process and the particular challenges that each individual faces on the path to becoming a teacher.

Consolidating Gains by Teaching with a Critical Friend

Serendipity struck again in 2005 when Shawn Bullock began his Ph.D. studies at Queen's. Shawn and I first met in 1997 when he began his preservice teacher education in the first offering of the radical innovation already described. Shawn thrived in that experience-based program and we collaborated for the first time by writing

about our perspectives on his learning from my teaching (Russell and Bullock 1999). During his subsequent 5 years of teaching, Shawn traveled frequently to Queen's to complete his M.Ed. degree for which I supervised his thesis. During his 4 years (2005–2009) as a Ph.D. candidate, Shawn and I shared the physics methods classroom, team teaching for most of that time. Exceptions occurred when Shawn taught the class on his own for one term when I was on leave and during the 2007–2008 academic year when Shawn was present as a participant observer, documenting what happened as part of his thesis data collection. Five of the 19 people in that class volunteered to participate in his research, which involved four focus group meetings through the year, each followed by individual interviews with the five participants. The results were a thesis, and subsequently a book (Bullock 2011), that analyze in detail how five teacher candidates constructed professional knowledge from their experiences in their physics methods course and their practicum placements. Collaborating with a critical friend for 4 years provided many rich conversations about teaching, learning and learning to teach. Those 4 years were a unique and invaluable period for consolidating and extending insights and practices developed previously and they generated a strong and shared commitment to learning from experience and self-study of teacher education practices.

Consolidating Themes and Theoretical Frameworks

This has been a journey about learning from experience. Two of the earliest theoretical perspectives that caught my attention were Lortie's (1975) concept of the apprenticeship of observation and Sarason's (1971, 1996) concept of the culture of the school. Schön's (1983, 1987, 1991, 1995) perspective on professional learning came later. I found Nuthall's (2005) final writing to be powerful, and Cook-Sather (2002) has spelled out a valuable perspective on the importance of listening.

Lortie's (1975) phrase, the *apprenticeship of observation*, is easy to refer to but not necessarily easy to act upon. I am embarrassed that it took me far too many years to appreciate the significance of what Lortie said for my own actions as a teacher educator. First I need to understand how my own apprenticeship of observation influenced the patterns that persist in my teaching today. Then I need to find ways to help new teachers identify how much they learned from their teachers. We learn much more effectively by observation of teaching than by listening to advice about teaching.

Sarason's (1971, 1996) phrase, *the culture of the school*, focused my attention on the fact that schooling truly is a distinct sub-culture where adults and children routinely interact in ways that are rarely seen outside the school (perhaps with the exception of those times when young children play "school"). Like the air around us, the culture in which we live tends to be invisible, but becomes more visible after living in a significantly different culture, as I did in Nigeria. As Sarason showed clearly in his many books, the difficulties of generating and sustaining productive

change in schools and universities can be explained, at least in part, by acknowledging the power of the culture of the school.

Schön's writings about *reflective practice*, *reflection-in-action*, the pervasive nature of *technical rationality* (theory first, then practice) and the need for an *epistemology of practice* have attracted much attention, including considerable criticism. Like the contributions of Lortie and Sarason, Schön's ideas are far more easily cited than acted upon, and the implications of his perspectives for new actions are not easily followed. Teacher education may give a great deal of lip service to reflective practice and reflection, but the traditional assumptions and practices of teacher education have changed very little. Theory still comes first and my personal experience of seeing practice come first was ended before it had a chance to take a deep breath. Had it been put in place for 5 years, my colleagues and I might have had a genuine opportunity to learn from the experience.

Like the others I have cited, Cook-Sather's (2002) argument for the importance of listening to students' perspectives focuses on the difficulties of changing not only our common assumptions but also our teacher-student relationships:

> Most power relationships have no place for listening and actively do not tolerate it because it is very inconvenient: to really listen means to have to respond. Listening does not always mean doing exactly what we are told, but it does mean being open to the possibility of revision, both of thought and action. . . . Old assumptions and patterns of interaction are so well established that even those trying to break out of them must continue to struggle. And understanding that is part of what it means to listen. (p. 8)

These perspectives and frameworks came together in the early 1990s when Hugh Munby and I identified a need to recognize the *authority* that can come from experience (Munby and Russell 1994). By listening to those I was teaching how to teach physics at the same time that I was teaching physics students in a secondary school, I was confronted simultaneously by the influences of my own teachers, the cultures of school and university, and the challenges of reflection-in-action. Could I walk my own talk? How could I understand the diverse responses of students in my class as I was also teaching in a school? With these theoretical frameworks, a new perspective on learning from experience emerged and I have never looked back.

Advice to Teacher Educators: What Have I Learned?

Throughout this narrative of my development as a teacher educator, I have stressed the significance of learning from experience. Teacher educators and future teachers alike have spent 15,000 h as students in schools and that time teaches little about learning from experience or connecting theory with experience. I have learned that teacher educators need to make deliberate efforts to understand how they learn from experience and to work consistently to support and encourage teacher candidates' learning from experience. We all need to be much more metacognitive in our teaching and learning, moving away from the passive approaches that are common in most school settings.

I have learned that walking our own talk is a crucial characteristic of successful teacher education. Our words and our tunes must go together. Those learning to teach attend more closely to how we teach than to what we teach. They all want to be better teachers than most of their previous teachers. They expect a teacher education program to be taught by outstanding teachers from whom they can learn engaging teaching strategies. Too often they are disappointed. Time, persistence and risk-taking are all required of teacher educators who work to match what they are teaching to how they are teaching.

An entire book should be written about strategies for listening to those learning to teach. Listening to teacher candidates is important not only in the teacher education classroom but also at the level of the teacher education program. It takes time to learn various ways of listening to teacher candidates and to learn when it is appropriate to listen and what one should listen for. Personally, I find two strategies to be particularly helpful. One strategy involves meeting students individually or in small groups of three or four very early in each course. The other strategy involves asking students at the end of every class to write briefly on a quarter-sheet of paper: What is the most important idea you are taking from this class? What aspects of today's class would you like to explore further?

I also advise teacher educators to minimize use of the word *reflection* and to avoid that term when naming and designing assignments. Reflection is an everyday word with many interpretations, few of which involve effort or rigour. Teacher educators need to teach and support the skills of reflection (Russell 2005). They also need to model reflective practice, revealing to their students those moments when they reframe teaching-learning situations and make changes intended to improve the learning experiences of those learning to teach.

Finally, as my personal experience of dramatic program change illustrated, teacher education practices seem to be incredibly stable. Change appears to be traumatic for teacher educators; many teacher educators seem not to have studied or questioned how someone learns to teach or how they themselves learned to teach. Many teacher educators seem focused on the content they are teaching, while teacher candidates seem focused on how they should teach and on how they can teach more effectively than some of their own teachers. Teacher candidates are watching their teacher educators constantly, looking and hoping for inspirational teaching practices. Many teacher educators seem reluctant to ask how the content they are teaching will influence new teachers' practices. Assuming that theory can be learned without experience and subsequently enacted in the practice setting has failed to produce effective teacher education; teacher candidates need to learn how to learn from personal practical experience.

Conclusion: Still Listening

A colleague has suggested that I might conclude this chapter with one more narrative of learning from experience. I recently concluded my eleventh 2-h class with my current group of 13 individuals preparing to teach physics. At the conclusion of 6 weeks of classes, they were leaving for their first 6-week practicum placement. I was looking for an activity that would sum up our work to date and also encourage them to link patterns in their teaching to the effects of those patterns on their students. The night before class I sent a message indicating that I planned to leave the room after explaining that I wanted them all to go to the board to make entries into a two-column table headed Patterns (in Tom's teaching) and Effects (on their learning). The next day I did that and then left to prepare equipment, returning 15 min later. Before looking at what they had written, I asked them "What did you learn by doing that activity?" An unusual and interesting discussion followed, with most of us standing in a large circle rather than seated at the usual tables. We then moved to the board to discuss the patterns they had identified. After a break and the activity I had prepared, we again formed a large circle in another corner of the room and had a free-flowing discussion about their practicum preparation and other issues. I have no idea how this different mode of interaction will influence our remaining 25 classes, but the risk of inviting students to identify patterns in my teaching seemed to pay off. A few of their comments at the end of class seem a fitting way to conclude with an illustration of listening to students and learning from experience:

- This class was emotional to me knowing that we will be away for 6 weeks. Still it gave me a feeling of belonging. On the technical part I had an excellent chance to hear people discussing teaching patterns and their effects. I believe some of them never crossed my mind.
- Big picture is certainly an important item. The classes leading up to the practicum are meant to make us think about our teaching practice. This class has contributed a great deal of thinking and has offered alternative views of how to teach. I want to examine how effective my teaching will be during my practicum.
- I look forward to returning with some experience in the classroom. The pattern/effect activity got me thinking and afterwards I noticed how much you use body language. This is something I will need to learn and develop with experience.
- I liked the pattern/effect debrief and conversation. I learned to appreciate a lot more of the class today. I'm pretty excited for the practicum, but also rather nervous. I hope to approach the first few classes in a calm and professional manner. I love the idea of a discussion board for our class to see the common difficulties and successes we experience on practicum, as a class.

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Chapter 3
Directing the Action: Learning to Focus on the Self to Develop My Pedagogy of Teacher Education

Shawn Michael Bullock

Many have likened teaching to a kind of performance and drawn from theatre literature to explore the intersections between acting and teaching. In this chapter I will explore the potential value of the art of directing for understanding transitions in my development as a teacher educator. I have structured this chapter in an atypical fashion in keeping with a concept that has resonated with me since my physics curriculum methods course with Tom Russell: Experience First. A sign posted at the front of the classroom alerts teacher candidates to the phrase, but more importantly, Tom provides opportunities to "experience first" by engaging candidates with interactive science demonstrations known as P.O.E.s (Predict-Observe-Explain) right at the beginning of the first class. The course is heavily weighted at the beginning toward creating shared learning experiences with science through microteaching and group investigations through open-ended labs; towards the end of the course Tom spends considerable time working with candidates to name the major theoretical themes that have resonated with the group throughout the year. Bullock (2011) provides a description of this process. The idea of *experience first* provided me with my first metaphor for thinking about transitions in learning about teaching, learning to teach, and learning to teach teachers. It also helped me to make sense of the role of cooperative internships in how I learned during my undergraduate physics degree.

In keeping with the importance of *experience first* for understanding my transitions from teacher candidate to teacher to teacher educator, I begin with a narrative account that includes excerpts of data from published studies with a view to identifying "turning points" (Bullock and Ritter 2011) in which I came to understand my pedagogy, my identity, and/or my professional knowledge differently as a result of

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studying my practice. I then turn to an articulation of the theoretical frameworks that have guided my thinking as a teacher and teacher educator. Moving from a narrative account of my experiences to my theoretical orientations is in keeping with my fascination with the concept of "experience first," which I first articulated as a teacher candidate and as someone enrolled in a unique dual-degree co-operative program as an undergraduate student. The chapter will conclude by unpacking a conceptual metaphor developed from theatre literature, *directing the action*, as a path forward for developing new knowledge about my pedagogy of science teacher education.

I acknowledge that *directing the action* might not be a familiar metaphor. To provide some additional context for reading the narratives, I encourage readers to first consider the ideas and images that leap to mind when they think of a "director" of stage or film. Directors might be thought of as the people who put productions together. The Directors Guild of Canada website (http://www.dgc.ca) makes it clear, for example, that there are both creative and logistical aspects to being a director. The popular Internet Movie Database defines a director as "the principal creative artist on a movie set" (IMDB 2015). The American Association of Community Theatre states:

> The work of the director is central to the production of a play. The director has the challenging task of bringing together the many complex pieces of a production—the script, actors, set, costuming, lighting and sound and music—into a unified whole . . . . this sense of "what the play is really about" will shape a director's thinking about every other aspect of the production. (American Association of Community Theatre 2015)

At the end of the chapter, I will invoke a particular way of thinking about the art of direction as a framework for thinking about transitions in teacher education. For now, I encourage readers to think about ways in which I might have directed my development as a teacher educator through these transitions, and the inherent tensions in directing one's own story. As Marowitz (1986) suggested, we will see that the concept of directing – theatre, film, or, for the purposes of this paper, one's development through transitions in thinking about teaching – requires one to understand the importance of collaborating with others while maintain a particular authorship of one's work. In the case of developing as a teacher educator, I would argue that the metaphor of direction allows me to think of my role in authoring my own experiences. The story of my experiences for this chapter is now presented using the subtitle of a classic work of fantasy fiction.

There and Back Again: Physicist, Teacher, Teacher Educator

"There and Back Again" is the subtitle for J. R. R. Tolkien's (1937) beloved classic, *The Hobbit*. The story, as many readers will know, centres on Bilbo Baggins, a small human-like creature called a "hobbit" who lives a quiet life in an idyllic place called The Shire. One day, a wizard named Gandalf shows up with a group of dwarves to

convince Bilbo to join them on a dangerous quest to rescue dwarven treasure from the Lonely Mountain. Securing the treasure requires Bilbo and his companions to deal with all manner of fantastical beings: trolls, giant spiders, shape-shifters, elves, and, of course, a dragon named Smaug. The story concludes with Bilbo's return to the Shire, both with a small share of treasure and, more importantly, a worldview forever changed by the gravity of events he witnessed in the world of Middle Earth: battles, betrayal, compassion, reconciliation, and heroic actions linger in Bilbo's mind and set the stage for the next series of Tolkien stories.

I invoke the story of *The Hobbit* because I have always enjoyed the fact that Bilbo returns home to live out his intended life after his fantastic adventures – a choice not often made in the world of fantasy fiction. He changed, but he also knew where he wanted to spend his time, even if he seemed to wonder if he will ever truly process the magnitude of what happened to him. The subtitle *there and back again* seems to be an appropriate metaphor for the changes, transitions, and transformations that I have experienced in my career. I remember discussing university in somewhat abstract terms when I was still in elementary school; my parents and grandparents' emphasized post-secondary opportunities as a place where one could pursue a particular interest. I had vague notions of pursuing the physical sciences or engineering from a relatively young age – largely motivated by a fascination with astronomy and an obsession with Isaac Asimov's robot novels. I remember visiting an open house at the University of Toronto with my parents early in my grade 11 year (2 years before I had to apply under the old Ontario 5-year secondary school system). I wish I could remember the name of the physics professor that we met that day. In response to my question about the pros and cons of studying physics at large and small institutions in Ontario, he gave us an incredibly honest answer: "You're going to get a good education at any university in Canada. You just need to find the one that feels like the right fit for you." I remain deeply impressed with the fact that he did not respond with a sales pitch for physics at the University of Toronto. I spent the next 2 years devoting a considerable amount of time to researching the various options I had for studying in Ontario, relieved of the burden of making a "wrong" decision. I figured out that my firmly entrenched adolescent interests in astronomy and cosmology meant that physics was a more appropriate choice than engineering. Experiences in a co-op French teaching assistant program in secondary school confirmed my interest in teaching.

Act I: Janus-Facing Disciplines

My plan in my final year of secondary school was to obtain degrees in physics and education, teach at secondary school for a few years to develop skills as a teacher, and then return to school to pursue physics and secure a teaching position at a local university. What makes these goals somewhat odd is that I am the first person in my immediate family to attend university. I made plans with no sense of what the life of a professor was or, to be honest, what learning at university would entail. I am not

sure why I knew I wanted to teach at university, but I assume it was because I liked the idea of focussing on one discipline and doing research. Perhaps my adolescent goals were part of a self-imposed responsibility to make the most of the opportunities that I had. Perhaps I thought university was the only place where I could pursue things I was interested in in-depth. Whatever my reasons, I enrolled in the co-operative physics program at the University of Waterloo in Fall 1995, with the plan of applying for admission to the concurrent education program offered through a partnership with Queen's University the following year – a program that would enable me to graduate with a B.Sc. and a B.Ed. in 5 years with significant work experiences in both the sciences and education. To put it mildly, I was excited and a bit overwhelmed.

I outlined my early experiences thinking about my career in education because it reveals the complicated nature of my conception of "home." I have always had one foot firmly planted in the physical sciences and the other foot firmly planted in education – a situation perhaps best evoked by representations of the Roman God Janus. My undergraduate experience wove the two disciplines together in a way that is rather uncommon: I completed my coursework in education at Queen's halfway through my physics degree and returned to Waterloo for third and fourth year studies. I had both technical and educational co-op internships. Thus the "back again" metaphor, for me, always means a return to both physics and education. My dual-degree undergraduate experience was a significant prompt for me to consider the nature of professional knowledge: – I learned how to learn from experiences in both disciplines and, perhaps most significantly, I learned how to monitor the quality of my learning in both disciplines.

Act II: Learning to Think About Teaching as a Teacher Candidate

Most students entering teacher education programs in Ontario come straight from a completed undergraduate degree program. At the time, programs were roughly 8 months and featured a familiar mixture of coursework and field experiences. Many teacher educators told us about the important difference between a "student teacher" and a "teacher candidate" – we were to think of ourselves as candidates for entering the profession, and to act accordingly. The fact that there were many times during the B.Ed. program devoted to interview skills, job fairs, and the requirements to apply for certification by the Ontario College of Teachers added to the zeitgeist of "entering a profession." For me, things were slightly different: I was younger than most of my peers, I had only completed 2 years of an undergraduate degree, and I had to return back to University of Waterloo to complete my physics degree after completing the B.Ed. program. I did not have to worry about finding a job for at least 2 years. I believe that my transition into being a teacher candidate was a bit different from my peers because I did not experience the pressures of finding a job

during my B.Ed. year. I transitioned into being a teacher candidate, but I also knew that I would have to transition back into being an undergraduate physics student.

It is difficult to overestimate the effects that my experiences as a teacher candidate in Tom Russell's physics curriculum methods class at Queen's had on my development as a student, a teacher, and a teacher educator. With considerably embarrassment, I recall that I was, like many with initial training in the physical sciences, initially sceptical about the degree to which courses in education might engage me in rigorous intellectual work. A part of my scepticism was due to the fact that I had a sense of what the discipline of physics was, but I had little idea of what education was beyond the importance of practical experiences. I did not know what to expect from coursework in education – some lessons from psychology, perhaps?

Tom's class quickly showed me that thinking about education could be every bit as rigorous as thinking about physics. I still remember enjoying being caught up short during our first Predict-Observe-Explain (Baird and Northfield 1992) activity on the first day of class – my knowledge of physics was not as strong as I thought it was. I was pleasantly astonished when we were given the change to create our own assignments *in a university course* so that we could pursue questions of interest. I also learned that education, like physics, generated knowledge through research. We were required to conduct an action research project in our program; I used the opportunity to explore the idea of teaching science through inquiry (what I called an "experience first" approach at the time) – an idea that I learned in Tom's class. He helped me develop the action research project into my first journal article (Bullock 1999), a considerable source of pride for an undergraduate student.

My sense of education as a discipline developed further when Tom invited me to co-author a chapter with him as a result of our email correspondence during my time as a student in his course. I was both surprised and excited by the suggestion and I thoroughly enjoyed my working closely with Tom, but it was not until several years later that I realized the chapter was my introduction to studying myself. Loughran (1999) noted in the first chapter of the edited volume in which our chapter appeared:

> Much of my knowledge about teaching and learning was tacit and therefore implicit in my actions as I was rarely required (or encouraged) to make it explicit through articulation – to myself or to others. In retrospect I sometimes wonder what I thought researching teaching might have meant or what it might have involved. (p. 1)

Loughran's comments underscore my good fortune as a teacher candidate: By working with Tom on a chapter devoted to exploring features of Tom's teaching and my learning in his course, I was provided with a powerful early lesson in the importance of making my tacit knowledge "explicit through articulation" to both myself and to others. I argued that keeping a journal of my teaching experiences to share with Tom had the following benefits:

1. *A Journal of Experience*: "Each time I look at my notes, the experiences I had in the classroom rush back to me" (Russell and Bullock 1999, p. 134).

2. *Positive Reinforcement and Encouragement*: In response to my apprehension at teaching a math class that followed a different curriculum from the one I was familiar with as a student, Tom said: "I think being nervous in a situation like this is incredibly positive and important. There would be something wrong if you weren't nervous. You KNEW that there was much to learn, and much that could be unpredictable" (p. 136).
3. *Issues are Explored and Revisited*: "Many things happened during my practicum to inspire me to think, and there are many teaching issues that cannot be 'answered.' Instead, they must be constantly revisited, which is something I hope to do in the future" (p. 136).
4. *An Exercise in Metacognition*: "One of the themes I took back from the on-campus weeks was Tom's statement that 'How we teach IS the message.' I feel that by engaging in metacognition during my practica, I can learn from EXPERIENCE how to encourage students to think about their learning" (p. 137).
5. *Pedagogical Sounding Board*: Tom helped me to clarify some of my views in my nascent pedagogy of science education devoted to providing students with inquiry experiences: "In one [journal] entry, I hypothesized that the ability of Grade 12 students to function in an 'experience first' approach might be due to the fact that they were used to a very structured approach to labs. I felt that this comfort level could allow them to function independently. Tom asserted that there was a difference between 'experience first' and 'functioning independently'" (p. 138).
6. *More Questions*, *Deeper Meanings*: "Tom was adept at not giving 'the right answer' on issues and opinions that I raised . . . . Instead he would ask more questions to help me reflect on a deeper level and get to the heart of the matter" (p. 138).

Although not explicitly framed as such, the chapter is an example of a collaborative self-study. The first half of the chapter presents the insights I gained into my teaching (during practicum placement) as a result of Tom acting as a critical friend (Costa and Kallick 1993), while the second half of the chapter presents how Tom viewed his pedagogy of teacher education differently as a result of my comments on his class. Significantly, we used the same headings (listed above) as an organizing framework for Tom's thinking. The result, we felt, was a productive experience that offered an important way of researching teaching. In conclusion, we acknowledged the riskiness of our endeavour:

> We realize that a shared dialogue such as this involves risks and trust, trust in each other as well as the process to which we committed ourselves. We recommend such dialogue to others willing to take similar risks to overcome the invisible and private nature of most teaching and thinking about teaching (Russell and Bullock 1999, p. 150).

My introduction to thinking about teaching and learning culminated in a piece of research that articulated not only what I learned from a professor who I respected, but also what he learned from me. I learned about the value of having a trusted critical friend to help me unpack and articulate what I learned from professional experiences. In short, I learned to *direct the action* of learning about teaching.

I returned to Waterloo to complete my physics degree in May 1998, profoundly changed. I had transformed into someone who had a language for talking about issues of teaching and learning. I was far more aware of how I was (or was not) learning and I paid attention to some of the problematic aspects and interesting opportunities of undergraduate physics education. As a result of my time at Queen's and my time studying with Tom in particular, big questions in education interested me more than big questions in physics. My future gaze shifted toward graduate study in education rather than physics.

Act III: Early Experiences in Education, Becoming an Educationist

After graduating from both programs in 2000, I officially changed into a teacher. The statement is somewhat tongue-in-cheek, as I believed that my teaching mindset had developed upon finishing the Queen's program 2 years earlier. I completed my two remaining co-op internships in educational environments: one in a mixture of elementary and secondary school settings focusing on science and technology education, and one in a tutoring centre at a large community college. In many ways, though, I did not feel like a "real teacher" until I walked across the stage at convocation and when I received my certificate of qualification from the province a few weeks later. I was excited to finally transition into my new professional role: I would have my own students, my own classroom, and the ability to teach in whichever ways seemed best to me at the time. It was not long into my new career, however, that I sought ways to engage with professional and academic communities, to think about what others had written about teaching science, and to formally investigate my practice. I was motivated both by a desire to improve my practice and to manage the often turbulent waters of the first years of teaching.

I began my career in education as both a secondary school physics teacher and a part-time college physics instructor. I maintained both roles due to the ever-present concern of losing my teaching job due to low seniority during a time of restructuring in my school district. In 2003, I switched school districts to become an in-school "literacy teacher" consultant to a family of schools, while maintaining my role at the college. I began a master's degree part-time with Tom in 2002. In 2005 I left my full-time teaching positions to pursue doctoral work with Tom full-time. During my second year of full-time PhD studies, I had the opportunity to write a chapter that unpacked much of what I learned during my five years as a classroom teacher and in-service teacher educator (Bullock 2007). In particular, this work helped me to understand why my experiences as an in-service teacher educator from 2003 to 2005 did not quickly and un-problematically translate to my new role as a preservice teacher educator and doctoral student. Again, Tom challenged me to write about what I was noticing in my work with teacher candidates, and how this work differed from my prior work with experienced teachers.

Bullock (2007) serves as the next important touchstone in the development of my understanding of the nature of professional knowledge for a number of reasons. First, it was an opportunity to synthesize what I had learned about teaching and learning from 5 years of professional experiences in K-12 and college education. Second, it allowed me to describe and interpret my first experiences as a teacher educator in the first year of my doctoral program – I co-taught Tom's courses in the first semester of my doctorate and taught them on my own during his sabbatical leave in the winter semester (Bullock and Russell 2006). Third, it marks the first time I made links between Schön's (1983) work and self-study of teacher education practices (S-STEP) methodology. Although I did not engage deeply with the methodological literature in this instance, I took the challenge of self-study to heart and developed a series of problems to challenge myself to understand the nature of my teaching. I noted:

> My research questions were influenced by Tidwell's (2002) caution against investigating characteristics of practice before finding out if one's practice is enacted in the way it is intended. Instead of asking, for example, *how* I solicit teacher candidates' prior conceptions of their pedagogy, I asked *if* I solicit candidates' prior conceptions of their pedagogy. There is an important distinction between the two questions, namely that the second question does not involve *a priori* assumptions about the characteristics of my teaching (Bullock 2007, p. 87).

Most importantly, this process was the beginning of my use of self-study to make sense of the transition from teacher to teacher educator. I admit that, at the time, I rather naively assumed that writing the chapter would be "the end" of my need to make sense of this transition. In addition, I also assumed that the challenges of moving from teacher to teacher educator were unique to me and of little interest or epistemic import to the community as a whole. I felt that self-study was a useful methodological tool for me to make sense of important events in my development as a new academic. Little did I know that my early work in self-study would form a habit of inquiry later in my career, or that I would eventually attempt to make contributions to methodological questions about self-study. Throughout my doctoral work, I maintained a dual focus on my interest in the problems of (science) teacher education and an interest in self-study research. A publication with a fellow doctoral candidate and ongoing colleague (Bullock and Christou 2009) cemented my confidence to use self-study as a tool for understanding interesting problems of pedagogy that I was experiencing in my early career – in this case, the role of foundational courses and practicum experiences in teacher education.

Act IV: Early Academia; The Turn Back to Science

My initial position at a university that self-identified as an "institute of technology" thrust me into the problematic role of an academic who, while personally enthusiastic about digital technology, was highly sceptical of the possibility of digital technologies to stimulate significant change in teacher education. I decided to again rely

on self-study methodology to help me interpret and challenge what "digital pedagogy" might mean in my new role. I concurrently realized that the idea of *becoming* a teacher educator was a process rather than an event and that I had much more to learn about teaching future teachers. In Bullock (2011), I commented on what I learned from my first 2 years as an academic, trying to fit in with institutional mandates to explicitly use technology in my teacher education courses. I was concerned with the somewhat atheoretical way in which much technological "innovation" seems to occur in education, a tension that I named *architecture is not enough*. In the conclusion to the article, I noted:

> Having the appropriate hardware and software tools at my disposal does not automatically mean that I taught from a theoretical framework about digitally enhanced pedagogy. I was, unfortunately, initially satisfied with very superficial approaches to using technology in my classroom. My needs changed in my second year of my appointment at UOIT. I wanted to make use of digital tools for the pedagogical purpose of enhancing my relationships with students. The blogging assignment's success in opening up possibilities for communication and relationship building might be considered within the theoretical framework [of networked publics] offered at the beginning of this paper. (Bullock 2011, p. 103)

During the third year of my appointment as an assistant professor, I returned to graduate school part-time (and post-PhD) to study the history and philosophy of science (HPS) at the University of Toronto. There were many reasons for this endeavour, but it was mostly because I wished to understand further what Schwab (1978) would have referred to as the syntactic structures of my cognate discipline of physics. In hindsight, I wonder if my extended time away from working explicitly with concepts in physics made me feel somewhat unbalanced. Regardless, my M.A. work in HPS provided me with a new lens with which to think about how I teach about teaching science and how I think about the role of self-study in science teacher education. In my introduction to an edited book on the intersections between science education and self-study, I drew on Shapin and Shaffer's (1985) influential work in the history of science to make the argument that self-study was an often-overlooked source of knowledge about science education:

> If we return to the three technologies (physical, literary, and social) used by Robert Boyle to usher in his experimental approach to science, we begin to see some of the problems associated with excluding, by accident or design, the voices of science teacher educators as practitioners of science teacher education pedagogy. Boyle's physical apparatus—the air pump—has as a modern analogue the physical data collected via quantitative and qualitative research traditions. The literary technologies are alive and well in the academy in the form of scientific journals, books, conference papers, and technical reports. It is the social technology, however, that is of particular relevance to this discussion. Academic discourse clearly has a set of social norms and patterns that encourage the analysis of research findings and construction of scientific knowledge. Until the self-study of teacher education practices movement, however, the voices of teacher educators, those who teach future teachers, were largely silent on important issues such as the way they enacted particular pedagogical approaches, the tensions they felt as they attempted to live particular values in practice, and the development of professional knowledge of teacher educators. (Bullock 2012a, pp. 4–5)

My work in HPS has led me to a new line of thinking: examining the ways in which physicists of historical note thought about pedagogy, and considering what idea(s) their insights might have for thinking about my practice and for science education as a whole. With this renewed engagement with physics, I indeed find myself "back again," with a foot in two disciplinary worlds, after having gone "there" to become an educationist and academic.

Theoretical Frameworks

My narrative is firmly grounded in Schön's (1983, 1987) epistemology of learning from experience. I share his critique of the (sometimes tacit) technical rationalist underpinnings of most approaches to professional education and I have based much of my work on the importance of identifying moments of "reflection-in-action" that have led me to reframe my pedagogy and scholarship. Schön (1983) argued that the unique combination of the emergence of the North American style of universities in the late nineteenth-century and the rise of Positivism resulted in "the very heart of the university was given over to the scientific enterprise, to the ethos of the Technological Program, and to Positivism" (p. 34) – particularly in the United States and Germany. The result was that, in a relatively short time – just a few decades later:

> The prestige and apparent success of the medical and engineering models exerted a great attraction for the social sciences. In such fields as education, social work, planning, and policy making, social scientists attempted to do research, to apply it, and to educate practitioners, all according to their perceptions of the models of medicine and engineering. Indeed, the very language of social scientists, rich in references to measurement, controlled experiment, applied science, laboratories, and clinics, was striking in its reverence for these models (pp. 38–39).

Munby et al. (2001) review of the literature on teachers' professional knowledge and how it develops argued that this kind of thinking is what gave rise to arrogant presuppositions that the role of teacher educators is to simply tell teacher candidates how to teach; that is, to give them ideas that they enact during their practicum placements. This underpinning of technical rationality misunderstands the nature of the development of professional knowledge as problem solving, which Schön articulates in the following way:

> Although problem setting is a necessary condition for technical problem solving, it is not itself a technical problem. When we set the problem, we select what we will treat as the "things" of the situation, we set the boundaries of our attention to it, and we impose upon it a coherence which allows us to say what is wrong and in what directions the situations needs to be changed. Problem setting is a process in which, interactively, we *name* the things to which we will attend and *frame* the context in which we will attend to them. (Schön, p. 40)

This interaction between naming and framing, which Schön calls *reflection-in-action*, is what leads to the development of *knowing-in-action*, which according to

Schön is the *characteristic* kind of knowledge that a professional develops. Thus there is inherent artistry in the development of professional knowledge, since the problem of setting is, in Schön's terms, not a technical problem and therefore not conducive to scripts or pre-arranged ideas. A situation encountered by a professional is likely to have any number of possibilities associated for problem setting; it is up to the professional to determine the nature and scope of the problem that requires action.

Self-study methodology is closely linked to many of Schön's ideas; the connection is perhaps strongest when one considers that both sets of ideas frame professional knowledge as complicated, messy, and largely tacit. In the inaugural issue of the flagship journal of the field, *Studying Teacher Education*, Loughran (2005) reminded researchers that the "self" refers to the fact that self-study focuses on the improvement of our own teacher education practices, and it does not mean that it is a solipsistic endeavour. Thus I see self-study methodology as a way for me to apply Schön's ideas about the nature and development of professional knowledge to considerations of my own practice. I frequently cite LaBoskey's (2004) five criteria for self-study research design as crucial to my thinking: Self-study research is self-initiated and focused, improvement-aimed, uses interactive, multiple, primarily qualitative methods, and employs exemplar-based validation (pp. 842–852). I also take seriously Pinnegar and Hamiton's (2009) assertion that, when it comes to self-study research, "the basic question has always been more about *what is* than about claims to know," which further implies that "ontology, rather than epistemology [should be] the orienting stance in S-STTEP research" (p. 8).

I frequently work with critical friends in different disciplines (e.g., Fletcher and Bullock 2012), the same discipline (e.g., Bullock et al. 2014), and within the same institutional context around a shared programmatic interest (e.g., Ling and Bullock 2014) to help me understand how I "set" my problems and to challenge me in ways that help me frame problematic features of practice differently. Working with critical friends has taught me a lot about self-study as methodology and, in particular, the value of what LaBoskey (2004) refers to as "assumption challenging":

> To influence practice we must transform teacher thinking, but this, for a variety of reasons, is easier said than done. For one thing, our beliefs, values, and knowledge of teaching are derived from our experiences – our personal histories, which are necessarily limited and variant. In addition, many of these assumptions are implicit; they have never been articulated even to us. What is more, some of these ideas are deeply held and intimately connected to our identities as teachers and learners. (LaBoskey 2004, p. 829)

It is perhaps a consequence of this focus on "assumption challenging" that I have recently explored both life history approaches and perspectives offered by theatre literature (Johnstone 1979; Marowitz 1986) to inform my development as an education professor. In Bullock (2014a), I developed a life-history approach based on the development of "episodes" to explore 30 years of involvement in a variety of martial arts – a significant, non-formal educational experience in my view – on my pedagogy of teacher education. I drew the following conclusions from that study:

1. There is considerable value in re-experiencing oneself as a learner by examining one's own life history in order to challenge how we know what we know about teaching. My experiences as a martial arts student have direct relevance to how I think about teaching teachers.
2. If we accept the idea that prior experiences as a student and as a teacher influence our work as teacher educators and professors of education, then our prior experiences as a learner in non-formal settings offer a rich context for additional analysis through self-study (Bullock 2014a, p. 114)

In Bullock (2014b), I use the concept of *status* from Johnstone's (1979) treatise on improvisational theatre as a lens for analysing a 15-min discussion during a video-recorded meeting of one of my physics courses. Improvisational theatre provided a significant, novel, window into understanding how I work with future science teachers by highlighting the ways in which I tacitly raise and lower my status during discussions to facilitate learning. This self-study work has encouraged me to develop further my scholarly interest in, and practice of, dramatic arts – a pursuit that I will be formally engaging with in coming years.

Developing a Distinct Pedagogy of Teacher Education

Frequently there have been calls for a knowledge base for both teaching and teacher education. I prefer to think of my contributions to the field as helping to establish self-study as what I refer to as a "basis-for-knowing" (Bullock 2009) rather than a knowledge base about teaching future science teachers. Generally speaking, science education tends to spend a lot of time focusing on the importance of content knowledge and pedagogical content knowledge. Although these two forms of knowledge are important, they are propositional. Self-study has provided me with a way to articulate knowledge gained through careful analyses of experiences as a science teacher educator.

There are two major themes that I continually return to in my scholarship of self-study: the importance of naming and challenging prior assumptions and the value of enacting pedagogical approaches grounded in developing relationships with teacher candidates. In my first self-study paper I explored the challenges afforded by teaching the second half of my supervisor's physics methods course. I quickly discovered that many of my assumptions about teaching future teachers were grounded in the two years previously spent as an in-school teacher consultant for a large secondary school in Ontario. I did not understand the degree to which these assumptions affected my pedagogical approach until they were named and challenged in a productive way by my supervisor (and critical friend). Since that paper, I have worked hard to name prior assumptions that I have about any novel situation I encounter in teacher education – a new course, a new pedagogical approach, or a new institution. The overarching theme to most of my work is the importance of developing a relationship with teacher candidates that encourages them to develop an "authority of experience" (Munby and Russell 1994) over events in their teacher education pro-

grams. Recently, I have explored the potential of a variety of digital technologies to help candidates develop their authorities of experience.

In Bullock (2012b) I introduced the idea of developing a distinct pedagogy of teacher education, where distinct is not a synonym for *discrete* or *different*, but instead "I frame the idea of distinct as a *clear*, *unmistakable impression*. Thus a distinct pedagogy of teacher education recognizes the effects that problems of practice have on one's prior assumptions and principles" (p. 118, emphasis added). At the time, I did not have the conceptual tools to unpack further the consequences of this idea. Here, I turn again to theatre literature to shed further light on my professional development as a teacher educator.

Lakoff and Johnson (1980) argued that the ways in which we use conceptual metaphors reflect our underlying thought structures. In their canonical example, they invoke the language of argumentation (e.g., to "win" or "lose" an argument, to "have a fight") to illustrate that many people have a tacit conceptual metaphor of *argument is war* that reflects how they behave in disagreements. I wish to invoke a conceptual metaphor from theatre that reflects how I think about my development as a teacher educator and scholar: *directing the action*.

In his book *Directing the action*, Charles Marowitz (1986) argued that directing theatre requires one to metaphorically wield a staff like Prospero in *The Tempest*. In so doing, the modern director is free to "muster bright and dark spirits into their service to create theatre," the "rough magic" that "must ultimately be abjured" in favour of an ultimate collaboration with fellow artists (p. xviii). Regardless of a director's intent to work collaboratively, bring out the best in others, and enter into a wider conversation with the audience, she or he must first summon seemingly magical emotive forces that serve both as a catalyst and a starting point for theatre, assuming a "lofty vantage point" associated with the image of director as an authority figure. The end result, according to Marowitz, is that "the director abdicates in favour of that new authority – the public" (p. xviii). Self-study methodology has acted as a kind of rough magic that catalyzes new inquiries into my practice, which I am unable to fully understand until I negotiate a variety of vantage points on my practice including literature, critical friendship, and the voices of my students. In this way, my development as a teacher educator has been a process of learning to *direct the action* through self-study methodology. I must negotiate the inherent tensions in setting and maintaining a course for my work as a teacher educator while simultaneously opening myself up to ideas offered by critical friends and by the literature. As Marowitz states:

> The modern director, then, is not simply a person who imposes order upon artistic subordinates in order to express a writer's meaning, but someone who challenges the assumptions of a work of art and uses mise-en-scène actively to pit his or her beliefs against those of the play. Without that confrontation, that sense of challenge, true direction cannot take place, for unless the author's own work is engaged on an intellectual equal to its own, the play is merely transplanted from one medium to another . . . . A performance that is not suffused with new dynamics proceeding from other temperaments and other viewpoints contradicts the essence of the word *perform* – which is "to carry on to the finish," to "accomplish," to fulfill the cycle of creativity begun by the author. (Marowitz 1986, p. 6)

This conceptual metaphor seems particularly appropriate to my journey as a self-study researcher because it acknowledges characteristics inherent in the methodological approach and to how I function as a scholar. In the first case, both LaBoskey (2004) and Bullough and Pinnegar (2001) have argued that self-study uses multiple primarily qualitative methodologies and, in so doing, imports the requisite criteria for trustworthiness and rigour. Like a director, called to fulfill a cycle of creativity, a self-study researcher needs to both assemble a performance (in the form of a final product for research purposes) from what is available while challenging her or his prior assumptions. To be a new basis-for-knowing, a new understanding of ontology, a piece of self-study research needs to be a *performance* in Marowitz's sense of the term. In the second case, the disciplines in which I plant my feet – physics and education – provide a sense of confrontation in my academic self that may require me to direct my actions in particular ways once I realize the tensions I experience.

This chapter has provided an overview of my professional development as a teacher and as a teacher educator. In many ways, this overview has underscored that an important element of my professional development has been to learn to focus on my *self*, a self productively understood within the context of self-study methodology. I began this journey as a physicist and an educationist; my academic position and my professional certifications as a teacher and as a physicist reveal that I am still grounded in these two perspectives. Yet throughout my experiences of professional and intellectual transition over the past 20 years from undergraduate student to education professor, I have learned the importance of making my tacit knowledge explicit through self-study. I have learned the importance of *directing the action* of my professional development through challenging my prior assumptions through critical friendship and through examining my life history. Looking forward, my current position at a Faculty of Education that prides itself on encouraging interdisciplinary approaches? enables me to feel free to pursue literature from the performing arts as a way of further challenging and developing my understanding of science teacher education. I look forward to the new challenges of understanding my evolving performance as a teacher educator.

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Chapter 4
On Deconstructing Folk Theory While Developing as a Teacher Educator: A Disorienting Transition as a Reorienting Opportunity

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I am a newly minted associate professor who has devoted a great deal of energy over the last 10 years to examining the roles assumed and played by classroom teachers as they become teacher educators. The emphasis I have placed on this line of inquiry is evident in the following paragraph from my recent application for tenure and promotion:

> I use my teaching and research as opportunities to inquire into the roles assumed by teacher educators, and to interrogate the relationships between teacher educator beliefs and practices. As a former classroom teacher involved in the process of becoming a teacher educator, I recognized that teaching a subject and teaching others how to teach a subject share much in common but are not the same. Instead, becoming a teacher educator requires former classroom teachers to modify their professional identities, and to develop pedagogies that account for the different emphasis of their university-based instruction. Teacher education research has not addressed how teacher educators acquire the competencies deemed necessary for their work in teacher education, and leaves unexamined the degree to which teacher educators' beliefs about what they should be doing mesh with their actual practice. These are important issues to consider because of their potential influence on the preparation of teachers. Much of my research draws on my experiences as a beginning teacher educator to address these gaps in the research. (tenure and promotion packet, 2013)

Following this rationale for why examining the transition from classroom teacher to teacher educator is a worthwhile endeavor, I describe what I understand as my role and purpose as a teacher educator:

> As a faculty member charged with the task of preparing future teachers, each one of whom has the potential to teach thousands of children over a long career, I believe my work carries with it a certain moral imperative. I frame this imperative in terms of better understanding social studies teaching and learning as a process of critical inquiry capable of fulfilling the democratic mission of schooling in a pluralistic society. As a result, I use my teaching and

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> research as sites to wrestle with questions of what is worth knowing and how to best teach that knowledge and/or those skills and values in ways responsive to the moral and ethical dimensions of education. (tenure and promotion packet, 2013)

While this represents a reasonably clear and concise statement of how I now understand my work as a teacher educator, my early thinking and practices lacked similar conviction. Like others who came before me, I found the move from teacher to teacher educator disorienting. This chapter aims to further shed light on this transition by detailing how my professional learning and development as a teacher educator evolved over the course of the last 10 years.

In what follows, I first provide some background to describe my upbringing and formal schooling experiences, as well as to serve as a backdrop for the remainder of the narrative. In the section after that, I explain cultural psychology as the theoretical framework in which my professional learning and development as a beginning teacher educator can be situated. Cultural psychology offers insight into why my evolution as a teacher educator involved the deconstruction of folk theory and pedagogy. After a brief methodology section is presented, I spend the remainder of the chapter describing the transformational 'turns' that seemed to most influence my developing identity and practice as a teacher educator. This discussion includes a focus on explaining what prompted each of the turns, and why they were significant in my process of becoming a teacher educator.

Living the Dream: A Personal/Professional Background

My grandparents were all immigrants, or the children of immigrants, from Europe who moved to the United States in pursuit of better lives for themselves and their families. Although none of my grandparents were formally educated beyond grade school, they worked hard in their blue-collar jobs to make advanced education a possibility for their children. Part of their stance on education involved pushing their children, including my father and mother, to "Americanize." Their focus on assimilation can be understood as a tactic for increasing the chances of their children finding success in the future. This proved effective when my parents became the first in their families to graduate from college. After college, both went on to enjoy successful careers in their respective fields. My dad worked his way up to being an executive in finance, while my mom proved herself as an accomplished school teacher for more than 30 years. In this way, by embracing the American way of life, and I suspect by not looking different from the mainstream population, my family was readily assimilated into American culture and my parents were able to secure a comfortable lifestyle for themselves and their five children.

Owing to some combination of my parents' backgrounds, professional trajectories, and shared understandings around the importance of education, it quickly became an expectation that all of their children would similarly do well in school and find success in their own lives. My parents attempted to make decisions for our

family that would most help each of us fulfil their expectations. For better or worse, these decisions resulted in us living in predominantly white middle-class neighborhoods and attending predominantly white middle-class schools. As such, my personal and public life as a child were dominated by same-group interactions that were grounded in white middle-class values. From my earliest days in the suburbs of Philadelphia to my later years in the suburbs of Atlanta, I learned almost exclusively alongside peers who were like me. While most of us were good at playing the game of school and I made excellent grades, I now have serious reservations about how much I actually learned, at least with regard to how to conscientiously participate in a culturally diverse and democratic society.

Other than the fact that the schools I attended were virtually monocultural institutions that offered few opportunities to interact with children who were different from me, I also feel I was mostly presented with forms of mainstream academic knowledge. Banks (1993) argued how "mainstream academic knowledge, while appearing neutral and objective, often presents propositions, concepts, and findings that reinforce dominant group hegemony and perpetuates racism, sexism, and classism" (p. 61). While this slanted view of knowledge seems debilitating on its own, my education further fell short in so far as I was offered precious few opportunities to participate in my own learning. Most of my teachers made use of banking models of education in which they attempted to deposit information into my mind, with my only function being that of absorption (see Freire 1993). Given this context, it may not be surprising to learn that I never really thought about or critically examined society while I was a young person. My education led me to believe that the way things were in the world was just fine.

This admission should not be mistaken as a sign that I was satisfied. I had actually grown increasingly apathetic during my career as a student as it seemed like my teachers enacted methods that primarily involved talking at me. This indifference was especially high toward the end of my high school experience. While many of my classmates were joyfully embracing senior superlatives describing them as "most intelligent" or "most likely to succeed," I was indifferently shrugging off my designation as "most likely to fall asleep at graduation." Still, college remained an option because I had good grades and I did well on standardized tests. I decided to attend only after my mother took the initiative to send out an application on my behalf, which I was surprised to learn was accepted. In any case, my experiences in college went pretty much as might be expected. I immediately dug myself into an almost inescapable academic hole as a result of having way too much fun and spending way too little time attending classes. However, I was eventually able to overcome my indiscretions and graduate with a degree in education in 4 years. I had chosen my major in my freshmen year for typical, though not particularly well-developed, reasons; namely, I had an interest in the subject area and wanted to help others.

Upon graduating, I promptly accepted one of the few remaining positions in the state as a social studies teacher at a high school in a rural county. In that position I learned just how much I had internalized banking models of education (see Freire 1993) as the way schooling was supposed to be done. Given my own feelings of

indifference in school, one might think that I would have tried to work toward change in my practice as a teacher by introducing exciting topics or implementing innovative pedagogy. Instead, not knowing what else to do, I mostly relied on my experiences as a student via my "apprenticeship of observation" (Lortie 1975). This led me to embrace an approach to teaching social studies commonly referred to as citizenship transmission (Barr et al. 1977). This approach emphasizes teaching "content, sets of behaviors, and attitudes that reflect standard and socially accepted views" (Stanley and Nelson 1994, p. 267), typically derived from the canon of Western, particularly European-American, thought and culture (Vinson and Ross 2001). It also "suggests a more teacher-centered classroom in which a premium is placed on the efficient transmission of information" (Thornton 1994, p. 225). In short, teaching social studies using this approach meant that I was teaching in the same traditional ways in which I had been taught.

Despite my familiarity and comfort with my chosen approach, it did not take too long for me to realize that the type of education I had received was not going to work with my students in rural Georgia; many of whom had never even entertained the notion of going to college and were not interested in playing the game of school. I remember not being sure what to do, or where to turn for help. So, I decided to enroll in a master's program at a local college after my first year of teaching. I had grown to really enjoy working with my students, and I wanted to learn about vexing issues I had to confront in my classroom regarding the implications of race and class in education. Plus the automatic increase in pay that came along with an advanced degree sounded really nice after trying to live for a year on a beginning teacher's salary. The master's program was educative in so far as it exposed me to more historical content knowledge and alternative teaching methods; however, it did not satiate my desire to better understand and serve my students, nor did it transform my worldview. My only solace over the next couple of years was that I successfully formed relationships with many of my students and seemed able to prepare them for whatever standardized tests came along. But other serious issues, like low attendance, high drop-out rates, and segregated classes remained the norm. Somewhat disenchanted as a classroom teacher, I decided to return to school yet again to pursue a doctoral degree. My intent was to return to high school teaching after earning the doctoral degree. I figured I might learn a little bit more and I knew I would be getting paid a little bit more. But that is not exactly the way things worked out. Instead, it was here, as a doctoral student and teaching assistant, where my formal transition from teacher to teacher educator began.

Cultural Psychology: A Theoretical Framework

An important function of graduate school involves learning about new ideas or theories and applying them to oneself. Cultural psychology (e.g., Cole 1996; Goodnow et al. 1995; Shweder et al. 1998) represents one such set of ideas that I was exposed to in graduate school and that I have found useful over the years in understanding

and informing my narrative of becoming a teacher educator. Cultural psychology explores how culture enters into the process of human development and life, including educational processes (Bruner 1996). Shweder and his colleagues (1998) defined cultural psychology as "the study of all the things members of different communities *think* (know, want, feel, value) and *do* by virtue of being the kinds of beings who are the beneficiaries, guardians and active perpetuators of a particular culture" (p. 867, emphases in original). Proponents understand human development as situated in particular social, cultural, and historical contexts (Rogoff 2003).

From this perspective, human development is best understood as the process of growing into a culture and becoming a member of the group (Lee and Walsh 2001). An important function of education is to support and contribute to this process (Bruner 1996). However, Bruner (1986) noted how "the truths of theories of development are relative to the cultural contexts in which they are applied…relativity is not… a question of logical consistency alone…it is also a question of congruence with values that prevail in the culture" (p. 135). Similarly, Walsh (2002) noted how "what is viewed as 'natural' in development will depend on who children are expected to become, that is, how a competent adult is defined" (pp. 213–214). Understanding development in this way promotes the idea that cultures can hold different goals dependent on their values.

Cultural psychologists maintain that every individual in every culture holds deeply embedded implicit cultural beliefs about how the world operates. These beliefs are known as folk theories or psychologies, and from them flow folk pedagogies (Bruner 1996). Lee and Walsh (2004) posit that such theories "exist in the deep structure of a culture – implicit rather than explicit – and become overlaid in formal education by scientific theories and academic language" (p. 230). Although the implicit nature of these theories makes them difficult to identify, it is important to be mindful of their existences because "for people, such as educators, who interact with children daily, these folk theories are enacted, albeit often subtly, in daily practice. As these theories are enacted, they contribute to the daily mix in which children's development occurs" (Walsh 2002, p. 217).

Research shows that schooling in the U.S. encourages students to develop in ways that most align with European American values (Lee and Walsh 2004, 2005). These values are rooted in "the ontology of individualism…, and the central tenet of individualism is the epistemological priority accorded to the separate, essentially nonsocial, individual" (Shweder et al. 1998, p. 898). This view conceptualizes the self "as an autonomous, independent person" and is referred as "the independent construal of the self" (Markus and Kitayama 1991, p. 226). Based on their cross-cultural studies on the conception of the self, Kitayama and his colleagues (e.g., Kitayama and Markus 2000; Kitayama et al. 1997; Markus and Kitayama 1991, 1994) argued that, on average, more individuals in Western, particularly middle-class European American, cultural contexts, hold this view than individuals in non-Western cultures. Researchers (e.g., Kitayama and Markus 2000; Kitayama et al. 1997; Kondo 1990; Markus and Kitayama 1991, 1994; Rosenberger 1992) have found that many other parts of the world, including East Asian, some African, Latin-American and many southern European cultures, see the self "not as separate

from the social context but as more connected and less differentiated from others" (Markus and Kitayama 1991, p. 227). These researchers' discussions of the independent self and the interdependent self highlight how people from different cultures may hold different, if not contradictory, perspectives of what is considered the ideal self.

Although there is nothing wrong with the cultural values that comprise the folk theory of the independent self, Hatano and Miyake (1991) warned how "cultural effects on learning are both enhancing and restricting" (p. 279). Ritter and Lee (2009) demonstrated how European American values implicitly frame much of what is considered desirable in social studies education, and argued how such values can detract from more inclusive, and potentially more powerful, forms of democratic teaching and learning. Much of my own journey of becoming a teacher educator has involved grappling with the question of what can be accomplished by thinking explicitly about "folk pedagogical assumptions in order to bring them out of the shadows of tacit knowledge" (Bruner 1996, p. 47). Indeed, my own development necessitated me being willing and able to deconstruct folk theories and pedagogies that I had long overlooked in my life and career.

Methodology

Over the course of the last 10 years, I have regularly used writing as "a method of inquiry" to learn about myself in relation to a number of research topics in which I was interested (Richardson and St. Pierre 2005). This has primarily been accomplished thorough an iterative process of journaling aimed at unpacking the complexity of my work in teacher education. Lyons and LaBoskey (2002) argued that such use of narrative is "especially useful to capture the situated complexities of teachers' work and classroom practice, often messy, uncertain, and unpredictable" (p. 15). In addition to its ability to capture nuance, Bullough (1997) argued that to create a story is "to engage in narrative reasoning, which plays a central role in a teacher's effort to create a teaching self, a moral orientation to the world of which we testify when we teach" (p. 19). In these ways, reflective narrative methods have allowed for the contextualization of my experiences against the backdrop of action and consciousness.

Not only have narrative methods served the purpose of capturing my initial attempts to make sense of uncertain situations, but they have also preserved them as sources of data to be revisited later. This has made it possible to study my evolving identity and practices as a teacher educator, and resulted in eleven published self-studies (e.g., Bullock and Ritter 2011; Ritter 2007, 2009, 2010a, b, 2011, 2012a, b; Ritter et al. 2007, 2011; Williams and Ritter 2010) on those same topics. Now, re-examining the data and synthesizing the findings from these studies according to a categorical content perspective (Lieblich et al. 1998), applied in conjunction with the cultural psychology framework described above, has further resulted in the identification of four pivotal features of my professional learning and development as a

classroom teacher making the transition to teacher educator (e.g., taking a reflective turn, an epistemological turn, an ideological turn, and an instructional turn). Although discussed separately below, the turns are, of course, closely interconnected.

Taking a Reflective Turn

Possibly the most profound feature of my transition from teacher to teacher educator was the turn toward being more reflective. Although education programs are notorious for stressing the importance of reflection and being a reflective practitioner, the directive mostly rang hollow for me until my entry into graduate school with its concomitant duties in teacher education. One reason I may not have been prone toward introspection prior to my transition seems related to my uncritical background and acceptance of the status quo. In this way, for me, contentment may have bred complacency. Furthermore, my lack of reflection as a classroom teacher seems tied to the fact that I often felt consumed simply attempting to manage the complexity that permeates the daily milieu of the classroom. Ducharme and Agne (1989) conjectured how the classroom environment "is marked by much activity, great busyness, rapid decision-making, and quick responses. While not necessarily anti-intellectual, the life is not one of inquiry and introspection" (p. 78). Although surely not representative of all classroom teachers and teaching contexts, I can relate to the description provided of life in the classroom.

My views on reflection only started to change, as a matter of happenstance, after I was made to actually engage in its practice in a relevant and systematic way. This push came via a doctoral seminar on mentoring in which all of the participants were asked to conduct action research projects. The problem with this requirement, for me, was that I did not feel like my background or experiences had prepared me to conduct research. I remember thinking research was something smart people did, in uninviting settings removed from the messiness of the real world, to arrive at undiscovered truths. At a loss, I approached the instructor of the seminar, who later became my major professor, and expressed my lack of confidence in the research process. Perhaps anticipating the amount I still had to learn about teaching or how much I would need to learn about teacher education, he advised me to consider conducting a self-study of my development as a beginning teacher educator. I must have still looked confused, because he went on to advise me to simply start writing down events that resonated or questions that were raised as I conducted my work.

This initial, somewhat rudimentary, foray into the world of research led to a habit of regularly writing reflections on my experiences. Such a systematic approach to reflection has made it possible for me to study my evolving identity and practices. Moreover, although not necessarily obvious, I discovered that an important part of the process involves collaboration-sometimes considered retrospectively, sometimes achieved in the moment, and sometimes expected in the future. Along these lines, Bullough and Pinnegar (2001) claimed that "self-study points to a simple

truth, that to study practice is simultaneously to study self: a study of self-in-relation to other" (p. 14). For me, the significance of the reflective turn—when undertaken systematically and collaboratively—is that it can serve to uncover folk theory while yielding insight on research topics, like the shifting roles (Bullock and Ritter 2011), understandings (Ritter 2009, 2011), expectations (Ritter 2007), practices (Ritter 2010b, 2012a; Ritter et al. 2011) and identities (Williams and Ritter 2010) associated with becoming a teacher educator, both at the university (Ritter 2010a) and in the field (Ritter et al. 2007; Ritter 2012b). At the same time, I believe such understandings can benefit the larger educational community in so far as they "trigger further deliberations, explorations, and change by other educators in their contexts" (LaBoskey 2004, p. 1170).

Taking an Epistemological Turn

Another important feature of my transition from teacher to teacher educator involved taking an epistemological turn. In his book on research methods, Crotty (1998) discusses epistemology as the theory of knowledge embedded in the theoretical perspective that defines what kind of knowledge is possible and legitimate. He goes on to present three broad epistemological positions ranging from objectivism (e.g., whereby meaning is discovered) to constructionism (e.g., whereby meaning is constructed) to subjectivism (e.g., whereby meaning is ascribed). As has already been suggested, prior to the reflective turn, I never really gave the nature and construction of knowledge much thought. But, given my affinity for transmissionist methods, I probably most identified with objectivism, at least implicitly, in so far as I assumed knowledge existed about the world regardless of my participation or engagement. Under this line of thinking, the truth exists somewhere out there, waiting to be discovered. However, two sets of activities shifted my epistemological understandings as I transitioned from teacher to teacher educator. Specifically, completing graduate coursework and engaging in the research process for myself encouraged me to broaden my view of what constitutes knowledge, and to recognize other ways of making meaning.

To that end, there are numerous examples in my data that illustrate how my coursework prompted me to consider the relationship between epistemology and formal schooling contexts. As one example, consider the following quotation derived from a personal reflection:

> A history teacher who succumbs to the pressure of exclusively covering standards—most of which are based on behaviorist assumptions of knowledge—ultimately tends to simplify historical content knowledge to such an extent that it literally becomes just a series of facts that are checked-off of an endless list of objectives after they have been "covered." In this scenario, precious little time is devoted to uncovering and exploring the relevance of the material by delving into the nuance and context that serve to provide deeper meaning. (coursework, 2005)

Given the close links between behaviorism and objectivism, this example shows how I was making connections between epistemology and my content area. Such connections were essential not only for the development of my own knowledge of teaching, but also for me to consider ways to work with preservice teachers who hold different epistemologies (see Joram 2007).

Further to this, I was also forced to think more explicitly about epistemology when I began to engage in research for myself. Although I began collecting data on my experiences in teacher education in 2004, I did not publish my first manuscript on the topic until 2007. In that piece (Ritter 2007), I wrote the following in my theoretical framework section:

> I identified with constructivism as my epistemological stance because I believe "that social realities are constructed by the participants in those social settings" (Glesne 1999, p. 5). As Esterberg (2002, p. 16) argues, "there is no social reality apart from how individuals construct it, and so the main research task is to interpret those constructions." Although I readily acknowledge the paramount role of interpretation in the construction of meaning, I do not believe that an uncritical sort of relativism must be adopted in order to explain social phenomena. According to Crotty (1998, p. 47), "what constructionism drives home unambiguously is that there is no true or valid interpretation. There are useful interpretations, to be sure, and these stand over against interpretations that appear to serve no useful purpose." In this study, I use interpretivism as a theoretical framework to illuminate the pedagogical challenges I encountered as I transitioned from classroom teacher to teacher educator. Interpretivism "looks for culturally derived and historically situated interpretations of the social life-world" (Crotty 1998, p. 67). Such a sociocultural-historical perspective provided me with an effective lens to help reveal what counted as useful interpretations within my research and why. (p. 6)

This excerpt makes it clear how the objectivist views that I carried into teacher education with me from the classroom had already begun to change by the middle of my graduate school experience. More specifically, it is clear that I was beginning to understand and identify with the notion of knowledge and reality being socially constructed. These understandings were further advanced as I went on to complete a certificate in qualitative research at my graduate institution, and have served as the foundation for explorations of other theoretical frames in my research and writing over the years.

Taking an Ideological Turn

Another important feature in the professional learning and development of teacher educators has to do with ideology. This is especially true in my case as a former social studies teacher becoming a teacher educator. According to Stanley and Longwell (2004), "The nature of social studies and social studies teacher education has been contested by both internal debates among social studies educators and the pressure of external forces seeking to shape social studies curriculum and methods" (p. 189). The essential debate in the field concerns whether social studies instruction should strive to transmit or transform the existing social order (Stanley 2005). The

place one comes to occupy on the ideological spectrum between teaching for transmission and teaching for transformation shapes the ways in which social studies educators think about their subject matter and what constitutes student learning.

As has already been touched on in the background section, both my experiences as a student and my classroom teaching tended to follow traditional patterns of instruction implicitly reifying the status quo. However, as I immersed myself in my doctoral studies and the work of teacher education, I found myself increasingly drawn toward other ideas and purposes regarding the function both of schools and social studies. In particular, I began to identify with a conception of teaching social studies referred to, by Parker (2003), as "advanced." Proponents of this conception typically agree with Nelson's (2001) claim that "education in a democracy demands access to and examination of knowledge, freedom to explore ideas, and development of skills of critical study" (p. 30). Similarly, most emphasize critical thinking "designed to promote a transformation of some kind in the learner" (Thornton 1994, p. 233). In stark contrast to other conceptions of citizenship education, Stanley and Nelson (1994) suggested the emphasis here be on "teaching the content, behaviors, and attitudes that question and critique standard and socially accepted views" (p. 267). Rather than treating citizenship as an entity to be acquired, students engage with their own interpretations of citizenship and are encouraged to communicate their interpretations with others who have different backgrounds. Westheimer and Kahne (2004) describe the outcome of such instruction in terms of justice-oriented citizens.

The ideological turn that facilitated my identification with this more advanced conception of social studies resulted from three primary sources: completing my doctoral coursework, doing the work of teacher education, and engaging with peers. The first source, completing my doctoral coursework, contributed to my ideological turn in a number of ways. First, the uncritical assumptions that guided my earlier thinking were challenged as I was pushed to consider the history and nature of the educational system. These examinations allowed me to begin to understand how contemporary schooling rests on practices that seem detrimental in a pluralistic society and that diminish the possibility of meaningful learning. Subsequently, completing my coursework helped me to recognize the importance of developing a sense of purpose for one's teaching that considers and is responsive to the broader social conditions of schooling. Finally, formally reflecting on my background and experiences as a student and teacher in light of my developing understandings regarding these issues encouraged me to purposefully challenge some of the beliefs I held prior to my move to teacher education. These considerations all worked together to contribute to my evolving views on the purpose of social studies education.

Engaging in the work of teacher education similarly contributed to my ideological turn in a number of ways. As a starting point, my observations and critiques of student teachers in relation to the aims of the program in which I worked prompted me to reflect on my prior practice in ways that encouraged me to refine my understandings of good teaching. These understandings were further enhanced as I came to better understand the culture of schools and contemplated ways to work both

within and around the system. Additionally, engaging in the work of teacher education pushed me to think more deeply about the concept of learning and to make conceptual distinctions relevant for my own vision and practice as a teacher educator. These understandings were regularly applied and tested as I carried out my work with preservice teachers and sought ways to bridge theory and practice. Again, none of these contributing factors to my ideological turn existed or operated in isolation. Instead, they worked in unison to thrust me into an ongoing developmental cycle of reflection and action.

The third source prompting my ideological turn involved interacting and collaborating with my peers. At the same time as I felt encouraged as a result of these interactions, I was also regularly pushed to rethink my assumptions regarding education and to make connections between my evolving ideas and my work as a beginning teacher educator. In this respect, although I came to recognize there might not be correct answers in an absolute sense to my questions about teacher education, I also realized that there were potentially better or more thoughtful approaches than what I was already bringing to my work in this new field. The key to unlocking these new understandings rested in my attempts to interact or collaborate with peers who possessed divergent views. This represents a core understanding and practice that I now apply to my students as I teach them about teaching social studies, and encourage them to apply to their students as they teach them about social studies content. Purposefully interacting or collaborating with peers who possess divergent views seems incredibly useful for both the study and practice of democracy.

Taking an Instructional Turn

A final feature that marked my transition from teacher to teacher educator involved an instructional turn. On the surface, this may sound trite since all educators must be concerned with engaging their students in instruction. But, in my case, I am using the phrase to refer to my ongoing process of attempting to consciously live my values and beliefs in my practice. This is not a static relationship as it is always evolving. Still, as I moved from classroom teacher to teacher educator, there were certain themes that marked how my instructional turn unfolded. The relationship between my beliefs and practices can be traced and described according to the following developmental themes: starting from default assumptions about teaching; invoking my classroom teaching experience as a source of expertise; resisting changing my views on teaching; beginning to focus on core objectives; taking the content turn in my work as a teacher educator; and taking the pedagogical turn in my work as a teacher educator. Each of these themes is briefly described below.

First, I brought certain default assumptions about education with me to my work in teacher education. These assumptions were derived from my upbringing and experiences in school as a student. In particular, I understood effective classroom teachers as individuals who knew their content areas, who found ways to deposit appropriate information into their students' minds, and who produced students who

were able to pass standardized tests. These assumptions surfaced in my early practices with student teachers as I mostly focused my attention on emphasizing certain controlling behaviors and procedural elements to strengthen what amounted to standards-driven lessons. Essentially I used my understandings and experience from the classroom as a source of expertise for my new role. The focus of my teacher education practices only gradually shifted as I came to more closely align myself with several of the core themes from my social studies program and to formulate core beliefs for myself. Examples of these core themes and beliefs, include a definition of good teaching as "active student engagement in worthwhile learning," rationale-based practice, and collaborative inquiry.

In the process of wrestling with these themes and beliefs, I eventually came to take what has referred to as the 'content turn' (Russell 1997). This turn involves rethinking what to teach. While Russell suggested that many teacher educators may take the 'content turn' while classroom teaching, my experience differed in that I was not compelled to rethink the subject matter of social studies until I was already immersed in my work as a teacher educator. This seems related to the beliefs I brought with me to my work, beliefs primarily derived from own background as well as my formal experiences with social studies as both a student and a teacher. I did not rethink the content, per se, until I was prompted to make connections between the ideological dimensions of social studies, the views individuals embraced regarding the good society, and approaches to instruction. This recognition was further complemented in my work as I took the 'pedagogical turn' (Russell 1997) and began to recognize that how individuals teach can also deliver important messages to students.

The pedagogical turn marked the beginning of my thinking about a distinct pedagogy of teacher education. I came to understand that students were taking away messages about teaching from my selection of content, the pedagogical methods I employ, and the management of my classroom. This put a heightened responsibility on me to model the sort of instruction I was asking of them, or to "walk my talk." These considerations still continually weigh on my thinking as I strive to avoid lessening the power of my message through unintended contradiction. Still, even as I have come to understand my role in increasingly nuanced ways, and as I have sought to more closely align my teaching intents with my teaching actions, I know there is always a possibility of experiencing new tensions and enduring setbacks. That is why I never claim to have become a teacher educator, but rather discuss how I am always in a state of becoming a teacher educator.

Discussion

The purpose of this chapter was to present a metanarrative describing the pivotal features of my professional learning and development as a beginning teacher educator. These features were discussed in terms of taking a reflective turn, an epistemological turn, an ideological turn, and an instructional turn. Perhaps the defining

feature of these turns and, subsequently, of my personal professional journey from teacher to teacher educator is that I was prompted to challenge default assumptions, or folk theories, I held about the world and how it operated. The reflective turn facilitated many of these understandings by empowering me to actively construct knowledge for myself, both from the past and for the present and future. The epistemological turn encouraged me to broaden my view of what constitutes knowledge and how it is constructed. It specifically prompted me to confront previously held isolationist and objectivist views, and to seek out collaboration with others in the meaning making process. Similarly, the ideological turn disrupted my blind acceptance of the status quo and, in turn, fundamentally changed how I saw myself and my role as a social studies teacher educator. Finally, the instructional turn embodied—and continues to embody— the never ending challenge and opportunity to teach in ways aligned with my vision. Self-study research and the passage of time have proven these turns extremely influential on my developing identity and practice as a teacher educator over the course of the last 10 years. In the final analysis, each of my transformational turns represents more of an orientation or a process than it does an end product. As such, I tend to think that the issue of professional learning and development in teacher education is not one of what is right and what is wrong. As Rogoff (2003) argued, "the idea of a *single* desirable 'outcome' of development needs to be discarded as ethnocentric" (emphasis in original, p. 23). Instead, I am convinced "that in the story (or stories) of becoming, we have a good chance of deconstructing the underlying academic ideology-that *being* a something (e.g., a successful professor, an awesome theorist, a disciplinarian maven, a covergirl feminist) is better than *becoming*" (Richardson and St. Pierre 2005, pp. 966–967, emphases in original).

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Chapter 5
Bewitched, Bothered and Bewildered: 'A Small Heroic Everyday Epic' of Teacher Education in a Digital Age

Avril Loveless

> 'There are thirty two ways to write a story, and I've used every one, but there is only one plot – things are not as they seem.'
>
> Jim Thompson

This Is a Story of Teacher Education

It is one person's story told in three parts.

It contains three storylines needing different focal lengths: – a micro story of my being an educator; a meso story of educational technologies in schools; and a macro story of education in a digital age of neoliberal intent.

The plot, however, is not always as it seems. This is not a story of smooth transitions between roles, but one of 'way-finding' in shifting landscapes of purpose, expertise and policy in teacher education.

It is an original story, analysing an account of teacher education that draws together theoretical threads of the conceptual depth of teacher knowledge; the contextual scope of culture and power in a digital age; and the pedagogic reach of didactic analysis rooted in the human condition (Loveless 2012). The method of storytelling is autoethnographic, choosing moments of a life history to offer an analysis of a story of action in a theory of context making sense of our time from a personal story in a wider picture (Hayler 2011; Stenhouse 1975). The story matters to our understanding of that wider picture because at a time of international debate and reform in education, it presents a way of thinking about teacher

'Bewitched, Bothered and Bewildered' by Lorenz Hart and Richard Rogers in 1940 musical 'Pal Joey'. Copyright 1941 Chappell & Co Ltd. New York and London.
'A Small Heroic Everyday Epic' by Tempest, K. (2013). *Brand new ancients*, London: Picador.
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knowledge in a digital age that is slightly awkward. It suggests features that are 'refracted' through transition and transformation. As Goodson and Rudd describe, 'trajectories, life-histories and professional identities influence […] practice, mediate policies and negate the effects of ideology and power' (Goodson and Rudd 2012 p6),

The story links this refraction with the concepts of scripted and improvised self-formation (Holland et al. 1998) to offer personal reflections on the depth, scope and reach of my finding my way as a teacher educator of 30 years: a story of becoming more knowledgeable in my field, more accomplished in my pedagogy, and somewhat wiser in the context of teacher education in my time and place. It is presented as a chronology of being an educator bewitched, bothered and bewildered by using digital technologies in my practice as a schoolteacher, teacher educator and professor over three decades. Blended into these changing identities are the transitions in two areas of my personal experience. The first is in the politics and cultures of educational technologies in the UK. The second is in how theories of learning and pedagogy can illuminate understandings of teacher knowledge and teacher education practice.

Through these personal and contextual transitions, however, are enduring threads of creativity, integrity and friendship in the encounters with the people and activities in the mainstream and the margins of education. These encounters often contained the 'small heroics, everyday epics' (Tempest 2013), in which connections are made between people, their contexts and their imaginations to shape new worlds, however small the scale.

One of the roles of the academy is to analyse the everyday epics and place them in the narratives of society, politics and culture. It is our responsibility to do this so that individual stories are not trapped in time and place, but connected with wider contexts in ways that give them agency in complex worlds. The stories of our lives as teacher educators are played out against backdrops of ideologies about the kinds of society we would wish to build and inhabit. We seem to be currently in a market society, yet we can answer back and go against the grain to these wider narratives in our local lives and relationships, and offer to our students more complex ways of reading the world.

Bewitched – Tools of the Trades

'I prithee, let me bring thee where crabs grow.
And I with my long nails will dig thee pignuts,
Show thee a jay's nest, and instruct thee how
To snare the nimble marmoset. I'll bring thee
To clustering filberts, and sometimes I'll get thee
Young scamels from the rock. Wilt thou go with me?
Caliban, *Tempest*, *Act II*, *Scene II*.

Hackney, London. September 1980
After my first teaching post in the leafy English shires, I moved to Hackney. I was new to the city and new to Northwold School – a large, Victorian three-storey building with high ceilings, large windows, walled playground, and 'Infant Girls' carved in stone over the entrance to the brown-tiled staircase. My concerns at the time were focused on organising my new classroom, getting to know new children and colleagues, and figuring out new relationships and friendships at the weekends. I had no vocabulary for describing and explaining why I did what I did, nor why my classroom was thought to be a lively, interesting place in which I was considered to be a successful and engaging teacher. It worked, but I didn't know why.

Hackney is an inner-city borough, known for its long history as a place of early industrialisation and highwaymen, refuge and immigration, diverse ethnic and religious cultures, radical politics and uneasy to violent relationships with the authorities. By 1980, it was characterised by some of the worst measures of multiple deprivation in England, whilst nestling next to the wealth of the City of London. Until I lived and worked in this place I had little interest in politics, and arrived as Thatcherism began to knock the stuffing out of many of the assumptions that I held about the lives of teachers and the purposes of education. My own teacher education had focused on the debates about 'progressive' and 'traditional' teaching styles (Bennett 1976), but now I was becoming more aware of the political roots of these debates (Whitty 1989). It seemed as if the world was changing on my doorstep. The English Miners' Strike of 1984; the financial 'Big Bang' and deregulation of the City; uprisings in the inner cities; and the UK Education Reform Act of 1988 which brought in a National Curriculum and assessment regime, were some of the themes in the shift to the Marketization of Everything which was being played out around me.

Being an English child of the 1950s, I benefitted from the post-war consensus of the British 'Spirit of '45', the establishment of the Welfare State and the commitment to battle 'Want, Disease, Ignorance, Squalor and Idleness' (Beveridge 1942). Growing up in a background of northern, working-class Christianity, I was rooted in non-conformist, missionary and social justice traditions. My view of the purposes of education was focused on realising one's potential to appreciate the world around and make a positive contribution to human flourishing. I thought that I might be a Primary teacher in order to be a jack of all trades and master of none. I was interested in all subjects, and although they had been taught as distinct domains in my secondary school curriculum, I enjoyed the approach to topic work in primary schools that attempted to make interdisciplinary links between connected ways of knowing. I often wonder whether the expectations of a 1960s Girls' Grammar School education with a broad curriculum of arts, sciences and humanities were the

keystone in a later interest in conceptual depth as well as disciplinary connections. My Geography teacher, Mrs Wallace, once asked 'Why is this place like this?', and I felt that my head might catch fire thinking about all that I found fascinating in such an interdisciplinary subject. My becoming a teacher in the late 1970s was considered in my family and community to be a suitable vocation for a first-generation university graduate in Psychology.

Tools for Teachers

The arrival of microcomputers in London primary schools in 1983 highlighted both the purposes of education as I understood them at that time, yet also foreshadowed the politics that I would come to understand later in my professional life. The rationales for introducing computers into schools reflected different interests and goals, from promoting the British computer industry to linking education with modernisation and economic growth (Selwyn 2013). My own reasons were parochial and pedagogical.

The key to our fascination was that we could make these computers DO things, from clumsy word-processing to programming robots. We could solve problems, make other problems, play and fiddle, look for patterns, make connections between ideas and concepts in a range of subjects from maths to history, and find ways of representing them in text and image. We were bewitched by activity and play in our classrooms. In the 1970s, Kemmis, Atkins and Wright described 4 'paradigms' for the ways in which we could design and use computer applications in education: instructional, emancipatory, revelatory, and conjectural, and we understood how the software at the time might be used for such active learning (Kemmis et al. 1977). The technologies have developed rapidly, but the focus on active learning that builds knowledge and makes conceptual connections was evident in the early 1980s.

Such activities were supported, described and disseminated by the many national and regional advisory centres working in schools at the time (Somekh 2000). My active interest was recognised by School Inspectors, and I was invited to be seconded as an advisory teacher with the Inner London Educational Computing Centre (ILECC), focusing on professional development for teachers using the new micros. We were the 'early adopters', sharing an uncritical enthusiasm for learning with these tools, and inspired by the leadership at the time which was committed to work for the improvement of the educational experiences of the children in London. We worked hard in the team, believing that we were contributing to innovations in education which would be catalysts for 'transformation' in teaching and learning. However, a study of these early schemes highlighted that they were focused on introductions to software and hardware, rather than being explicit about the deeper concepts underpinning the applications for learning and teaching (Cox et al. 1988). These findings were uncomfortable, but rang true. We needed a more substantial understanding of what we thought we were doing, and a more informed and critical approach to our role as advisors and teacher educators.

Tools for Teacher Educators

In the late 1980s many of us who had been advisory teachers linked to Teachers' Centres for professional development moved into the University sector for teacher education. The Education Reform Act of 1988 incorporated Information Technology (IT) into the new National Curriculum (NC) and the universities supported the changes in initial teacher education through new or reconfigured lecturers' posts. We novice teacher educators joined communities of researchers who had been developing conceptual frameworks for the design of IT resources and pedagogy. This brought about changes in my own context, practice and community which were equally bewitching. Moving from London to the South Coast and the chalky, salty air of Brighton, challenged me in a number of ways. I missed the metropolis, my friends, and the day-to-day encounters within a teaching and advisory role. I thought that if we in Hackney had access to half of the resources of physical, social, cultural and economic capital in Brighton, what wonders and experiences we might have opened up for our children. Yet I soon had to pay close attention to the demands of preparing university student teachers to work in a wide variety of settings. They were learning to be teachers in tiny villages, in city centres and in suburban estates. This was a region which encompassed City commuters and landed gentry; the technology, talent and tolerance of the music scene and creative industry start-ups; the rural poverty alongside celebrity bling; and the kiss-me-quick bravado of seaside resorts where the gap between rich and poor was wider than the national average, and those serving in a fashionable hotel bars worked for over an hour to earn the price of a gin and tonic. I had to think again about 'Why is this place like this?' as the context for developing my contribution to teacher education.

The technologies themselves were changing, and the new NC for IT focused not on content, but process and capability (National Curriculum Council 1990; Loveless 1995) Multimedia and Hypertext were developing, enabling us to start to tell stories combining text, images, sounds and links in imaginative ways. Graphics and painting packages allowed us to mimic and manipulate visual images. We worked in classrooms with student teachers and practising artists to try out these digital tools and media, collaborating with regional and national Arts Councils. The digital tools provoked interesting questions about creativity and so we still felt at the leading edge of something new (Loveless and Taylor 2000).

A powerful influence and support for my thinking and practice was the national professional community, the Association for Information Technology in Teacher Education (ITTE). Established in the mid-1980s, it was a community of teacher educators in HE who were figuring out how to develop the profile of IT through lobbying policy makers, supporting each other in course design and resources, and developing theory. Among the many active members of ITTE for example, Somekh called us to pay attention to the sociological imagination and the theoretical frameworks that we use in our research (Somekh 2004), and Fisher placed educational ICT and teachers' work into wider critical perspectives and social theories (Fisher 2008).

As a classroom teacher I had begun to understand the building of knowledge through active engagement and problem solving. As a teacher educator, I needed to develop the theoretical toolkit to help me to describe and explain what we thought

we were encountering with these new technologies. Just as Mrs Wallace's question had sparked my recognition of 'ways of knowing' in and between disciplines, my encounters with the work of researchers at this time introduced me to ways of thinking about sociocultural, relational and communicative approaches to using digital technologies as tools in learning and teaching (Scrimshaw 1993; Wegerif and Scrimshaw 1997). I became interested in how our thought and activity are carried out as 'Person-Plus' in partnership with others and culturally provided tools in context (Perkins 1993; Salomon and Perkins 2005). Context, curriculum, professional community and theoretical tools helped me to embody two aspects of my identity as a teacher educator – developing teacher knowledge and pedagogy with digital tools.

Bothered – Appropriations, Transformations and Constructions

No, that's not what I meant, That's not it at all…..T.S. Eliot[1]

Westminster, London. November 1999
As the Chair of ITTE (1999–2001), I represented the Association in regular termly meetings with officials in the Teacher Training Agency (TTA), Department of Education and Employment (DfEE), and Office of Standards in Education (Ofsted), alongside connections with members of BECTA and Futurelab. They too took time to attend our conferences and research seminars, or be represented at our committee meetings. Their responsibility was to advise on and implement policy initiatives for the British Government that could be 'scaled up' for all schools and colleges. Ours was to inform on how these might work on the ground; warn that 'what works' might not always work in different situations; and advise on the role and needs of teacher education at that time.

We were invited to Westminster, to meet the Parliamentary Under-Secretary of State for Learning and Technology, to voice both our support for and concerns about recent New Labour policies for ICT in teacher education. The meeting embodied some of the contradictions between a prospective view of promoting the use of technologies in learning, and a retrospective view of knowledge demonstrated in mandatory ICT tests for the award of Qualified Teacher Status. The conversation was 'quick-firing' and lasted about fifteen minutes before we were bundled out of the way of the next appointment. The Minister seemed amiable, yet unmoved by our arguments that we already had more substantial ways to assess our student teachers' ICT capability than context-free tests. I left the meeting having gained some insight into the tangled skeins of lobbying.

[1] Eliot, T. S. (1915). *Prufrock and other observations*, London: The Egoist Ltd.

There were considerable satisfactions working in a developing field with a community such as ITTE and a growing international network of colleagues with a burgeoning programme of conferences and seminars. We were active, stimulated, and enthusiastically engaged with practice, policy and research. We were, however, also bothered. As teacher educators in HE, our role demanded that we placed practice in wider contexts of the field of education, society and culture, and offered critiques of the claims and representations of the use of educational technologies. The enthusiasms of the early adopters in the 1980s were not necessarily bearing the kinds of fruits anticipated for the arrival of the twenty-first century.

I was aware that not only were our early intentions in using digital tools not being realised, but the consensus about the underlying purposes of education and the uses of technology in schooling was changing. I recognised how our enthusiasms had played a part in the very developments that were now concerning us. Yet as teacher educators, we were also well-placed to present a more critical, nuanced view. We were represented in a number of relationships with policy bodies in government departments, quangos and professional associations which also provided funding for evaluations, innovations and research at the turn of the twentieth/twenty-first century. There was a political will to promote '21st century skills', yet space to develop a deeper understanding and critique. In our courses we devised modules with titles such as 'Contexts and Cultures' and 'Learning in a Digital Age', supporting students to understand the complexities of the settings in which they were learning to teach, and the wider digital cultures of children and young people (Loveless and Ellis 2001; Loveless and Dore 2002; Loveless and Williamson 2013; Buckingham 2007; boyd 2014). These not only addressed the enablers and barriers in their practice with digital technologies, but also challenged them to think about their reasons for adopting such tools in their classrooms and how they might play a role in their becoming ready, willing and able to teach (Shulman and Shulman 2004). We tried to address why we were bothered by the appropriation of education technology for markets; the unfounded claims of transformations in learning and teaching; and the contradictions in constructions of teacher knowledge.

Appropriations

The pedagogical approaches to the use of digital tools were appropriated in the wider context of globalisation and marketization. In the UK, the 'Superhighways' initiative was launched by a Conservative government in 1995 tasked with keeping Britain competitive in the twenty-first century. The New Labour government published 'Connecting the Learning Society', aimed at the 'challenges' of educational and economic priorities for learners, education providers and industry (Department for Education and Employment 1997). Tony Blair, the Prime Minister of the day declared that it was time to make Britain a world leader in digital learning services. Each year in London, there is a very large trade show called BETT, where the producers of educational technologies, hardware and software, parade their wares and the latest innovations in the field to teachers and international education ministers. Fairground barkers and snake oil sellers call out to attract us to the solutions to our problems and deficiencies as teachers, parents and policy makers tasked to develop '21st century skills' (Buckingham et al. 2001).

Researchers bore witness to these changes to the political economy of education technology in the international arena. Selwyn drew attention to turn-of-the-century ideologies of the 'education-industrial complex' and how 'following the money' can map out the connections and networks between industry and government (Selwyn 2014a, b). Rudd described the 'eye-watering figures' of the funding streams for educational technology in schools, as decision makers in education spent a greater percentage of their revenue on ICT than other industries (Rudd 2013). Egea also argued that narratives such 'learner-centred education' were appropriated by neo-liberal discourse to reconceptualise four dimensions of education: the relations between schools and society, where the task of schools is to train pupils for a 'knowledge society'; the purpose of education, where education is elided with learning as a content-free process without consideration of the social and cultural questions of what is being learned and why; the subject of education, where the learner is an individual characterised more by qualities such dynamism, flexibility, autonomy, control, agency, adaptability, creativity and productivity, than a member of a collective bodies and social contexts with longer term powers and obligations to a wider community; and the ontology and organisation of school, where there is a paradox in a call for flexible, autonomous and non-hierarchical 'learning organisations' which mirror private-sector high tech companies, whilst centralising public accountability and performativity (Egea 2014).

Transformations

The victory narrative of the transformation of education through technology sounded somewhat hollow. The layout of classrooms, the interactions between teachers and learners, and the time and space of teaching and learning remained much the same on an international scale. The reporting of pupils' remarks in a study of primary children's use of ICT in school and home was both telling and somewhat dispiriting:

> Whilst at first glance our data depict a generation of young people for whom ICT was part of their everyday lives, closer inspection shows many primary pupils' actual engagement with ICT to be often perfunctory and unspectacular - especially within the school setting (Cranmer et al. 2008 p36)

Justifications for the investment in educational technologies were sought in attempts to make connections between pupils' attainment and their use of the technologies (Watson et al. 1993; Harrison et al. 2001; Somekh et al. 2007; Cox et al. 2003, 2004). The evidence indicated that the picture is complex, and that the relationships between access to ICT and performance are not straightforward. They related more to context, culture and pedagogy, than to a causal link between access to computers and higher scores in national tests. Fisher drew attention not only to the use of the word 'transformation' in policy which was not yet reflected in practice, but also to the ways in which digital tools could be used for intensification in efficiency and productivity of teachers' work, making the boundaries of their work more flexible, but also more disrupted in the immediacy of response required to pupils, parents and management, and the potential for surveillance (Fisher 2006).

Teachers reported perceptions of digital tools which were distinct but not always coherently linked: to prepare for the world of work and office skills; to be taught as

a subject in its own right as a preparation for later computer studies; or to be used as a tool for learning and teaching here and now (Loveless 2003a). There were certainly pockets of innovation and imaginative practice with digital tools, and many projects to explore the influence and impact of the use of digital technologies in classrooms, but widespread transformation did not happen. Interactive whiteboards for classroom teaching, and e-portfolios for presentation of evidence of achievement, were not quite what was predicted in the early 1980s. Much of the practice seemed to be of technologies being co-opted to present more of what had been going on before, or needing intensive professional development to support innovative, interactive pedagogy (Higgins et al. 2007; Kennewell et al. 2008; Warwick et al. 2011). The many examples of case studies of 'what works' didn't seem to be working on a wider scale, and student teachers' own ICT capability was influenced as much by the communities of practice in the school settings in which they found themselves as by any general preparation (Benzie 2000; Wenger 1998).

Constructions of Teacher Knowledge

As we moved across the Millenium, learners were characterised by language and metaphors of construction, interaction, connection, networking, adaptability, flexibility, and data-production (Loveless and Williamson 2013). The focus on the learning processes of individuals was considered to be problematic by some who initiated debates about knowledge, disciplines and collective purposes of education (Young 2008). There were also contradictions in the models of teacher knowledge presented in policy for teacher education curricula. In England, Teacher Education Standards offered details of the competences in each curriculum subject which needed to be demonstrated in their thousands (Department for Education and Employment 1998). These did not reflect models of teacher knowledge as integrated, situated, active, and reasoned, particularly in the uses of technology (Putnam and Borko 2000; Banks et al. 1999; Mishra and Koehler 2006; Webb 2002).

Ellis argued that subject knowledge was interactive and emergent, existing 'as much *among* participants in a field as it does *within* them' (Ellis 2007:458), yet teacher subject knowledge was portrayed as a commodity that could be measured, audited and 'topped up' by individuals on training courses, rather than developed within the dynamics, debates and experience of a disciplinary community. The model of teacher education sometimes seemed to be one of copying templates and 'retooling' teachers for change on a production line responding to new directives, rather than considering the more complex factors, interactions and pedagogical decisions that teachers were making in their classrooms (Watson 2001; Fisher et al. 2006).

Our role as teacher educators spanned our experience in practice; our understanding of policy making; and our awareness of theoretical tools for critical engagement with the bothersome contradictions in social, cultural and political contexts. These fuelled the next transition for me to full professorship, a recognition of my making contribution to a 'field' and building capacity for the next generation of teacher-researchers in teacher education. This phase has been bewildering.

Bewildered … Creativity, Integration and Friendship

The way of his words and the way of his way were the same: strong and good and warm[2]

Fusebox, Brighton, May 2014

'Fusebox' is both a physical space and a model of interdisciplinary collaboration and networking for learning and support for innovators and start-ups in Brighton. It emerged as an outcome from 'Brighton Fuse', a collaborative, 2-year research and development project supported by the Arts and Humanities Research Council which mapped, measured and assisted Brighton's creative, digital and IT (CDIT) cluster of industries. It supported mutually beneficial connections between higher education, those engaged in the creation of arts and culture and Brighton's digital technology sector. It identified distinctive characteristics of Brighton as a place for talent, technology and tolerance, particularly the potential for 'fused' and 'super-fused' interdisciplinary ways of working between creative art and design skills and technology. Yet it urged that 'integrating disciplines is not easy. In many ways, fused and superfused companies have become successful against the odds. Our educational systems favour specialisation, separating arts and science students as if they were volatile chemicals. Many businesses are still structured around isolated disciplines and cultures. Often, people even socialise with others in the same specialism. It is also worth noting that businesses which buck the trend find themselves outside existing Standard Industry Classification Codes' (Sapsed et al. 2014 p2)

It was this challenge to education systems that brought together a group of practitioners in the creative and digital industries with university, college and school educators to discuss the implications of such fusion for our own practices. I sat in the room listening to the stories of focus, drive and openness to solving interdisciplinary problems and the challenges of starting up businesses in such demanding and fast-moving fields. Many practitioners lamented that the education system was not providing young people with the skills and attitudes they needed. They did not seem to be aware of the contradictions between their accounts of learning together in context, drawing upon the depth of disciplinary expertise when needed, and their traditional model of schooling providing 'off the shelf' recruits. However, some did recognise that the 'brightest and best' in their business were not necessarily always the highest achievers in the school system. They declared their strong commitment to apprenticeship and collaboration, and I was both impressed and curious to know more about these 'fusion pedagogies'. Yet again, I asked 'Why is this place like this?', thinking of the purposes of teacher education in our times and adding 'How would we wish this place to be?'

[2] Charles Bukowski's Introduction to 'Ask the Dust' by John Fante *Page ix.*

A dictionary definition of 'bewildered' is of being in pathless places. Although this can make one feel disoriented and anxious, it also calls us to be way-finders, aware of the landscape and mindful of our general sense of direction. In the later periods of my professional life in teacher education I recognise how my view of the landscape has been shaped by three significant pedagogical encounters with creativity, integration and friendship. The first is a recurring connection with creative practitioners who were educators in their own communities. The second is the discovery of questions and theoretical principles to guide and integrate our pedagogic design. The third is an enduring research collaboration and friendship with a network of colleagues and doctoral students.

Creativity and Creative Practitioners

Although I have been a dutiful contributor to formal education in schools and universities, I have always had an attraction to and engagement with creative endeavours in the margins. Activities such as taking the children in my Hackney class to the Tate to see Kandinsky ("I think I can do that, miss") and Rothko ("he must have been a bit depressed, miss"), to working with practising artists in classrooms using digital media with students to make visual, sound and dynamic images, were all traces of an earlier undergraduate interest in the perception and psychology of art (Gibson 1972; Ehrenzweig 1973). As a university student in the early 1970s I heard both contemporary jazz and music of the Italian Renaissance for the first time, and fell for both. These were new experiences of my head catching fire – things were not as I first thought they seemed. New horizons and new worlds of past and present were opened up.

The revival of interest in creativity in English education at the turn of the twenty-first century brought together creative practitioners, industries, educators, policy-makers and researchers, encompassing a range of conflicting and incompatible rhetorics (Banaji 2011). Creativity itself has been appropriated as a twenty-first century skill for 'homo creativus' and 'cool capitalism', in which economic advantage is secured by enhancing human capital for greater productivity through innovation, enterprise and entrepreneurship (Loveless and Williamson 2013). Yet the creative people with whom I was living and working in the margins of mainstream education had found ways to both 'go with' and 'go against' the grain of the times. They had a commitment to fashioning the quality of the work itself; a view of why it mattered not only intrinsically but also in the face of cultural, social and economic imperatives which more often than not valued what could be measured or sold; and a pedagogic capability in sharing with others as audiences and as learners in the practice. It was this 'pedagogic reach' that drew me over the years. As creative role models and mentors they offered alternative pedagogies to learners for developing and improving their capabilities through critical review and encouragement (Hall et al. 2007). Their pedagogic reach, the connection with and scaffolding of learners, was

rooted in their conceptual depth of knowing their subject and their contextual scope of knowing why it mattered in the wider human landscape (Loveless 2003b, 2012).

Digital tools also offered ways to make the familiar strange in creative activity. We played with the concept of remix before we'd ever heard of the word, and used digital tools to develop ideas and make things happen (Loveless 1997; Loveless and Taylor 2000). Digital tools could play a role in creative approaches to supporting imaginative conjecture, exploration and representation of ideas. We challenged, informed and nurtured ideas by making connections with information, people, projects and resources. We made meanings through fashioning processes of capture, manipulation and transformation of media. We worked with others in immediate and dynamic ways to collaborate on outcomes and construct shared knowledge, and published and communicated outcomes for evaluation and critique from a range of audiences. Creativity with digital tools could be seen in the interaction between qualities in people and communities, creative processes, subject domains and social contexts (Loveless et al. 2006).

Integration

The words and the way in teacher education were brought together for me in encountering the European traditions of Didaktik in colleagues' work (Hudson and Meyer 2011). The posing of questions such as 'What shall we teach, how shall we teach and why are we teaching this?' brings together culture, purpose and practice in teachers' knowledgeable action. I was inspired by Klafki's open approach to didactic analysis through questions which encapsulated how our preparing to teach any topic – from fractions to fractals – should be profoundly connected to meaning and value for human beings with a cultural past and an anticipated future (Klafki 2000). Student teachers do not just learn to produce meticulous lesson plans for competent delivery and assured pupil attainment for school league tables. They learn to be prepared to teach, open to contingency and improvisation in diverse contexts and complex worlds (Loveless 2011).

Integrity in the use of digital tools for learning and teaching is also related to the underlying pedagogical purposes when, as Hillock describes, teachers take pains to design for learning (Hillocks 1999). In a study of teachers' knowledge in using technology, we asked primary and secondary teachers to describe both the surface features of activities with tools such as word processers, spreadsheets, search engines and social media, as well as the often tacit learning purposes which underpinned their planning. These deeper learning intentions demonstrated 'clusters' of categories of distributed thinking, engagement, community and communication, and knowledge-building (Fisher et al. 2012). Our earlier pedagogical visions of the 1980s had not disappeared, but were still present in teachers' practices albeit tacit, implicit and somewhat muted.

Friendship

The third enduring thread through this story of a teacher educator is friendship: in professional communities; in collaborative work; and in the friendships that grow between colleagues and students. These friendships have been apparent as we work together in the contexts of education in a digital age over three decades, bearing witness and leaving traces through our teaching, publication and professional participation. The acts of friendship have transformed ways of knowing in practice.

ITTE itself was a remarkable community and network in my professional life for over twenty years. It was countercultural: staying focused and small when other professional organisations were merging; supportive: sharing opportunities for critical friendship through annual conferences, research seminars, regional meetings, journal, and newsletters; and aligned in purpose and trajectory: enacting an effective community of practice. Through such active participation I joined a smaller group of collaborators. Meeting to craft funding proposals, engage in fieldwork, and write reports and articles was always a pleasure, involving conviviality and much laughter. Indeed, over the years our informal motto became 'If it's not fun, we're not doing it'. Together we devised prototypes of interactive tools to support metacognition (Denning et al. 2003); reviewed literature on teachers' learning technology (Fisher et al. 2006); researched how teachers used early location-aware devices to create imaginative 'mediascapes' with their pupils (Loveless et al. 2008), explored teachers' knowledge of learning purposes with digital tools (Fisher et al. 2012); and analysed an overview of the field of education technologies in teacher education through international journals over 20 years (Denning et al. 2011).

We gradually realised how collective and seamless our approach and analysis had become when we could no longer identify where one person's thinking and suggestions merged into the next. Having each been early adopters of education technology, we were bewitched, bothered and bewildered together, through changes in teacher education curriculum, inspection regimes and university/school partnerships. Our respect, affection and care for each other went beyond the professional, particularly when anxiety or illness beset us or our families at different times. As we move towards retirement from our professional roles, our work will be done. Our friendship stands and the work of trying to do the right thing for the right reasons together will abide with us.

Closer to home, colleagues in Brighton have been keeping critical, watchful eyes on the international implications of neoliberalism, narrative and culture in education (Stephens 2015; Goodson 2014), particularly in teacher education (Ellis and McNicholl 2015) and the politics of educational technology (Rudd 2013). They offer new perspectives on my own thinking about educators' depth, scope and reach in our times. However, the growth of intellectual friendship between teacher and doctoral student is probably one of the most gratifying aspects of being a teacher educator. Three of my colleagues who are also former students are now engaged in work that speaks to the relationships between macro, meso and micro levels of my own story. Mark Price, exploring the narratives of becoming youth workers in a time

of transition in political focus and 'austerity' in public services identified the power of narrative capital to affirm integrity, fuel self-belief, and future-proof new possibilities (Price 2014). Keith Turvey constructed a model of narrative ecologies to describe and explain teacher knowledge in action with digital technologies (Turvey 2013) and is now proposing innovative approaches to teacher professional development which focuses, not on 're-tooling', but recognising intersecting 'problem-spaces' in which teachers' questions are the starting point for research and development (Turvey and Pachler 2015). Mike Hayler, in the meantime, after finding a path for autoethnography in teacher education, is editing this collection. He had no idea – yet – how gratifying it is to be invited to contribute to your own student's achievements, embodying the cycle of being a teacher educator.

Wayfinding

The Brighton Municipal Day Training College for teachers was opened in 1909 and there have been many transformations and transitions in teacher education in the city since. My story is only one of many thousands of staff and students whose lives have intersected in the endeavour of learning to be a teacher. On reflection, my quest has been for understanding how pedagogy is accomplished through conceptual depth in the formation of the interdisciplinary field of ICT in education; contextual scope of the interplay of powers and the emergence of cultures in a digital age; and the pedagogic reach of teacher knowledge grounded in critical awareness of purpose and value in action and community. My 'story of action in theories of context' can be seen as negotiations of agency and improvisation within more scripted social positions and constraints. Holland and colleagues approached such negotiations in their framework addressing identity, agency and culture, giving room for transformations and transitions in figured worlds, positional identities, authoring selves and making worlds (Holland et al. 1998).

'Figured worlds' are contexts which are imagined and populated by communities of people who share webs of meaning in which the interpretations of human actions are negotiated and shaped through activities, performances, rituals and artefacts. The communities in my upbringing and schooling shaped my understandings of the purposes of education and disciplinary domains, whilst the national and international professional and academic networks formed a strong, supportive basis for my identity as a teacher educator in the field. 'Positional identities' relate to activities that constitute understandings of degrees of power, status, hierarchy, rank, distance, privilege and affiliation. The ways in which we take up social positions can cut across our figured worlds, being expressed and understood in our speech, dress, movements and manners of relating to others. My position has waxed, waned and been eschewed at different times of my professional life. The time and place of my class background, academic achievements and community participation have sometimes fuelled my confidence in advocacy of the purposes and potential of education; whilst I have been aware of the social and political capital that I don't, and wouldn't wish to possess in negotiating with new bodies of power in education policy and institutions.

Our identity in the 'space of authoring' acknowledges how we 'answer back' to the world, drawing upon our resources from our position in a social field and orchestrating them in order to respond in time and space. Our responses might be scripted or automatic in the situation, yet might also be unexpected, challenging and risk going against the grain of the social and cultural context. The pedagogical potential of digital tools offered different ways of approaching teaching, and ITTE and my friendship groups throughout my professional life have always demonstrated counter-cultural characteristics which endured through numerous reforms and transitions. My present research interests lie with educators who have made decisions to work in the margins of the mainstream and engage with power in alternative ways. 'Making worlds' is therefore the way in which we imagine and construct new figured worlds of new communities and new social capabilities requiring resourcefulness and improvisation. International teacher education undergoes frequent transitions as politicians seek to make education systems in their own image within the wider forces of globalisation. Teacher educators have been, paradoxically, both compliant and resistant. We have answered back and made new worlds, 'refracting' reform through the narrative capital of our own life histories and values in teaching, research and partnerships (Goodson and Rudd 2012).

The themes, transitions and transformations that have emerged are now tightly woven together in being bewitched, bothered and bewildered simultaneously as I develop depth, scope and reach in my identity as a teacher educator. My advice to new colleagues in the profession would be to be mindful that our small heroics and everyday epics declare that things are not always what they seem, and in a time when international higher education appears to be governed by fear and vanity, we can be open to contingency, critique, creativity and conviviality. We can respond to Rebecca Solnit's exortation 'to make yourself one small republic of the unconquered spirit' (Solnit 2005 p15).

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Chapter 6
The Long and Winding Road: Reflections on Experience of Becoming Teacher Educator

Susan E. Elliott-Johns

The long and winding road…. will never disappear, I've seen that road before…. (Lennon and McCartney)

Introduction

Nine years into my present role as a teacher educator in pre-service and graduate education programs at a small university in Northern Ontario, Canada, and after a successful career as a teacher and administrator in public school systems on both sides of the Atlantic, the opportunity to write this retrospective chapter has further illuminated how multi-faceted layers of knowledge and experience have contributed to the (still-a-work-in-process) development of my professional identity as a teacher educator. Surfacing and re-visiting knowledge, beliefs, values, and experiences encountered across different career roles have relevance to my continued development of pedagogy and reflective practice—along with generous contributions of wisdom from those encountered en route. As Schubert (1991) suggests, "Teachers are continuously in the midst of a blend of theory (their evolving ideas and personal belief systems) and practice (their reflective action); I refer to this blend as praxis" (p. 207). As teacher educator and self-study researcher, I too inquire deeply and write about my practice, including as "research" rich insights and understandings revealed as embedded in my work.

Thirty-five years since completing my initial teacher education in London, England (1975–1979), I have been fortunate to teach and learn alongside many others, formally and informally, in diverse geographical locations and socio-political contexts and as a result of different professional roles (e.g., teacher (pre-K–post-graduate); educational consultant; elementary school principal (JK–8); author; teacher educator; student; educational researcher). As someone who relishes the challenges and opportunities inherent in such professional transitions (particularly

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as these relate to my being and becoming a teacher educator) the theme of this book offered a welcome opportunity to explore my own story of *the journey to here*. Believing that, "*Stories*, *as they are told*, *retold*, *represented and enacted define*, *unite and situate us. They have the power to shape our futures*." (Australian Literacy Educators Association (ALEA) Conference theme 2008), and considering I am still in the process of "shaping my future," I habitually return to overarching themes of stories, places, spaces, and people as lenses through which to examine profound and related influences on my experience. My identity as teacher educator and self-study researcher continues to evolve. The metaphor of traveling along the road as professional journey evokes my experience. Along my own long and winding road of constant becoming, significant transitions and transformations have marked key stages in the journey. Fostering and sustaining meaningful relationships over time, and interrogating, developing, and enacting relevant and rigorous teacher education emerge as characteristic of my life and work.

My narrative seeks to illustrate how, more than 30 years after graduating as a teacher from the University of London, my pedagogy of teacher education is consistently transitioned through critical reflection on experience and research guided by self-study of teacher education practice (S-STEP). As Clandinin (2010) suggests:

> Our work is not to create spaces that educate us for fixed identities, fixed stories to live by. It is to create education spaces in which teachers can compose stories to live by that allow them to shift who they are, and are becoming, as they attend to the shifting subject matter (p. 281).

Critical reflection on experience leading to increased awareness of transitions and change in my thinking and practice, contribute much to my own story. Through the metaphor of a "long and winding road" I share explorations of constructing the meaning of my own experience for me, as a teacher educator and self-study scholar; I revisit interconnected events, changes in direction, signposts, signals, and revised topography that reflect transitions, change, and transformation in my constantly evolving beliefs, practice, and sense of professional identity as teacher educator.

Theoretical Understandings

My philosophy of education and work with beginning teachers continues to be shaped and informed by experience. It has become increasingly clear that efforts to facilitate, explore, and understand teacher candidates' perspectives *alongside* them remains a priority. Interpretations of Vygotsky's work (1978) are also consistent with my views of literacy and learning as a transactional process: that is, knowledge is constructed as a result of sensory information, mental activity and experience; thus knowledge also depends heavily on culture, context, custom, historic specificity, and sensitivity.

My initial teacher education in England was considerably influenced by the thinking and writing of John Dewey, and his pivotal ideas remain thought-provoking, and a source of inspiration in my own work today. As Clandinin and Connelly (2000) suggested, "Dewey's writings on the nature of experience [have] remained [my] conceptual and imaginative backdrop" (p. 2). *The personal and the social are always present in Dewey's definition of experience*. Individuals need to be understood as such, but they are always in relation to a social context or contexts (Maguire 1994). While Dewey did not foresee the complexity of multiple contexts interacting in the same ways as more recent discourse suggests, he did regard education, experience and life as inextricably intertwined: To study education is to study experience. For me, the study of *teacher* education as a reciprocal process involves not only learning about education by thinking about life, but also learning about life by thinking about education. Loughran (2006, 2007) work on the complex nature of developing and enacting pedagogy for teacher education provides rich sources of action/reflection and connectivity: I consistently plan for courses of study and conversations as a mediator of learning, endeavour to model Dewey's (1916) pragmatic influences in an epistemological stance as a social constructivist, while espousing wisdom of practice (Schulman 2004).

My research and writing advocates for teacher education that successfully combines elements of both theory and practice. Returning to Dewey and his technical definition of education presented in *Democracy and Education*, "That reorganization or reconstruction of experience which adds to the meaning of experience and which increases ability to direct the course of subsequent experience" (1916, p. 76), is key to my understanding of theory as more than an intellectual construction. Rather, the embodiment of theory in practice (or *praxis*) "assumes a continuous process of critical reflection that joins and mediates theory and practice" (Schubert 1991, p. 214). Routman (1994), for example, contends that the resource materials we, as teachers, select and use in our classrooms are only as strong as our theories of learning. Another critical lens through which I view the development of teacher expertise as a career-long process is that of Duffy (2002) who argued that "Teachers do not become experts as a result of teacher education programs" (p. 225).

While initially prepared through an excellent teacher education program (1975–1979), rich and multi-faceted opportunities for ongoing learning (1979–present) and a varied career path have resulted in travel, emigration, and the fostering and sustaining of significant relationships with many others. These experiences are partially responsible for a personal/professional stance that does not shy away from transition and change. A self-study conducted recently, *(Re)-visioning self as educator in and through critical reflection on experience* (Elliott-Johns 2014) connects directly to my work for this chapter. Mitchell et al. (2005) emphasized *Who we are* (as teacher educators) and *How we know it* (the focus of the narratives in this collection also being explorations of *How we got here*) is a complex, multi-faceted endeavor, and an intrinsically fascinating one. Examining and understanding Who we are and How we know it (and how we got here) can also be potentially transformative in terms of rich personal and professional insights gleaned by starting with the self (Elliott-Johns and Tidwell 2013; Kirk 2005; Russell and Loughran 2007).

My current professional identity is perceived as having evolved across a variety of changes and transitions, while drawing upon knowledge and rich lived experience derived from studying, travelling, conducting research, and wearing numerous educational hats over time. Inter-related roles, relationships and experiences continue to shape, inform, influence and transform my professional identity—and *praxis*—in turn, enriching the narrative inquiry central to my life and work.

Begin at the Beginning

Born and raised in England, I grew up in a family with several teachers, and beloved maternal grandparents who saw education as a life priority. I was encouraged to complete advanced levels (A levels) of study in high school and to attend university in order to become a teacher. I was the first on both sides of the family to attend university, and to receive a Ph.D. I was also the first in my family to leave England to live permanently overseas, a major transition that represents, to this day, a huge fork in the road for my life and work.

The Journey Begins—Initial Teacher Education

I completed initial teacher education at Middlesex Polytechnic at Trent Park in London, England (1975–1979). Prior to 1975, Trent Park had been a College of Education but, with restructuring and the advent of Middlesex Polytechnic, degree programs, including the Bachelor of Education, were accredited through the Institute of Education (University of London). Trent Park, once the country estate of the Sassoon family, was set in extensive grounds that included a lake, woodlands, ornate steps, statues and a conservatory. The Mansion housed classrooms and faculty offices as well as administrative offices. Additions to the campus included B Block where the library, auditorium, and more classrooms and offices were located (strategically placed out of sight of the main building, modern brick monstrosity that it was!), and another wing in The Mansion housed the theatre, dance studios and gymnasium. In addition to taking as many drama and dance courses as I could, my program involved a full year in a Combined Arts course, during which time we integrated Music, Art, Drama and Dance across the curriculum. The culminating activity, a "Roman Day", was held in the campus grounds with participants festooned in togas and engaged in performing arts activities—an idyllic setting that complemented the theme admirably. Suffice to say, a great time was had by all on this and many other occasions while I was learning to teach at Trent Park. The camaraderie and sheer fun of this learning period contributed a great deal to my own personal growth, as we enjoyed the ambience of living in residence on a country estate, within 30 min of the hustle and bustle of Central London.

Staying in residence (first year) and then sharing a house with five others (second through fourth years) helped in adjusting to newly found independence, and to establish friendships. I met and associated with fellow students from all over the U.K. and overseas, individuals who frequently possessed different cultural backgrounds, outlooks, aspirations and world views to my own. I recall discussions and debates that propelled themselves well into the early hours—regarding them just as much a part of the 'education' I received as more formal discussions in classes as these sessions made substantive contributions to my own personal development and self-expression. The ability to make a strong case, defend a position, and yet still be able to agree to disagree was well grounded as a result of these experiences. We were having fun, adjusting to independence, growing up… while *also* learning to be teachers.

Living in London for 4 years, away from home and yet not, in the technical sense, having actually left home and the support of family entirely, enabled the ability to grow into my persona as a young adult learning about teaching. Concurrently, I was also learning a great deal about becoming an adult with responsibility for my own decisions and increased autonomy. I learned to increasingly rely on my own judgment in terms of forging my way in the world, while still supported and encouraged by family at a distance (interspersed with occasional weekends at home); my independent streak continues to thrive and, suffice to say, the visits home are far less frequent these days—although I remain very close to, and still supported/encouraged in my being and becoming, by family, friends, and colleagues on the other side of the Atlantic.

When talking with pre-service teachers in my classes today, they share a wide variety of background experiences and compelling stories about their time as students and reasons for wishing to become teachers (and/or related decisions to live at or away from home as young adults). The range of knowledge and experiences they bring to the faculty of education is equally wide and diverse—if, inevitably, different to my own. However, the 1-year Consecutive program does not always receive entirely positive reviews, and/or experiences fail to match their expectations on entering the program. This is often not so much about the brief time span of the B. Ed. program (i.e., approximately 8 months) as about the content of the program or how available time is utilized. Reflecting on my own initial teacher education, I can't help but think it represents a fortuitous starting point on the road to becoming the teacher educator I am today. In Ontario, we are currently in the process of extending teacher education programs but, I would argue, it is how we *utilize* additional time that will make all the difference in (a) preparing teacher candidates effectively for contemporary classrooms, and (b) the forging of more tangible, meaningful links between faculties of education and schools. If we continue to do the same thing, just for longer, tangible improvements are unlikely. Based on my own experiences, taking up the challenge of renewing approaches to teacher education with innovative, rigorous, and relevant programs of study, and equally rigorous school experience, is a preferred option that may also generate much needed transformation.

The Journey Continues—My Career as a Qualified Teacher Begins

I began teaching in 1979 at Church Mead, an inner-city junior school in East London. I had completed my first extensive teaching practice there in 1975, so already knew most of the staff and the headmaster. I considered myself extremely fortunate to walk into a full-time, permanent position in 1979. The uncertainties of the job market were prevalent at that time and prospects for full-time employment as a teacher were bleak (a seemingly never ending story). The headmaster became a mentor with whom I maintain contact today. I recently received an e-mail from him, a message reflecting his perspective on my arrival as a new teacher at the school, and evidence of transformation in the intervening years:

> It also seems so long ago you sat in my little office up those stairs, fresh from university and a glint in your eyes when discussing your plans for your classroom. I was so pleased to have you as a member of staff, a breath of fresh air that we needed badly in those days at Church Mead!! … You were at the beginning of your professional journey and I knew then you were to go far and be very successful in your chosen career. So proud of you!! (A. Jones, Personal communication, February 11, 2014)

The children were inner city, multi-cultural students and many experienced challenging backgrounds and low socio-economic status. However, they were resilient individuals, eager to learn, and a pleasure to work with. Behaviour problems were infrequent (students would get in far more trouble at home if they misbehaved in school), and I gradually learned how to manage personalities, behavior, and problematic situations. Collegiality and support of other teachers on staff were integral to my learning about effective classroom management and what we now call "positive discipline" but in those days much of it seemed like common sense. Even when their behaviour was problematic, students needed to be treated with respect and dignity and assisted in solving the problem—and saving face as necessary. Over the course of my career, including time as a school administrator, students experiencing difficulties have always been a priority; I found them to be unique characters who were often very capable students once we moved past the outward defenses. Learning from experience continues to underscore, for me, the how (and why) of three principles of seamless classroom management that I return to over and again with pre-service teachers today. These are: learning how (and why) to hold consistent expectations with/for students; how to talk to/with our students (rather than at them); and how to appreciate and model the vital intersection of effective instructional decision-making and behaviour management in classroom practice.

So my professional journey was launched at Church Mead. I spent 3 years there as a beginning teacher (2 years in grade 6 and a year in grade 1), learning so much that is still reflected in my theory and practice today. Characteristic elements serve as evidence that some things do not change significantly over time; rather, they become the foundations of who we are, regardless of time and context. For example, the orientation of the day was a child-centred approach to education and teaching with themes designed to truly engage students. A little book called *Children and*

Themes by Alan Lynskey (1974) became an invaluable resource to guide my planning of learning experiences for students, a resource that has travelled with me to many destinations and remains in my professional library. In these days of increasingly compartmentalized curriculum and assessment and the focus on achievement as test scores, teacher candidates in my classes at the faculty often have difficulty understanding integrated approaches to teaching and learning. It is sometimes especially challenging to introduce teacher candidates to ways of meeting students where they're at, and to learn how to effectively move students along, e.g., utilizing Vygotsky's responsive "zone of proximal development" and relevant resources. However, it's worth the angst when I can leverage innovative, creative thinking about approaches to teaching and learning that might make a difference for these future teachers and their students.

Highlights of my first 3 years of teaching in London included progressive approaches to curriculum, instruction, discovery learning supported by the local education authority and the headmaster, and how new teachers were supported in their quest for professional knowledge. An induction program for all new teachers took place over the first full year of employment and we were released for one half day every week to attend workshops and presentations at the local Teachers Centre. Workshops included classroom management, curricular issues, assessment and evaluation and provided a valuable forum for discussion of difficulties and successes experienced. As did Mark Twain, I always considered education to be far more than schooling ("I never allowed my schooling to interfere with my education"), and seized every opportunity to take students out of school to experience the world beyond their classrooms. We walked to the library every other week (very inexpensive); we visited local London museums, art galleries, the Tower of London, and a farm deep in the heart of Suffolk. Two five-day trips to Belgium and Holland were taken with students in my second and third years at the school—an incredible experience for 11-year-olds who had rarely travelled. I was building on my initial teacher education and learning more about the intrinsic development of my personal style as teacher and how best to provide more authentic learning opportunities for students (what I would refer to nowadays as actively developing and enacting a pedagogy of teacher education).

The very nature of knowledge and experience gained from my initial teacher education program and time as a teacher at Church Mead were transformative in shaping the kind of teacher I was to become. I believe this grounding enabled me to establish core beliefs about learning and teaching, and to become increasingly comfortable with naturalistic approaches to teaching, learning, and leading, e.g., preferring conversation to lecturing, prioritizing teaching students over programs, working towards an at-promise rather than a deficit model of students' role in, and contributions to, their learning processes, and highly collaborative approaches to school and system leadership. Integrated approaches to curriculum, instructional decisions that take into account students' needs and interests, age levels and abilities, and respect for teachers' abilities to make informed instructional decisions, contributed clear directions on my journey to becoming a teacher educator. While my understandings may now be more sophisticated, all of these continue to make sense as guiding principles for my work.

I was a very young teacher at Church Mead, impressionable, and eager to travel. Hearing about experiences of colleagues who took advantage of teacher exchange programs (two to the U.S.A., and one to New Zealand) directly influenced my ambition to seek overseas adventures. Conversations with the exchange teachers we hosted in London also opened my eyes to opportunities to travel and experience life and work far beyond London, England. When combined with reflections on my increasing independence, an excerpt from a journal lends further insight into my thinking about leaving at that time:

> It is hard to pinpoint when I began to get 'itchy feet' and the yen to travel. Perhaps it began with venturing forth on those trips to Belgium and Holland, but when a member of staff returned from a year's exchange in the United States with all kinds of tales to tell, and later returned to live there permanently, I think the seeds of "Is this all there is?" had been sown. When the opportunity to emigrate to Canada presented itself in 1982, I pulled up stakes without hesitation and followed my colleague's lead to explore the 'New World'!

After 3 years of full-time teaching and eager for adventures new, I decided to follow the signposts pointing across the Atlantic. I left England in October 1982 to live and work in Canada.

The Journey Takes a Significant Turn—New Country, New Life

> *One does not discover new lands without consenting to leave the shore for a very long time…* (Andre Gable)

After crossing "the Pond" I was employed in Montreal as a teacher in an Early Years Centre (1982–1984) where I taught pre-kindergarten students in both English and French for 2 years before enrolling at McGill University to complete my M.Ed. Arriving just prior to the teachers' strike of 1983, I rapidly discovered those years were not a happy time for teachers in Quebec. Significant rollbacks to teachers' salaries combined with layoffs and redundancies made the possibility of securing an elementary teaching position unlikely for some time. Therefore, I decided it was a good time to gain further qualifications and experience, and began graduate studies at McGill.

While sometimes wondering why I was undertaking additional qualifications in a field I was already experiencing difficulties navigating a way (back) into, I knew I wanted to teach elementary school students again and believed an M.Ed might help (especially if, subsequently, I moved out of Quebec to another province). I justified my commitment to a career in education over and again, contemplating other pathways only briefly. The guiding question was, "Do you want to change direction because you cannot get a job here as a teacher? Or do you really not want to be a teacher?" As the consistent response was, "If there were teaching jobs available, I would not be seeking alternatives," I completed my M.Ed in Elementary Education. This was most definitely a testing time for me as an educator in the face of professional adversity, but I resolved to remain confident that

new opportunities were just ahead, and self-assured that I did not want to switch careers. New opportunities were indeed just around the proverbial corner.

At McGill I was fortunate in meeting two significant individuals from the (then) Baffin Divisional Board of Education who were also studying for their Masters, and we became good friends and colleagues. They suggested I apply to teach in the Far North. Suffice to say, my knowledge of Canada's geography at that time was not extensive and I had no concept of what it would be like to live 600 miles North of the Arctic Circle. However that's exactly where I went after accepting a contract to spend a year teaching E2L in Pond Inlet (1986–1987).

Living and working in Pond Inlet, 2000 miles north of Toronto, was extraordinary in numerous ways. The experience brought a whole new meaning to concepts of isolation and self-reliance and was, in many ways, transformative. I still marvel at my youthful fortitude in deciding to go and live there, alone, but I think the lure of having my own classroom again obscured any concerns I might have had. Professionally, I was responsible for teaching a grade 3 class alongside a full-time Inuk teaching assistant, Lydia. Personally, I experienced so many unique and enriching life experiences (e.g., seeing the sun go down in December, not to reappear until mid-February; sailing out to view an iceberg at close quarters; traversing the Arctic Tundra on a komatik pulled by a dog team; drinking tea made from glacial water; and becoming reacquainted with the art of amusing oneself with books, music, and only one TV channel, CBC North). The following journal excerpt, from my time in the High Arctic, suggests that the time to "stay quiet," rediscover spending time in my own company, to reflect on being and becoming as a teacher, was welcomed:

> There are new friends to be made here too, but I spend a lot of time alone—and am not 'lonely.' Awareness of contentment with my own company has come gradually as it has not always been something I've been very comfortable with, or have even thought about very much, really (social bee that I am). But I'm enjoying challenging myself just to see that I can do it, and how I feel about it. I have time to reflect, to read and to write, to listen to music and realize, yes, I can be quite at ease being here alone. The personal journal I'm keeping reflects moods, thoughts and feelings as I reflect on day-to-day happenings (including temperatures outside!) and my ongoing learning. Comparisons made between things I find myself doing here, how I spend my time, and what I've been used to doing previously, in entirely different contexts, serve as constant reminders of the need for a broader perspective on what constitutes 'education' (my own and the students I teach)…

Students in grades K–2 at Takijualuk School learned full-time in their first language, Inuktitut, with Inuit teachers; grade 3 represented a transition year during which students were supported by Lydia (my Inuit Teaching Assistant) and I, in learning both Inuktitut and English; by grades 4 and 5 the classroom program was entirely in English. Support for students' second language learning and, specifically, concept acquisition were greatly facilitated by working closely together in the classroom to foster and develop our abilities in the art and science of team teaching. We were fortunate to have an active Teachers' Centre based out of Arctic College in (then) Frobisher Bay (now Iqaluit), and access to a wide range of culturally sensitive and linguistic teaching materials including bilingual curriculum documents.

While I have participated in a number of different team-teaching situations since, the roots of what I currently understand to constitute effective team teaching leading

to optimum student learning can still be traced back to my rich and informative experience in Pond Inlet. Consistently sharing space with a teaching partner in the classroom on a daily basis necessitates demonstrating respect for each other, for shared space (literally and figuratively), for expertise as instructors, and the sharing of ideas, strategies, and resources to engage all students in active learning. When a partnership is working well, I believe students (and their teachers) benefit enormously. Alternatively, I do not consider what sometimes passes for team-teaching, or co-teaching, as the same thing at all (for example, when this essentially means dividing class hours equally down the middle and teaching in parallel). In my experience, much can often then be lost, including the potential for cross-pollination of expertise and opportunities for students to experience different teaching styles operating successfully alongside each other in the same context.

As a result of my own positive experiences with authentic team-teaching in a wide variety of classroom contexts, I believe natural tendencies towards working collaboratively have become self-evident in my teaching style, my planning for instruction, and much of my research and writing. My pedagogy overtly includes encouraging others (e.g., beginning and experienced teachers) to first recognize authentic team-teaching and then to sample and foster related tendencies in their own practice.

A Significant U-Turn: From South to North and Back Again

One year later, I could not reconcile myself to an entire career spent in the Far North even though some very appealing job offers were presented. Truthfully, I missed all four seasons too much and was spending a great deal of money having reading materials shipped up (this being prior to the advent of e-books). So I returned to southern Canada and began the job quest once again. Public Boards of Education in Ontario were still not hiring teachers in abundance, but I was recruited by a private school in Toronto and spent 2 years there teaching intermediate students. The school was one recognized by the Ontario Ministry of Education and, after 2 years of full-time teaching and an evaluative visit from a Supervisory Officer, I was granted certification to teach in Ontario. Soon afterwards I was hired as a teacher in a progressive public Board of Education in Ontario—2000 miles *south* of Pond Inlet.

Two journal excerpts each reflect significant personal and professional transitions as a result of my professional journey. The first is from 1991, and written after I received a permanent contract in the public school board; the second is from 1992, after almost 10 years in Canada. Taken together, they express a distinct sense of regaining personal and professional stability along what had seemed, at times, a rather challenging "long and winding road":

> I have now been with the same school board for two years and just received my permanent contract. This represents a major landmark, not only on my personal journey of 'being and becoming' a teacher, but also in terms of my sense of integration and permanence here in Canada. I have been a Canadian citizen for over six years now, but it may be indicative of

> the reciprocal nature of my personal and professional 'lives' that I can only now express my intention to stay with confidence. I perceive a regained sense of security and voice in my chosen profession, and welcome opportunities to contribute to that profession in my adopted homeland… What is now known as 'whole language' was no stranger to student teachers at Trent Park in the late-1970s, and aspects of this philosophy remain close to my own heart and my developing practice. I delight in collaborating with others who are interested in exploring integrated approaches to elementary curricula, while furthering my own knowledge and expertise in the field (June, 1991).
>
> Ten years on, I feel confident my experience since arriving in Canada has come full circle, re-establishing both personal and professional equilibrium. Perhaps I am even more confident because of challenges encountered—and, undoubtedly, there have also been opportunities. With the benefit of hindsight I do not feel diminished by my experiences, quite the contrary. After initial frustration related to regaining entry into the teaching profession (and a permanent position), there have been numerous opportunities to 'accentuate the positive' and this, I think, is just what I have learned to do… (1992).

And the rest, as they say, is history. I enjoyed a successful career over the next 10 years and moved through several transitions as teacher, consultant, and school administrator. I continued my own education as a practitioner (e.g. completing Principals and Supervisory Officers Qualifications, qualifications that contributed to learning about, and transitioning into, leadership roles in public school systems). I was also gaining experience teaching part-time in teacher education programs and began to seriously consider this as a possible next step. Suffice to say, a momentous life and career decision was taken when I resolved to resign from my position as principal, return to full-time graduate study, and complete my Ph.D. at McGill University (2001–2004). It was not predetermined what I would actually *do* with the Ph.D., but I knew I wanted to complete further graduate study and empirical educational research leading to a doctorate. I saw this as (potentially) creating other future options. Relocating from Ontario to live in Prince Edward Island, a beautiful place to live, study, and write, I could also reflect on my career path with a different sense of perspective on the "where to next?" question. Following completion of my doctorate in 2004, I considered several different directions for someone with my experience and a newly minted Ph.D., while working with the Eastern District School Board in Charlottetown as a consultant (2004–2006), Effective July 2006, I accepted a faculty position at Nipissing University resulting in the move back to Ontario.

Changing Gears and Changing Direction—The Academic Route

> *If you make a change and it feels comfortable*, *you haven't made a change* (Lee Trevino)

My sense of self/professional identity as teacher/teacher educator continues to shift and change, a journey informed by enrichment and self-renewal as a result of experience and systematic self-study over time. A significant theme that emerged in a recent self-study entitled, *Re-visioning self as educator in and through critical reflection on experience*, is of relevance here. Close examination of critical

reflections clearly illustrated the significance I attributed to meaningful relationships with colleagues and to processes of enrichment and self-renewal in my ongoing narrative of 'becoming teacher/teacher educator' (Elliott-Johns 2014). Relationships were seen to involve complex networks of colleagues near and far—locally (e.g., on-campus, elsewhere in Ontario), across Canada and around the world and included rich personal relationships as well as *inter-textual* relationships (i.e., as a result of actively reading and reflecting on the published work of others). These colleagues have become, beyond metaphorically, fellow travelers on my professional journey. Analysis of written reflections made it apparent that my practice was very much a global enterprise: Significant others who shaped and influenced my practice as teacher educator were found at my own university; but many others were located across North, America, Australia, Israel, the U.K., the Netherlands, and elsewhere. My understandings of the complex nature of contemporary teacher education—what it is, and what it might yet be—are thus continuously informed and enhanced by multiple (and varied) perspectives. Formally and informally, an extensive range of contributions nurture and sustain my interactive participation in these relationship—resulting in discourse that sees us both anchored in, and revitalized by, shared experiences along the roads we continue to travel together. Miller and Thurston's (2009) description of 'mentoring relationships' including friendship, collaboration, information, and intellectual guidance resonates deeply across my experience. I recognize all four characteristics in reflections on significant relationships encountered, and consider myself privileged as a participant in vibrant networks of (mostly) *informal* relationships—including some that clearly involve mentoring. Such relationships provide sources of energy, motivation, mentoring, and inquiry—all vital in terms of their substantive contributions to sustaining enthusiasm for my work as teacher educator:

> As a result of relationships cultivated with others, over time, I know I have become acutely more aware of the benefits of identifying and unpacking assumptions in efforts to better frame problems of practice as teacher educator. Multi-faceted processes of filtering "problems of practice" as part of critical reflection on experience offer increasingly rich insights into developing practice and renewal of 'self'… this has undoubtedly been an integral aspect of the re-visioning encountered in this self-study. (Journal, October 11, 2013)

Conclusion

Using the metaphor of a "long and winding road," three major themes can be identified in the narrative presented in this chapter: courage (to teach), tenacity, and the importance of *r*elationships. My understandings of these three themes, and how they continue to resonate in my own life and work as teacher educator, are explored and discussed below.

Understandings of the Journey So Far: Looking Back, Moving Forward

A ship in the harbor is safe, but that's not what ships are built for (J. A. Shedd)

Early in this narrative, I wrote, "As a teacher educator and self-study researcher, I inquire deeply and write about my practice, thus including in my sense of "research" the rich insights and understandings revealed as embedded in my work." Work for this narrative precipitated delving into the early, middle, and most recent evolutions of my career as teacher educator. Traversing the complex journey to here with all its twists and turns, changes and transitions, (in more than 30 years of being and (still) becoming a teacher educator) and viewed through the lens of today's insights and aspirations, feels a bit like riding along without a final destination on one's ticket. Never one to carry a clear roadmap to the pre-determined destination, I prefer to enjoy the variegated landscapes along the way. Locating self and my efforts to consciously work towards blending research and practice in *praxis*, requires close examination of decisions made and various outcomes manifested along that long and winding road—a road I'm still travelling. Working towards praxis is, perhaps, as close as I can come to conceptualizing anything like a roadmap for my journey. A quotation from Kathy Short (2014) on story as the landscape of knowing resonates with the construction of my own narrative:

> Story is the landscape within which we live as teachers and researchers—our knowledge is ordered and understood by story. Our rich stockpiles of storied knowledge… construct (our) narrative in action. Stories are the touchstones and metaphors by which we conduct our professional lives… They constrain and position our identities and roles as well as provide a way of knowing and of creating community among ourselves and with our students…. (p. 1)

Inquiries that seek deeper understandings, beginning with the self, enable us to capture the complexity of critical reflection. As Loughran (2007, p. 12) writes, "A central purpose in self-study is uncovering deeper understandings of the relationships between teaching about teaching and learning about teaching." Training the lens directly onto our innermost thinking, and being willing to share that thinking, is not without inherent risks. In my experience, and in the broader context of self-study, the learning that occurs is well worth the risk.

In conclusion, I will briefly address each of the three themes identified, courage, tenacity, and the importance of relationships, underscoring how I see each one in relation to my professional identity and the rich contributions experience makes to my research and practice as a teacher educator.

Theme 1: Courage

Courage doesn't always roar. Sometimes courage is the quiet voice at the end of the day saying, "*I will try again tomorrow*". (Mary Anne Radmacher)

Along with Rosa Bruno-Joffre, I see courage as a fundamental virtue that, "defines the life of an educator; courage to question, courage to build a democratic community in our schools, courage to imagine the future, and courage to love our students in the uniqueness of their life situations" (Bruno-Joffre 2004). In reflections on experience, an emphasis on quiet but resilient courage threads itself through explorations of the journey that have led to my current work as teacher educator. The journey has been pursued through twists and turns, alternate routes, unanticipated detours, planned detours, and all manner of transitions described. Experience of change has impacted directly on my professional knowledge, identity and practice as a teacher educator in relation to the theme of Courage. Today, a priority for me, is asking (1) How we might effectively go about promoting conditions that develop the kinds of courage cited by Bruno-Joffre in contemporary teachers? (2) Are concerted efforts being made to foster and develop the kind of rigorous courage that prepares future teachers to have confidence in (and be able to articulate) their own theories, practices, visions of teaching, pedagogy, and build comprehensive understandings of relevant resources for teaching and learning? Related support and guidance are essential aspects of authentic teacher education that not only serve to inform and enhance instructional decision-making and program design, but also have the potential to move us beyond the technical-rational "tips and tricks" that still constitute "teacher training" for some. Residing at the heart of my work are critical questions about the gradual release of responsibility for developing knowledge and expertise, or, what kinds of responsibility for their own professional learning should beginning (and experienced) teachers be reasonably expected to take? And how do we share our accumulated wisdom and rich insights gleaned about learning to teach, as well as teaching about teaching? Inquiries of this nature clearly align with my own experience of the courage needed to navigate across transitions and change, and continue to inform and energize my research and practice.

Theme 2: Tenacity

The most difficult thing is the decision to act. The rest is merely tenacity. (Amelia Earhart)

What contribution does my experience offer to knowledge about the profession of teacher educator? Perhaps more than anything else, it has taught me to forge a professional career path without precluding possibilities 'outside' a pre-formulated plan (particularly anyone else's pre-formulated plan). While, at times, the challenges and opportunities nested in processes of change and transition have not always been anticipated/welcome, or were not particularly easy to navigate, valuable personal/professional learning has usually been the outcome. Attributes such as flexibility, the ability to conceptualize and appreciate different perspectives on a given situation or issue (and agree to disagree, as necessary), the building and sustaining of positive relationships, problem-solving skills, and effective organizational and communication skills have been acquired over time (formally and

informally) as integral parts of an evolving professional identity—and as a direct result of critical reflections on experience.

In my work with novice (and experienced) teachers, graduate students and colleagues, I share the excitement experienced in transitions and change—in moving beyond one's comfort level—and the tenacity (or perseverance) required to successfully create one's own options. Transitions and change often seem to get a bad rap but I, personally, do not subscribe to a view that necessarily sees these as threatening or scary. If we are to educate teachers to go boldly into their own futures, and to have confidence in themselves and their own agency, I believe we need to model such qualities by "walking the talk" in our own lives and work. Tenacity emerges as a significant theme in my narrative and I'd suggest tenacity is a great quality to have—especially if you're venturing out on a challenging journey that takes time to complete. Lesson #1: Becoming teacher/teacher educator *is* challenging *and* takes a long, long time to accomplish—tenacity *not* an option!

Theme 3: Importance of Relationships…

> *Who are all these people you have brought with you*?
> *The disciple whirled around to look. Nobody there. Panic*.
> *Lao said*, "*Don't you understand*?" (The Way of Chuang Tzu)

The significant influence of positive, rich, collegial relationships in my research and practice as teacher educator becomes evident to me in this narrative. Simply stated, I have been fortunate in building local, national and global networks of colleagues and friends who enrich and enhance my life and work. Helping teacher candidates in my classes to appreciate and understand *why* these networks and relationships *matter* so much—and modeling potential benefits of cultivating networks in their own professional lives—is, again, an important aspect of how my own experience continues to inform and extend my contributions to the profession of teacher educator. Thus, my advice for teachers today is to foster and sustain similarly meaningful networks towards developing skills and confidence in their own abilities to "rethink, unlearn and relearn, change, revise, and adapt" (Niess 2008, p. 225).

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Chapter 7
Becoming Ourselves as Teacher Educators: Trespassing, Transgression and Transformation

Amanda Berry and Rachel Forgasz

Introduction

This chapter documents the 'processes of becoming' of two teacher educators, Rachel and Mandi, by exploring our personal-professional learning from our ongoing experiences in the role. We come from different disciplinary backgrounds (Rachel as a former drama teacher and Mandi as a former science teacher) and entered teacher education at different times (Rachel more recently than Mandi) and through different pathways (Mandi took a 'practitioner pathway' from the high school classroom, while Rachel took a 'researcher pathway' after completing her doctorate). Despite our differences, we come together as researchers and teacher educators with shared common concerns to investigate and better understand what it means to teach teachers, (both personally, and collectively, as a profession), to examine our own roles in the learning-to-teach process and to develop our pedagogy of teacher education, although we draw on different literatures and use different methods to address these concerns in our research and practice. Through this chapter, we explore our similarities and differences, struggles and insights, and seek to evolve our individual and collective thinking about 'becoming' as teacher educators. We have organised this chapter in such a way as to invite readers into this process with us.

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Structure of This Chapter

Our chapter begins with a brief overview of research about becoming a teacher educator. We then go on to present and explore our own processes of becoming as teacher educators. Inspired by the work of Connelly and Clandinin (1995) about teachers' "secret" and "sacred" stories of their professional knowledge and becoming, we interpret our experiences through three main themes of trespassing, transgression and transformation. For both of us, our stories of becoming have involved negotiating a personal-professional journey that challenges traditional and sacred narratives about entering the academy (trespassing), about what constitutes appropriate teacher education/academic practices (transgression) and about (re)negotiating a sense of self and purpose as academic teacher educators (transformation). We begin our exploration of each theme with an illustrative vignette from each of our personal-professional histories. We then go on to consider our vignettes, elaborating these shared themes and our responses to them by engaging in a dialogic process with each other. At the same time, while we have identified shared themes, we also recognise particular individual themes that have emerged from, and guided, our becoming as teacher educators.

Becoming a Teacher Educator

Becoming a teacher educator is often described as a challenging and precarious process (see for example, Dinkelman et al. 2006; Murray and Male 2005; Ritter 2007; Williams et al. 2012). One reason for this is that teacher education is typically considered a rather self-evident activity, one that does not require any kind of formal preparation. Moreover, since teacher educators' work as a site of study is a relatively unknown field within educational research, we do not yet know a great deal about what teacher educators do, how they do it or how they develop in their role (Berry 2015). This can be attributed partly to the generally low status attributed to teacher education within academia and partly, to the profile of teacher educators themselves. Many teacher educators are employed in teaching-only positions, so that producing research is not part of their formal duties, while others with a research task often seek, or are encouraged, to establish a reputation in a field other than teaching. Loughran (2014) notes that with limited scholarly leadership in the field of teacher education, it is not difficult to see why teacher educators "might struggle to understand how to develop, or where to seek mentorship" (p. 273). Yet, a body of literature is gradually building around teacher educators and their work, examining aspects such as their professional identity development (e.g., Bates et al. 2011; Davey 2013; Williams et al. 2012), their professional knowledge base (Lunenberg et al. 2014; Swennen and van der Klink 2009) and the development of a specific pedagogy of teacher education (e.g, Loughran 2006).

Methodological Approach

Using a narrative approach, we intended to capture the embodied, narrative, relational nature of our development as teacher educators. Polkinghorne (1988) identified that "at the individual level, people have a narrative of their own lives which enables them to construe what they are and where they are headed. At the cultural level, narratives also serve to give cohesion to shared beliefs and to transmit values" (p. 14). In this chapter, we share and critically reflect on our narratives of our personal professional knowledge development as teacher educators. We aim to deepen our own understanding of our work, and through making our process public, contribute to a knowledge community about teacher educators' development. We draw on two key aspects of narrative in order to frame and develop our research approach: story and dialogue. We briefly discuss each one below.

Story

Connelly and Clandinin (1995) speak of teachers' "professional knowledge landscapes" which are composed of three contextual factors: "individual teacher knowledge, the working landscape, and the ways in which this landscape relates to public policy and theory" (p. 24). Three different kinds of stories emerge in order to account for each respective context: secret stories, cover stories and sacred stories. Connelly and Clandinin's sacred story recalls Crites' (1971) notion of a "theory-driven view of practice shared by policy makers, and theoreticians" (p. 25). Secret stories, on the other hand, are the "lived stories" played out by teachers behind the safety of the closed doors of their classrooms. Cover stories, then, are stories which allow those same teachers to "portray themselves as experts, certain characters whose teacher stories fit within the acceptable range" (p. 25) of practices deemed necessary by the sacred stories being told at the time.

A common and recurrent theme in our stories as we shared them with each other was the sense in which our lived stories disrupted sacred stories of becoming, both as practitioners and as researchers in teacher education. Connelly and Clandinin proposed that if teachers share their secret stories, they tend to tell them "to other teachers in other secret places" (p. 25). Certainly we have found strength in choosing to share these stories privately with one another and within the self-study community more generally. But as Garvis and Dwyer (2012) argue, the current higher education context is often an unsafe space, "where secret stories could not be shared" (p.3). An important purpose for this chapter, therefore, is to uncover and tell our 'secret stories' publically, as advocated by Loughran (2014), in order to make explicit untold aspects of academia. In doing so, we hope to legitimate teacher educators' secret stories, repositioning them as sites of professional knowing and resistance. This seems to us to be particularly important given the pervasive themes of technicist school-centred teacher training in contemporary renditions of the sacred stories of teacher education.

Dialogue

We used dialogue as a means of engaging each other in critical reflection on shared issues. Since we live in different countries our dialoguing was conducted via means most convenient and available to us: email, skype conversations and occasional face to face meetings. For us, dialogue as methodology is productive because of its characteristics as caring and respectful, and accepting of inconclusivity (Guilfoyle et al. 2004). Our dialogue began "with a fulsome statement of an idea of inquiry" (Guilfoyle et al. 2004, p.11) as we shared our experiences of developing as teacher educators. Following Guilfoyle et al, our dialogue took different forms at different times, including analysis, critique and reflection. In this way, dialogue offered us a powerful basis for collaborative meaning making.

Structurally, we drew on Roth and Tobin's (2004) two functional levels of dialogue: co-generative dialogue and metalogue. At the first level of co-generative dialogue, we reflect on our shared experience of becoming teacher educators. At the second level of metalogue, (drawing on the work of Bateson, 1972), we move up from discussing our individual texts and dialogues in order to abstract broader themes, while simultaneously preserving our voices as individual authors. At the level of metalogue, the boundaries between analysing data and writing the research study are blurred. Writing a metalogue serves as another pass over the data. In this chapter, the metalogue concerns our own learning through the process of doing this study together. In this way, the unfolding text, as a form of culture, can retain both its coherences and contradictions, and readers can anticipate learning from all of what is written.

Trespassing
Rachel

> I had only been working at Monash for a month or so. The teaching semester hadn't yet begun and my days were mostly spent hiding behind my office door, decorating my office. It was part procrastination but more so, I really didn't know what else to do, where to begin. Within days, the initial excitement at having landed my dream job gave way to the persistent fear that I was trespassing in our faculty hallways.
>
> Everyone I met seemed to have 'grown up' in Education. I was a school teacher who had done a doctorate in performing arts. They were real Education academics. I was a fraud. Sure, I had been a very good teacher but in the absence of scholarly experience or qualifications in the field beyond my initial teacher education (and despite what I told them at interview), I had begun to doubt whether I had any business in the business of teacher education. So in those first few weeks, when I wasn't playing interior decorator, I was scouring drama education books trying to get my head around what I might teach.
>
> Then one afternoon, there was a knock at my office door. Tentatively, I opened it and there you stood. Before long you were telling me about your interest in improvisation. I can't remember exactly what you wanted from me, or how I replied. But I do remember the feeling. The feeling of my thumping heart rising to my throat. Wondering if you had any sense of the internal sensation I was experiencing of speed-reading the improvisation files tucked away in the undergraduate recesses of my memory. Stumbling and fumbling on the inside, all the while no doubt speaking with the over-confidence that typically belies my internal terror.

I remember the relief when you were gone, too. But in its place, that fear of imposture grew to engulf me utterly. Because with my failure to offer you anything of substance, was the evidence that I was faking it all: not only did I not know education, or even drama education, now it was clear that I didn't know anything much about drama either.

Mandi

I remember when I was first offered sessional work as a teacher educator. It came unexpectedly, via a phone call from an academic whom I knew by reputation as an excellent teacher educator although I did not know her personally. She was unwell and unable to continue in her position. She asked me if I would be willing to take over her teaching, in a subject called 'Teaching and Learning' (TaL), to preservice students. I was excited and flattered by the invitation, but terrified by the thought. What did I know about teaching teachers in their university courses? Sure, I was an experienced high school science teacher and had supervised a number of pre-service science teachers in their practicum, but somehow this task seemed very different. I knew how to **do** teaching, but did I know about teaching in the way that I thought this job required? So, I thanked her and refused. Then for a couple of days I thought about her offer. While I felt I did not have the requisite knowledge, perhaps I could learn it? I phoned her to say that I had reconsidered her offer and if the position was still open I would like to accept.

Stepping into the teacher educator role felt scary and stressful. I remember walking into my first TaL class, greeting students in an outwardly breezy, friendly teacher way, and inwardly cringing, waiting for them to see that I had nothing of substance to offer; that I really shouldn't be there; that I didn't know what I was doing. I felt the need to assert my credibility with these students through offering them knowledge about teaching as someone who 'Knows'. My expertise as a classroom teacher felt insufficient to give me that kind of credibility in this space.

Dialogue: Our Vignettes

Mandi

At the time, I told myself that I did not belong in a university environment because my "sacred story" of academia was one of certainty and having a particular kind of expert knowledge that I did not have. This did not include my school teacher 'self' with my school teacher knowledge and my many uncertainties. Yet, despite those feelings and assumptions, I did dare to step into that space, and I did make a career as a university teacher educator. But my struggles with feelings of legitimacy didn't just disappear. They re-surfaced in different ways over time. In fact, even now after many years of experience, I find myself again questioning the basis of my legitimacy, as I have recently moved into an unfamiliar context of a new university, in another country where there are different kinds of assumptions and expectations regarding what is valued for membership in a university environment.

Rachel

What strikes me about our narratives is our shared assumption as we began in teacher education that we had no right to be there, and nothing of value to offer. You felt an outsider because your knowledge and expertise as a teacher didn't fit with your view of what counts as knowledge within academia. I came to the job with precisely the academic expertise that you perceived as the key to legitimacy – a doctorate – and still I felt like I didn't belong.

On some level, we each understood that teacher education must be about more than simply telling stories about our own teaching but we did not know what that 'more' might be. Self-study research was a revelation to me in this regard, as I discovered that there was a research field dedicated to exploring and developing (from the inside) a content and pedagogy for teacher education.

Metalogue: Trespassing

Through this dialogue we have been able to uncover some deeply held assumptions about our identities as knowers and our views of knowing within a teacher education context. We were both newcomers in a space where our assumptions drove (and limited) our expectations of permission to participate. As trespassers, we felt limited in our capacities to know and act, and we both felt we needed some 'intellectual right' to be there.

Telling these secret stories is important because it reveals a shared experience of the feelings and fears of fraudulence, of intruding. Our stories are remarkable for the curious tale they tell of teacher educators not trusting what they have to offer each other as colleagues, or to students of teaching. Of course, we do not assume that this is every beginning teacher educator's secret story but with such striking similarities in our felt experiences – even though our stories were set decades apart – it does raise the question of how common a tale it is that we tell.

Fears of trespassing seem to us to underlie the feelings of uncertainty and vulnerability that emerge as persistent themes in much self-study research. Aside from offering to others brief moments of reprieve from that terrible and terrifying fear that 'I don't know and so I mustn't belong,' such research is significant for the way that it repositions those troubling feelings as beneficial to the processes of inquiry and of becoming as teacher educators.

Transgression

Mandi

> I was sitting in my first AERA (American Educational Research Association) meeting as a participant in a doctoral student seminar. There were six doctoral students at my table with two professors facilitating our discussion. At the seminar, each student had to explain her research-in-progress to the others. I listened as each spoke of their conceptual frames, their theorists, details of their methodological approaches, and their many questions about the 'rules' for using particular research approaches. I felt increasingly unsettled. My own study was very different from these. Mine was a first person narrative of my efforts to theorize my experiences as a biology teacher educator; to 'map out' a pedagogy of practice that I felt was missing from my work. I had constructed my own framework of 'tensions' that seemed to capture for me the difficult experience of being a teacher educator. It was not that I had disregarded traditional research conventions or established theory; they just didn't seem to fit with what I needed to learn about and say. Yet, here in this meeting, as a doctoral student at an academic conference, where the emphasis seemed more on using others' knowledge than producing your own, what I was doing felt somehow wrong; a transgression of the rules of academia.

Rachel

> We were at an international conference where I was co-presenting a session on the neglected dimensions of initial teacher education. You were part of a small group discussion that I was

> facilitating about embodiment as one of those neglected dimensions. We discussed the power and extent of our embodied knowing – as educators, as people – and the need to transgress the traditional privileging of mind over body in higher education spaces in order to make room for these embodied ways of knowing. And then the time came to finalise what I would report back to the brief plenary that was to end the session. You suggested we do a collaborative, embodied performance instead. I baulked. With only moments to prepare, there was no way we could devise an embodied performance to capture the complex intellectual nuances of our discussion. Some of our small group were wildly enthusiastic at your suggestion; others were as horrified as I was. But to refuse struck me as the ultimate hypocrisy. We compromised and performed a combination of a smattering of spoken words and embodied actions. I remember striding into the middle of the room, crumpling into a ball on the floor amid the chairs and tables, and speaking from there. With words I spoke transgressive intellectual ideas. With my body I spoke the accompanying feelings of fear and vulnerability that arise in choosing to do so.

Dialogue: Our Vignettes

Rachel

At the time I remember feeling ashamed, that my resistance to 'walking my talk' in the presentation made me the worst kind of hypocrite. And I was angry with you for exposing me in such a public way. But now I see that you were simply daring me to transgress a whole bunch of rules and conventions I had never intended to challenge. Rules about what matters in the public presentation of scholarly ideas, who gets to speak them, and how. And I'm so grateful that you did. Your provocation that day opened up a whole new set of exciting questions about embodied representations of knowledge. All else aside, you taught me to appreciate the courage required of any transgressive act. And no wonder; reading your story it's clear you've been breaking the rules ever since you began your career as a researcher. I cannot imagine how much courage you would have had to summon sitting at that AERA roundtable.

Mandi

Both of our narratives are about a transgression of the 'normal rules' of teacher education and research practices. In these acts of transgression we each felt, and understood, more about our individual voices as teacher educators as well as our vulnerability in trying to enact them. Reading your vignette, I feel concerned that I may have pushed you into a difficult situation without recognising what that might mean for you, compared with what I wanted for myself; to see us do something which might more faithfully represent the ideas we were trying to express. Looking into these experiences now, with you, helps me understand more about learning to claim and value one's voice as a developing researcher and teacher, and how that process might be sensitively supported. I'm wondering too, how we might encourage preservice teachers to dare to engage in transgressive acts so they might discover and claim their own voices?

Metalogue: Transgression

Reflecting on our narratives side by side, we see that we have each transgressed expectations around knowledge and knowledge production in the work of teacher educators and academics. Not that we set about to be deliberatively subversive;

rather, each of us was authentically moved to transgress the normative activities and expectations of the institution when they failed to accommodate our values, experiences and commitments. For Mandi, as a doctoral student, this meant creating new knowledge rather than consuming the knowledge created by others. For Rachel, this meant advocating for embodied forms of knowledge and – with Mandi's encouragement – embodied forms expression bel hooks (1994) calls for teachers to be "actively committed to a process of self-actualization that promotes their own well-being if they are to teach in a manner that empowers students" (p. 15). Our acts of transgression represent such acts of self-actualization. In allowing ourselves to imagine alternate possibilities for ways of being in a university environment, we each constructed the terms of own work as academics, and our engagement with others. In the process, we chartered new territories of theory making and practice.

Sacred stories of transgression emphasise the moral obligation to enact such "movement against and beyond boundaries" (Bel Hooks 1994, p. 12). Cover stories of transgression arguably over-emphasise the heroic choice to do so. But in these stories of our transgressive acts we also want to share and own the secret story of the uncertainty and fear associated with pushing the boundaries. And, through daring to move beyond the forces that frame us as teacher educators, we have experienced transformation.

Transformation

Rachel

It was after midnight and I was finally settling down to prepare for the next day's Drama Education class. Despite the late hour, I was confident I'd get my preparation done quickly. The idea that drives this session is great: we consider the staging of a major performing arts event from the perspectives of multiple school stakeholders and, in doing so, develop strategies for bringing them on board to support the event. The structure and content of the session had remained virtually unchanged since my first year in the job: I would illustrate the various stakeholder positions and unpack their attendant potential dilemmas through anecdotes from my own experiences as a head of performing arts. They are powerful examples and I am a great storyteller.

But as I scanned last year's presentation slides, I remembered how hugely unsatisfying I had found the whole experience. I remembered struggling to recount the anecdotes with the required sense of impending drama. I remembered how the ensuing 'moral' of every story seemed to me to be unnuanced and simplistic. And unlike previous years in which my students had seemed to hang off every word I uttered, I remembered feeling that they were politely enduring my rant until I was done.

In that moment, I knew that I no longer thought of myself as that drama teacher whose stories I was supposed to tell. Nor did I think of myself as storyteller of calamities and conquests from the chalkface. I closed the file and held my weary head in my hands. Bleary-eyed, I opened a blank presentation template, stared at the blinking cursor and began the long night's work of reinvention.

Mandi

When I began researching my practice, I hoped that this process would help me to generate new insights about teaching pre-service biology teachers so that I could address the problems of practice that I encountered, and improve biology teacher education. But, as I began to investigate my practice and my pre-service teachers' learning, I faced a continuing

difficulty in that the kinds of insights that I sought did not emerge in the way that I had expected or hoped. In fact, the deeper I probed into the teaching/learning relationship, the more complex and problematic the issues revealed themselves to be. It was not until I was well into the research process that I began to 'see through the fog', and to re-conceptualise my understanding of practice using the lens of 'tensions' (Berry 2008). Taking this new lens into my practice, I tried to recognise particular tensions at work and explore these as a source of learning. Instead of looking for answers to my problems so that they would go away, I came to recognise teaching about teaching as fundamentally 'problematic'. But taking changed thinking into practice is difficult – you know what you would like to do at an abstract level, but you don't really know how to do it at a practical level. And in trying to enact teacher education differently, I felt very exposed and vulnerable. Being able to share those vulnerabilities with trusted others encouraged me to sort through what I was experiencing and persist in trying to re-make my understanding of educating teachers.

In hindsight, articulating these 'tensions of practice' was significant in supporting my shift from a teacher perspective to a teacher educator perspective. Sharing and testing the tensions beyond my own practice, with colleagues, through conference presentations and publications further stimulated my identity development as a teacher educator scholar. But this has been – and remains – a continuous and evolutionary process of conceptual and perceptual shifts, more easily recognised in hindsight than in the moment and more easily talked about than enacted.

Dialogue: Our Vignettes

Mandi

Both our accounts tell of us experiencing dissatisfaction with our practice as teacher educators and that dissatisfaction precipitating a process of change. We began to question the assumptions that had guided our initial conceptions of our pedagogy. Something triggered a disturbance and searching process in both of us – though that wasn't our aim in the first place. And as a result, both of us felt compelled to approach our work differently – although we did not know exactly how, and we had to feel our way, stumblingly, through the process. And through these stumblings we each experienced a perspective shift, a re-organisation of the ways in which we perceive and live our stories as teacher educators.

Rachel

I feel the similarity in our experience in that, like you, I have found that the changes that I make to my practice neither create neat solutions for me nor necessarily satisfy my students' preferences and expectations for how they should learn to become drama teachers. But more so in these narratives, I feel particularly aware of our difference in terms of our career stages as teacher educators and as academics. You describe here having formalised and researched over many years the (ongoing) processes of reconceptualising your identity and practices as a teacher educator. I am just discovering and making sense of some of these transformations in my practice and identity for the first time.

Mandi

The idea that this process of change takes time is a really significant one. Not only that it takes time, but also that it requires a kind of personal readiness and willingness for change and a context that allows that to happen. Working with you and other trusted colleagues at Monash University in an environment where we have

been encouraged to engage in learning about our work as teacher educators has been enormously important for precipitating my professional change processes, and I suspect it might be the same for you, as well?

Rachel

Certainly collaboration and the support of a teacher education community have been crucial to my critical engagement with teacher education practices and identity development. That community begins at Monash but extends far beyond as well. For me, place is less significant than time in the process of transformation. Even at this early stage in my career as a teacher educator I already experience that change process as ever unfolding, ongoing, unending. A transformational process of continual becoming.

Metalogue: Transformation

Our narratives tell a story of encountering ourselves in new ways, over (shorter or longer) time. Inhabiting Dewey's (1933) attitudes of open-mindedness, responsibility and wholeheartedness, we each chose to notice if we experienced discomfort in our practice. Doing so led each of us to question and reflectively analyse our taken-for-granted frames of reference (Mezirow 1995), including our habitual ways of thinking about what it means to do the work of teacher education. Critical reflection led us to question – and subsequently revise – our frameworks for understanding both our individual identities as teacher educators and the work of teacher education more broadly. According to Cranton (1994), this "process of becoming aware of one's assumptions and revising these assumptions" (p. 730) is a crucial dimension of transformational learning. Simply put, "[i]f basic assumptions are not challenged, change will not take place" (Cranton 1994, p. 739).

One important outcome of transformative learning is that it strengthens a person's ability to think and act as an autonomous individual, to develop a sense of personally relevant meaning and to use the contexts of formal learning experiences to construct and re-construct meaning (Dirkx 2006). This was certainly the outcome of each of our processes of critical reflection on our practice as teacher educators. In this sense, our narratives evince that the transformation of teacher education requires more than just simple programming about how or what to teach teachers, or how to do research in particular ways, but instead "teacher educators need to be able to conceptualise and enact their own professional learning…in ways that are supported by genuinely reflecting on, and responding to, the needs, demands, and expectations of, teaching about teaching in the academy" (Loughran 2014, p.273)

For both of us, engaging in self-study research has been an important element of that professional – and transformative – learning. Through self-study, teaching and research become intertwined in a way that allows each to inform, challenge and extend the other. In this way, self-study is different from more traditional kinds of research approaches since it can impact both teaching and research because it aims to produce knowledge that is both conceptual and perceptual.

Conclusion (and Advice)

In her study of identity and pedagogy, Danielewicz (2001) asked, "How does becoming happen and how can it be encouraged?" In this chapter we have sought to address the question of how becoming can *happen* through representing our experiences as teacher educators using the themes of trespassing, transgression and transformation. We do not offer these themes as a blueprint for others to follow; in fact we hope our narratives make clear that we see the process of becoming as very much individual, personal and situated. In terms of how becoming can be *encouraged*, we hope that sharing our narratives may provoke other teacher educators to consider possible resonances with their experiences and insights and to investigate their own stories of becoming. In this way, collectively, we might succeed in challenging the dominant discourses of teacher education and offer new 'stories to live by' as teacher educators. And we note the significant role of self-study research in creating this possibility.

Self-study researchers recognise that, "there is an important relationship between personal growth and understanding and public discourse about that understanding" (Bullough and Pinnegar 2001, p. 15). As both a private/personal act, and a collective/public act, self-study research challenges sacred stories through the sharing of teacher educators' secret stories, not only as a form of personal/professional learning but also as a legitimate form of scholarship. This work is important since, as Garvis and Dwyer (2012) noted, "[c]hallenging the status quo also allows the grande narrative of teacher education [and academia] to be sufficiently displaced, with room created for alternative stories beyond cover stories that conform to the status quo." (p.5).

Michael Connelly (2008) remarked, "narrative is all about courage – the courage you need to speak out". Sharing our narratives of our own personal professional journeys of becoming is for us, an act of courage. We are emboldened by, and through, each other and through the use of a self-study methodology. We hope that researching and writing about our lived experiences as personal professional interactions informs not only our own knowledge of practice but also contributes to shared knowledge about teacher educator development within the community of teacher educators.

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Chapter 8
Becoming a Teacher Educator: The Rise of *Crusader Rabbit*

Dawn Garbett

Introduction

We walk backwards into the future, our eyes fixed on the past. (Maori proverb)

On a New Zealand marae, it is customary for orators to establish their authority to speak at a formal gathering by acknowledging how they are connected to kith and kin in the audience and wider circles; what contexts, landmarks, rivers, and mountains have dominated their horizons and what major events have impacted on their lives. They do this to locate themselves in the present situation while acknowledging and respecting the importance of people – past and present, contexts and events. I use this framework to structure my account of how my identity as a teacher educator has been shaped. I recall the impetus for becoming a science teacher and the path I followed from becoming a science teacher educator to being a teacher educator. The significant people, institutional contexts and circumstances that have been most influential have been elevated in status retrospectively as I have dwelt on how they have informed my practice and shaped my identity. At the time, these were "just" colleagues that I worked with, places I found myself in, and scenarios that unfolded in front of me. I have tried to untangle the threads in order to weave a stronger, coherent strand but it is an inherently messy business. The sense I make of these transformative experiences and influential people with the benefit of hindsight and the wisdom of experience, illuminates my future-focused journey of being a teacher educator in rapidly changing times.

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The Influence of Early Contexts

Schooling

My family immigrated to New Zealand from England in the 1960s. We settled in Whangarei, a small town near the top of the north island of the country. I had a carefree childhood and enjoyed school except for one miserable year when I had teacher who used corporal punishment liberally for minor misdemeanours such as spelling errors or having an untidy desk. In that one year I learnt to dread school. Fortuitously, in my case it was just a blip, a sharp lesson in how important classroom climate is. The local, all-girls high school that I attended for the first 18 months of my secondary schooling encouraged girls to participate in a full range of subjects and activities. None of us knew anything of gendered or cultural stereotypes at this point in our education. When my family moved to the city I transferred to the local co-educational school in a working class suburb. My first impressions of my new school were that the girls seemed reluctant to answer teachers' questions and participated less in classroom discussions. On the other hand, I was barely conscious of boys' presence in classes and their numerical dominance did not deter me from pursuing a science-focused course of study. My education at Otahuhu College was memorable for the strong bi-cultural and academic grounding I received. My experiences shaped my view that the education system was a meritocracy and reinforced the importance of the teacher in setting a positive classroom environment. On reflection, my schooling – in rural and city, single-sex and co-educational contexts – is more diverse than that of most of the student teachers I now teach. These different contexts give me cachet to encourage the student teachers to treat their placements, be they high or low decile, single sex or co-educational, private or state, as rich learning environments.

Undergraduate Studies

After 2 years at university I was accepted into a 2-year concurrent programme of study to complete a Bachelor of Science and a Diploma of Teaching (Secondary) at the separate Auckland College of Education. The College's academic year started before the University of Auckland's semester and I quickly decided that the liberal and academically rigorous university way of life was more stimulating than the College of Education ethos. I engineered my schedule of university lectures and laboratories to clash with the timetable of my teacher education studies so that the College lecturers had to grant me dispensation to submit individually negotiated assignments in lieu of attending some of their classes. One aspect of the teacher education programme which was non-negotiable was attendance in schools on 2, 6-week practicum placements per year. My first placement was Otahuhu College. Although the buildings, bell-times and routines were familiar and my ex teachers

were welcoming, it was disconcerting to negotiate how to participate in an established community of practice (Lave and Wenger 1991). The experienced staff were well known to me from a pupil's perspective but they behaved differently in the staffroom. They shared teaching tips such as "Don't smile until Easter" "Start hard because it's easier to keep control than gain it back." The take-home message from this and other placements was that the clear transmission of information, careful planning and classroom control were all important. I have no memory of discussing inclusive practice, differentiated learning or a student-centered curriculum with lecturers or associate teachers while I was a student teacher or in my early teaching career.

Beginning Teaching

I graduated with a Bachelor of Science and a Secondary Teachers College Diploma as a 20-year old confident that I could teach science. However I thought that there would be an inadequate age gap between me and the students so I spent a year working as an airfreight forwarding clerk before applying for a teaching position. I used the first appointment as a place to trial different teaching persona. I was authoritarian which back-fired when I confronted a pupil who swore at me under her breath. I tried being laid back and letting the students do as they pleased, a la A. S. Neills' Summerhill. As the days dragged into a second week I abandoned that approach and asked the Deputy Principal to intervene and restore order. On the balance, I developed positive relationships with the students but I did not feel as though I was a good fit with that school's culture. I resigned from teaching and for the next 2 years I travelled overseas and worked in mundane jobs unsure of what I wanted to do.

Serendipitously a friend drew my attention to a position in a different secondary school which turned out to be a progressive co-educational state school with a dynamic and supportive staff. I was appointed as a science teacher and after 4 or 5 years, I was given opportunities to design and introduce new science courses at junior and senior levels. I had noted a distinct lack of females taking physics and chemistry at senior levels and sought to redress this imbalance through providing a girls-only science, mathematics and computer technology course. I initiated a city-wide teachers' support group (Equals = Science) based on Berkeley University's EQUALS and Family Math ideas. This loosely organized professional development group was instrumental in raising teachers' awareness of gender inequities in science teaching in the late 1980s and made science accessible for many more boys as well as girls. I implemented many innovative ideas and strategies in my classroom and was outspoken in the staff room, challenging other staff to consider whether their teaching was inclusive of gender and different ethnicities. The experience of having considerable agency and influence in the classroom and staffroom shaped my professional identity as a teacher. It was a professionally satisfying and rewarding decade.

It was rewarding on a personal level as well. I had met and married a physical education teacher, Alan Ovens, who was also on the staff. We held each other in high professional regard from the start of our relationship with both of us equally committed to and enthused about teaching. We encouraged one another to innovate in our teaching, to apply for new positions, and reach for new goals.

Towards the end of 10 year's teaching, I was approached to be the science advisor for the Auckland region. My role was to visit teachers in secondary schools promoting the new science curriculum and gender inclusive teaching approaches. I also applied for and won a teacher's fellowship to study at university to begin a Masters in Science Education. In that year of studying full-time I had our first child and passed all my studies with flying colours; Alan was appointed as a Physical Education teacher educator at the Auckland College of Education and he started his Masters in Education. At the end of the year I resigned from my teaching position in a secondary school knowing that there would be contract positions available to promote the new science curriculum for in-service and pre-service teachers through the College of Education.

Transitioning Towards Teacher Educator

From Science Teacher to Science Teacher Educator

For the next 10 years I juggled parenting and part-time teacher education contracts. I taught professional studies and biology and science education courses for secondary student teachers, and science education courses for primary and early childhood student teachers. I taught small classes of 15–25 students for up to 50 hours of contact per semester and visited each of my biology students on their practicum placements. My transition from being a science teacher in a secondary school to being a part-time teacher educator at the College of Education felt easy because I essentially fell into the same teaching style I had used as a school teacher. My expertise in engaging secondary students in innovative science lessons translated to engaging student teachers in innovative science lessons. I relied on my experiences as a secondary school teacher to enrich my teaching, and remembering my own teacher education, I strove to ensure my classes were relevant, authentic and unmissable. Working so closely with so few students meant that I was able to provide individualised assistance and support my students to prepare lessons and units of work.

My belief that subject content knowledge was more important than professional subject knowledge for my secondary student teachers was based on my own experiences of the professional studies lecturers when I was a student and by the thought that my frequent absences from their classes hadn't left a serious gap in my professional knowledge of teaching science. However, stemming from my later experiences as a teacher, I was savvy enough to know that student teachers needed more than resources to cope in their first years of teaching. I regaled them with stories of my own beginning teaching so that they would be forewarned and forearmed. In this

early phase of my teacher education career I saw myself primarily as a science teacher educator in a team of science teacher educators. Our primary focus was to combine modelling best practices with teaching science content so that our students graduated confident and competent to teach science to their own students.

Science Teacher Educator to Early Career Academic…

It took a shift to a different initial teacher education programme and contact with new people for me to re-evaluate my ideas of teacher education. A position for a full-time permanent lecturer for early childhood and secondary teacher education was advertised at a relatively new university in Auckland. I applied and was appointed at the same time as Belinda, another new lecturer who was a former music teacher and Australian academic. We were both newbies – I was naïve with regards to what it meant to be a newly appointed academic in a university. Belinda was inexperienced with regards to the New Zealand education system and early childhood education. Our different strengths complemented each other – I had more experience teaching and Belinda had more experience researching. We pooled our ignorance and experience to good effect and quickly became a cohesive teaching team, productive research collaboration and firm friends. Our early reciprocal mentorship enabled me to successfully combine my passion for, and focus on, teaching with the academic requirement to research and for Belinda to strengthen her teaching and diversify her research platform (Yourn and Garbett 2004).

We immersed ourselves in learning about different models of early childhood education so that we could teach an introductory course in early childhood curriculum. Appreciating developmentally appropriate practices and play-based, emergent curricula heightened our awareness that a teacher of young children needed to have a broad content base so that they could maximize child-initiated learning opportunities whatever the context. Belinda and I drew on our respective strengths in the Arts and sciences to devise an experientially rich course that fostered student teachers' confidence to teach young children but in reality we knew little about what early childhood teachers taught. We reviewed what literature we could find and wrote a paper which highlighted a distinct gap (Garbett and Yourn 2002).

This was the first of several collaborative research outputs. In this way, Belinda was instrumental in supporting my transition to a university culture where research was an expectation and requirement. She helped me to access research literature, differentiate the scope and aims of academic journals, and decode instructions for authors. We wrote well together with neither of us feeling threatened by the other's constructive criticism of our writing. We wrote about the challenges, barriers and opportunities that were present in a wide range of academic contexts. We noted that early career researchers often found themselves working at double-pace to gain tenure and prove their capability with high teaching loads and limited access to financial resources (Tynan and Garbett 2007). The way to negotiate the university research culture that we found successful was to collaborate in our research and

teaching. We researched pragmatically to inform our teaching (partly because we were time-poor and because the university expected us to) but also because we were intrinsically motivated to improve our teaching practice. Our collaboration boosted our professional sense of self-value and "diffused the competitive expectation that we prove ourselves individually" (Garbett and Tynan 2010, p. 175). This early collaboration laid the foundation, not only for many other successful research partnerships, but also for my research to be improvement-aimed.

…and Teacher Educator

Our teaching in the secondary programme challenged my teacher education identity in other ways. Belinda and I taught generic professional studies and educational theory to secondary student teachers with backgrounds ranging from accounting to woodwork for four mornings per week at the university. In the afternoons, the programme relied on practicing subject specialist teachers in partner-schools to teach these students about specific pedagogical content knowledge. We had no input into the selection of the schools or teachers and no control over what student teachers and the specialist teachers discussed. This model of teacher education made me appreciate that a teacher educator's role was more demanding than modeling good practice and providing subject specific resources, tricks and tips. Those aspects of my early teacher educator practice now fell under the province of the subject specialists in partnership schools. I needed to establish myself as a teacher educator rather than an ex-science teacher. Unless I could articulate the points of difference between what the students learnt in my university-based teaching space and an authentic classroom, I was destined to be a pale imitation of a "real" teacher.

This was in Meyer and Land's (2005) parlance a "threshold concept". Once I had seen that a teacher educators' role was different from being a science education teacher who taught in a teacher education programme there was no going back. It was difficult to reconcile my own experiences of ineffectual generalist teacher education lecturers at the College of Education with this realization. I was determined to create relevant, meaningful and worthwhile learning opportunities for my tertiary students but I had to do more than rely on sharing my experience of teaching content knowledge. I started thinking about how the ways I taught and who I taught were more important than what I taught. Focusing student teachers' attention on the art and craft of teaching students (rather than a subject) became of paramount importance. This radical change in focus sowed the seeds of a possible doctoral thesis and exacerbated my unease with the partners- in-school programme. I had little confidence in secondary teachers' capacity to do justice to what I saw as a teacher educator's role. A school teacher's primary responsibility was for their own students. I considered this model of initial teacher education to be inferior to the Auckland College of Education's model. As soon as a position became available at my alma mater I applied for it and was appointed as a full-time permanent teacher educator in the science education department.

The Influence of Important People

Doctoral Studies

My return to the Auckland College of Education in 2001 gave me the opportunity to put many of my ideas into practice in small classes of early childhood, primary and secondary student teachers. There was no great expectation to research but my year in a university environment had opened my eyes to the importance of research, not only to inform my practice but also to contribute to the academic environment. Encouraged by Alan, who was nearing the end of his doctoral studies, I started looking for a doctoral supervisor. There was no one in New Zealand at that time that had the experience to supervise a doctorate in teacher education so I approached John Loughran to ask if he and Marilyn Fleer would supervise my thesis from Monash. I met John face to face no more than six times over the course of my thesis but our regular email communication left me in no doubt that John was deeply invested in my project and teacher education as a scholarly endeavour.

I studied the impact that introducing a collaboratively assessed theory and pedagogy test had on my primary student teachers' confidence and competence to teach science effectively. Combining my new understanding from the other university's early childhood and secondary programmes, I recognised that my students' participation in workshops where I was the expert science teacher did not necessarily translate into them being confident in their own classrooms (Garbett 2011a). Incorporating peer teaching as an integral component of an assignment gave my students the opportunity to teach one another and to develop skills and confidence that were transferable to their classrooms. They learnt more from peer teaching than I could teach them which led me to keep rethinking my role as a teacher educator. The knock-on effect that peer teaching had on my practice was profound. I became more comfortable talking with my students about learning to teach rather than teaching them science knowledge. From a self-study perspective, I fostered my own confidence and competence to be a teacher educator rather than the science education teacher educator expert that had been my default position.

John encouraged me to re-examine what was happening in my classes and fostered my confidence to theorise my practice. His supervision ensured my doctoral journey was professionally challenging and richly rewarding. While I was enjoying my studies enormously with John, Marilyn and Alan's support, anecdotally, it appeared that my experience was quite unlike my colleagues' experiences of study. One had complained that doing her doctorate was like grinding sand through her teeth. Another had reported that she had to write and rewrite her literature review a dozen times before her supervisor was satisfied. Others at the College of Education were bemoaning the constant pressure and insistence that they, too, increased their qualifications. These were unsettling comments which suggested that completing a doctorate was arduous and externally imposed. When I emailed my concerns to John he replied that I needed to stop listening to other people's tales of woe and stay focused on my project. I have heard that people often supervise as they were

supervised. It is John's supervisory style that I keep in my mind now that I am supervising post-graduate students. I hope that they see their own journeys as thought-provoking, empowering and positive.

Throughout my studies, Alan was a constructive mentor and helpmate. We have now inspired, counselled, and confided in one another for over 30 years. Our shared history and supportive professional relationship intertwines our teaching and research. We have celebrated one another's successes and parsed one another's failures on daily walks; worked together on numerous research projects; co-supervised graduate students and written collaboratively about peer teaching (Garbett and Ovens 2012). We complement each other's strengths and shore up one another's weaknesses. We have common goals and mutual networks of friends and colleagues. Realistically, neither of us could devote the time that is increasingly required of us to do justice to our jobs without the other's full support and understanding.

Far Reaching Events

The Amalgamation of a College of Education and a University

The urgency for people to complete their doctorates in the wider institution was brought about by changes in the tertiary education sector in New Zealand. The Government aimed to merge what it called the strong practitioner-based programmes of the colleges of education with the stronger research-based programmes of the universities in order to improve the quality of teacher education in New Zealand (Tertiary Education Commission 2002). Beginning in 2002 with a memorandum of understanding between the Councils of the two institutions, the merger of Auckland College of Education and the University of Auckland's School of Education created a new Faculty of Education in 2004. The merger was touted as providing 'an opportunity to bring together the best of both worlds' (Shaw 2006, p. 222) but assimilating, accommodating and aligning two distinct cultures was highly problematic. There was a drive to change the new Faculty staffing profile to better fit the research-intensive University requirements, to increase the number of post-graduate students, and to increase the student: lecturer ratio. The resulting pressure to up-grade qualifications to doctorates, supervise post-graduate students and publish research was intense. Class sizes and delivery modes changed from small, interactive workshop sessions to large lecture theatres with 50–100+ students. Teaching hours within each course were whittled down from 50 to no more than 36. Providing pastoral care, visiting each senior science student and writing testimonials for them became a thing of the past. We were pressed to teach more efficiently so that we had more time to research. Many of the standards and practices my colleagues and I thought important were eroded as we absorbed the university culture.

The shift in focus from teaching to research in the new context caused considerable friction. The value of teachers' professional expertise was diminished in light

of the academics' research kudos. Many experienced classroom practitioners opted to take voluntary severance or early retirement when they felt that their expertise was no longer valued. Other teacher educators were shifted from the academic lecturing scale to a Professional Teaching Fellow scale which had no research component. Many who left were replaced with staff who had little teaching experience but substantial research platforms. However, the net effect was that the number of staff employed in teacher education was drastically reduced.

Against this backdrop, though, the new environment provided many opportunities to view practice in a new light. For example, a colleague from the ex-School of Education was recognised for a University Teaching Excellence award and her portfolio put forward for a National Tertiary Teaching Excellence award. Very few of the College of Education people had heard of such an award, let alone contemplated putting forward their own portfolios. I used my self-studies and Doctoral research to put forward my own portfolio the following year. It was successful and I was nominated for, and won, a National Tertiary Teaching Excellence Award. My portfolio exemplified professional teachers being inquisitive about their practice (Clarke and Erickson 2004). The new university context encouraged such scholarship and I was able to distinguish my teaching from my peers by using self-study as a rigorous approach.

Learning from Different Contexts

Another opportunity that transformed my teaching emerged from the research-focused environment of the University. My self-study of learning to ride a horse (Garbett 2011b, 2014) served as a relevant context to talk about teaching and learning in my secondary teacher education classes. As Brookfield (1995) commented about learning to swim as an adult, learning something physically challenging was a visceral route to critically reflect on my teaching. Nothing has been as transformative as being thrust back into the role of being a learner. Being a novice horse-rider gave me a greater appreciation of how effortless an expert can make riding (or teaching) appear. As Russell (2007) wrote, "Teaching looks easy, and good teaching looks very easy" (p. 190). I empathise with my students when they are overloaded by being learners of science and learners of teaching and when they are neophytes on practicum. What I have tried to explain or model and what their associate teachers make look so simple suddenly isn't straightforward when they take control of the classroom. Understanding teaching from a beginner's perspective has enabled me to initiate much deeper discussions of pedagogy within my classes.

My experience of learning to ride has also made me appreciate just how difficult it is to shift the focus from what we are doing as teachers to what our students are doing as learners. In the initial stages of learning to ride, my focus was necessarily on me and my riding. Becoming competent enough in the saddle to be able to improve the horse's balance or to measure its strides in order to clear a high hurdle took a shift in my focus. As a neophyte, I was initially satisfied with being taken for

a ride in the arena and staying in the saddle rather than considering what the horse's experience of being ridden might be and what it meant for me to enact some control over achieving a particular task. In a similar way, teaching about teaching necessitates making explicit the purpose of teaching, i.e. the learning and the learner, rather than the mechanics and processes involved (Loughran 1997). Without the impetus of adapting to a research intensive environment and the self-study lens that I brought to bear on my teaching, I might still be entrenched in duplicating my secondary school teaching prowess in a tertiary teacher education environment, albeit in a relevant and engaging way, rather than focusing on what sense my learners are making of their learning about teaching.

I have softened my views about the role of modelling teaching for students given this change in my focus. I have vacillated between wanting to appear the unflappable expert who models exemplary practice to having the confidence to show them that I am uncertain, confused or perturbed by situations when they arise during my sessions. My current position is that my students expect me to lead the sessions and be an expert in the initial stages of the course. At a later point in the course, when my students are more attuned to learning about teaching rather than learning how to teach, I can let them see behind the façade of science teacher educator expertise and problematise teaching (Garbett 2011b). Another way to effect such a change in focus has been through tiered-teaching. My colleague, Rena Heap and I have experimented with team teaching as a way of making our pedagogical practices transparent to our students (Garbett and Heap 2011). One of us taught the science education component of the session while the other acted as the provocateur – asking questions to draw the students' attention to teacherly decisions and reflecting aloud as the session progressed. It took considerable trust between us before we became comfortable at stepping into and out of the different roles but now we can sustain the general effect of teaching on multiple levels even when we were teaching by ourselves.

The Rise of *Crusader Rabbit*

In my mind's eye, an avatar *Crusader Rabbit* (Arizona Group et al. 1994) came into being when I took on an academic leadership role. It was the first time since I had resigned as the dean in a secondary school that I held a position in senior management and had agency to influence teaching practice. I had just completed my doctorate, been recognised as an excellent tertiary teacher at national level and I was raring to wave the flag for teaching in the still new Faculty of Education. I imagined leading an attack on the status quo like a crusading rabbit which was innocuous but robust, and multiplied merrily. Others would follow me, championing scholarly teaching and we would be a force to be reckoned with.

Championing Scholarly Teaching

I was appointed as the first Associate Dean of Teaching and Learning in one of the early restructurings of the Faculty of Education. Since no one had been in the position before the job was unscripted. I fashioned it into publically championing scholarly, high-quality teaching through, for example, a series of lunchtime workshops to disseminate and applaud teaching initiatives. I was also responsible for auditing and reviewing evaluations of undergraduate courses and for standardizing the moderation processes that were used. This gave me a greater understanding of teaching practices across the Faculty than I had previously been privy to. I didn't realise that the Associate Dean role also entailed responsibilities as the representative on the University Teaching and Learning committee to support teaching and learning in the wider University. I hadn't known that there was such a committee in the University, let alone that I would have a respected voice on its many sub-committees and working groups, such was the Faculty of Education staff's insularity. My contact with the wider University gave me a better appreciation that effective teaching was not just a concern for ex-College of Education staff. The role of Associate Dean enlarged my view of what it meant to be an academic in a University. My contribution through service to the institution was acknowledged and valued. I felt affirmed as a leader of teaching and learning in higher education.

Within the Faculty of Education, though, many of my colleagues dismissed my efforts in the Associate Dean role as whistling in a howling wind. Teaching continued to lose status in the Faculty of Education despite my assertion that both teaching and research were valued in the wider University. The apparent resignation that teaching was of little importance in the University setting drove my applications for promotion to Associate Professor. My applications were built around a 'distinction' in teaching (rather than research) to demonstrate to my colleagues that the University did value scholarly teaching. It was a popular assumption in the Faculty of Education that if your research was worthy of distinction then your teaching and service contributions didn't matter a jot in the promotion process. A Professor who read my first application thought that my research component might meet the criteria of being at a lower 'merit' level although there were no published guidelines as to quantity or quality.

My first and second applications were unsuccessful. I made the most of the setbacks to research the impact that seeking promotion through teaching had had on me. I explored the resilience I developed and how self-study had been the impetus for transforming "my identity from an ordinary, reflective teacher educator to *Crusader Rabbit* – indestructible, of the common folk, and capable of making a difference" (Garbett 2013, p. 111). Reading the comments that went forward on my applications and listening to well-meaning "advice" from colleagues strengthened my resolve to keep applying until I was successful in positioning teaching as a bona fide promotion track and academic practice in the Faculty. Outwardly I was stoic but inwardly it was disheartening and deflating to be told that my teaching was not considered to be at a distinction level despite University and National recognition

for excellence in teaching. According to one colleague there were many others in the Faculty deserving of such accolades if they were encouraged to put themselves forward "because teaching was what we were all good at". I was acutely aware that teaching about teaching was more complex than teaching in a classroom and I disagreed that everyone in the Faculty of Education was good at teaching. Other criticisms levelled at my application by colleagues were that my teaching was not particularly innovative; that researching your own practice was unethical; and that the journals I had published in were low level and not academically rigorous. The more constructive criticism I received when I sought advice from a senior member of the University staffing committee enabled me to align my teaching, research and service record against the University criteria and, ultimately, be successful in my quest for promotion through teaching.

After 4 years in the service role of Associate Dean Teaching and Learning the position was disestablished and my workload returned to a typical teaching: research: service ratio of 40:40:20. I was now an Associate Professor and hoped that I would still be able to carry on my crusade. I believed that my promotion through teaching would advance the quality and validation of scholarly teaching in the Faculty. A few colleagues considered it to be a remarkable coup but, as I have since observed, my promotion had a negligible impact on how teaching was viewed or practiced in the Faculty. It did have an impact on the expectations that the institution had of my research and service which were now deemed to be at the level of Associate Professor. It also had an impact on how I viewed myself as a senior academic.

Collaborative Leadership

As an Associate Professor, the university's expectations are that I take a key role in research teams and research grant applications; mentor other academics and develop my leadership capacities. There is an expectation that I will supervise more postgraduate students and produce more publications on average per year. I feel the pressure to be more competitive with my peers, claim more recognition for joint efforts and to assert myself in a team as the leader. I have been favourably placed to resist the underlying tension that the university environment favours sole-authored publications and hierarchical research teams with designated leaders because my research endeavours are largely collaborative and because we have attracted sufficient funding to be productive and successful in researching our innovative future-focused teaching practice (Heap et al. 2014; Ovens et al. 2013, 2015). We are currently taking an alternative approach to partnering with practicing teachers to build a professional learning community. Our intention is that we will all develop our future-oriented teaching so that our students (in university and schools) are better supported to maximise what Gee (2013) calls affinity spaces or personal learning networks. We are increasingly confident that our model of professional learning which supports researching and teaching in concert across different contexts is a valuable way to advance teaching.

Concluding Thoughts

Looking Over My Shoulder While Going Forwards

At the end of this chapter, I feel as though there has been a twist in my perspective. I am moving forwards and glancing over my shoulder to check my bearings but I am aligned more with future possibilities than historical events. Changes are viewed positively as opportunities to examine what I believe and hold dear. A change in place was the impetus to reconsider what my role was as a teacher educator. My early teaching as a teacher educator relied heavily on my science subject and pedagogic knowledge and focused on ways to make science education relevant and engaging. I saw myself first and foremost as a science teacher educator and derived professional pride from teaching the subject well. A change in workplace from a college of education to a university and a new programme made me realise that being a teacher educator required more from me than drawing on my experiences of teaching a subject. Crossing that threshold came through comparing what I was tasked to do in a tertiary context with what classroom teachers in the partnership schools were doing. I realised that being a teacher educator required a different repertoire and skill set. Through inquiring into my practice I have become increasingly conscious of how complex teaching about teaching is and how much need there is for a scholarly approach to teacher education. Now, I contest being labelled as a "methods" or "science education" teacher. I am teaching pre-service teachers through these courses as a teacher educator with an equal claim to that honorific title as colleagues who teach "professional studies". Importantly I am in a position to contribute to the debate around what counts as teacher education.

I have turned a corner in reconciling what the university expects of me and what I am willing to contribute to the academy. While the university drives research for extrinsic reasons – promotion, tenure, funding, kudos and knowledge creation – an important realisation has been that my research is intrinsically motivated by a desire to develop myself professionally in order to improve my practice. Sharing that knowledge enables me to contribute as an academic and teacher educator. Being a scholar of teacher education gives me "greater control over what teacher education looks like, does and produces" (Loughran 2014, p. 280) and I am excited by the possibility that presents going forwards.

I look ahead in the company of many colleagues, near and far, who champion high quality, scholarly teaching as a valued and essential component of an academic's career. At the same time, we champion practitioner inquiry to ensure our teaching remains at the forefront of what is undoubtedly an exciting and challenging time ahead in education. Together we support one another on a crusade to make a difference through teaching.

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Chapter 9
A Quest for a Pedagogy of Critical Theorising in Physical Education Teacher Education: One Physical Educator's Journey

Alan Ovens

Introduction

For some time now I have been oriented by a commitment to a socially critical agenda in my work as a teacher educator and my approach to physical education as a disciplinary field. By criticality (or socially critical) I mean practicing a form of emancipatory politics that invites students to read and discuss teaching and physical education as contested terrains and sites of struggle in which the organization, legitimation and circulation of knowledge are core to issues of power and social justice (Leistyna and Woodrum 1996; Ingram and Simon-Ingram 1992). Like many of my fellow educators, I have found that such an orientation provides an intellectual framework and language for understanding and problematising educational practices in ways that recognise their complexity, humanity and emancipatory potential. In my own approach to being a teacher educator, I aim to enable my students to use critique, inquiry and reflection as tools to challenge existing knowledge, ways of knowing and to inform their practice as teachers (Ovens 2013). Despite this, I have a concern that approaches to promoting criticality in teacher education are dominated by a form of rationalism that works against our ability to actually enact the concept in a meaningful way.

I expect many would not see this as the typical concerns expressed by a physical educator, who are typically more oriented by an uncritical valuing of sport or masculine cultures (Brown 1999; Green 2002). In considering how I have come to this point after more than 20 years as a teacher educator, I have reflected on some of the important transformations and experiences I have had in my career. This is never an easy task given the interconnected nature and complexity of one's life. As Osberg (2008) notes, lives are always in flux and the trajectory of learning is "not linked by

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chains of causality, but (by) layers of meaning, recursive dynamics, non-linear effects and chance" (Osberg 2008, p. viii). Lives need to be understood relationally, and as layered and situated within ecological networks of meaning (Green 2002). We experience life as both constrained within the limitations of the individual's embodied relationship with their world while simultaneously being enabled by that same world to perform particular goal-directed actions (Green 2002).

As a way forward, I draw on writing as a method of inquiry (Richardson 2000), employing performative writing (Pelias 2011; Coylar 2009) as a contemplative practice to highlight the trajectory of my professional biography. I acknowledge that this will be mediated by the inconsistencies of remembering and the necessity of editing for the sake of parsimony. Deciding what to include has been difficult since individual lives are so complex. For example, should I include that my parents had a fairly messy divorce when I was a teenager, or that I have a deaf sister, or that I am a third child of four? All will have influenced my life trajectory. Any telling of a biography will be partial, ambiguous and tentative. However, as a contemplative practice, writing can and does change the world as it constructs worlds, particularly when one takes the time to write freely then come back and edit events in relation to a considered critical path. In this respect, I consider the following to be some of the formative and influential transitions in my development as a teacher educator.

Being a Student and Experiencing Justice and Democracy

I consider myself fortunate to have been schooled in the 1970s when education in general was grappling with the implications of growing social liberalism, which meant it often came into conflict with many entrenched conservative ideas. The secondary school I attended was a good example of the mix of contrasting ideas in play in schools at this time. Some of the more progressive teachers, who I thought looked like hippies, made us sit on cushions on the floor and study Beatles lyrics. They counselled and worked gently with students. In contrast were those who held more conservative ideas about education, tended to have short hair and formal attire, and made us sit in ordered rows of desks and dealt with problems with the cane. This range meant there was considerable debate about the 'proper' nature of schooling, and I was affected not only by the diversity of arguments circulating, but also the range of ideas being implemented. Most memorable for me were the times that learning opportunities were personalised and involved choice. This occurred in a variety of ways, and included individualised lab work in Science (where each student was rostered onto 1 of 30 different Science lab activities each week), working on a personalised learning schedule in Maths (where each student worked on an individual plan worked out by the teacher) or given options to choose from to construct a course of study in English (where students could choose between different classes focussing on different poets or writing styles within the English course).

While these were positive experiences, the limitations imposed by more traditional thinking were also influential. The most obvious of these came when, around

16 years of age, I firmed up on wanting to be a physical education teacher and realised I would need to study physics, chemistry and biology. Unfortunately, such subjects were the preserve of the top students and my marks meant I did not automatically qualify. It was only by persistence on behalf of my father, who was able to convince the school authorities that such restrictions severely limited my future study and career options, that the rules were relaxed and I was allowed to enrol. However, the teachers of these courses regularly found different ways to reinforce the idea that not only was I not meant to be part of the courses, but that I was wasting my time and could be putting others' marks at risk. Some of these ways included putting my work in the rubbish bin (if it wasn't up to their standard) and shaming any poor performance by making me stand in class (a penalty for any under performing student). If the hidden intent of their approach was to develop my resilience, I can only say they pursued it with great vigour. More importantly, it gave me a strong sense of distrust in those who seek to portion out educational opportunities to those they deem as 'worthy' or to make judgements thinking they know best.

I found university to be a bigger version of my schooling with the interplay between new and old ideas about teaching being prevalent in many courses. Even though I had to fish one of my assignments out of a rubbish bin on one occasion, the university was a significant transition that contributed to my development as a teacher educator. Perhaps the most profound experience was the opportunity to negotiate the coursework for an Exercise Physiology course in my fourth year. The lecturer in charge of this course was provocative, particularly about learning, assignments and grades. I always remember him asking, "What does a 'C' represent?" and then stating, "Probably that you only know half of what you are supposed to know. Would you fly with pilot who only knew half of what he was supposed to know?" He expected us to plan our own assignment work and discuss with him the grade we thought it was worth. He set out to not only teach us content, but also the limitations of that content. It was a very important lesson to be able to question and doubt knowledge, while also being able to use it at the same time. However, while this registered with me, I also was not mature or organised enough to take advantage of the flexible learning opportunity he provided and I ended up failing the course. It was salient experience that would later shape my own use of negotiated grading in my teacher education courses.

Learning from Playing and Being a Sportsman

Another key transition in my life was becoming a sportsman. Sport is an important form of cultural capital to a physical educator and was something that I proved to be reasonably good at through school. I competed and succeeded at a variety of sports, but settled on basketball at a young age. I have no idea why basketball became 'my thing' but it did and it became a core part of who I was through to my early 30s. I captained the Auckland team and played for New Zealand during my twenties. Being good at basketball was not just about who I was, but was a form of cache and

legitimacy in the physical education world. In one sense, I was the epitome of the message being taught to students, that practice and application led to excellence. However, perhaps more importantly, it gave me status and a profile students admired. My students could regularly watch me on TV or support the teams live. It was a profile that shaped my relationship with students, gave me a sense that they wanted to be in my classes and something that generally enhanced my teaching. The limitation was perhaps an overreliance on the cult of personality at the expense of teaching skills. It was easy to become frustrated if the charisma failed to get the desired outcome.

Sport also transformed my understanding of working in complex professional settings like teacher education. While it is essentially an unscripted drama with an uncertain outcome, sport is not a chaotic activity since one seeks to influence the outcome of a game by working as a cohesive team following practiced principles of play. To play well, you have to know your role and understand the nature of the game in order to affect the ebb and flow of the play. I feel this parodies life, particularly in the way we coordinate our individual effort to achieve collective outcomes. However, the balance of this interdependence is easily disrupted. As I have experienced, when you are playing with someone who doesn't understand the game or is too egocentrically focussed on their own performance, the collectivity essential to 'teamwork' breaks down and it becomes quite frustrating. If there is something that I would like to pass on to those I teach, it is the pleasure one can get from working collaboratively and achieving because the team achieves. It is an idea that is in contrast to contemporary ideas that foreground the importance and contribution of individual performance over the distributed abilities and contributions of those you work with. When I reflect on what I have learnt from playing sport, I can see that notions of leadership and performing are heavily influenced by the concepts of collaboration, teamwork and putting team first.

Being a Teacher and Practicing Justice and Democracy

I taught in a secondary school for 5 years and found it all-consuming. The culture I encountered made it difficult to balance my personal, playing and professional lives because it extended so thoroughly outside of the normal working day. If I wasn't planning and marking, I was doing 'lunch time' duty or coaching one of many teams I had responsibility for. I loved it because each day was different. I could be teaching senior students about exercise physiology, junior students about games or on a camp teaching rock climbing. I started with a fairly strong coach orientation, with the initial aim of having really good basketball teams. However, it never worked out like that because I couldn't allow myself to do a poor job of teaching and being good at teaching took a lot of time and energy.

The transition into teaching meant that I found myself questioning what we did in our school PE programme and began to think about it differently. For example,

I questioned the need to fitness test all my students. I doubted the validity of the tests we were using (with thanks to my earlier exercise physiology course) and found the results of little value. I started to explore other ways that my students could examine their health profile and levels of physical activity. I was keen for students to take more responsibility for their own physical wellbeing and see it more broadly connected to the lifestyle choices. I saw little value in perpetuating practices that students disliked and often avoided since there was little hope they would continue after the external motivation of the teacher was removed. Worse still, I could see there was the risk that students would become 'disconnected from their bodies' in the sense that they felt unable to participate in physical activities, embarrassed about their shape and abilities, and unable to benefit from the physical culture that was so rich in our society. Even though I loved sport, I wanted to move away from it being the only content we taught. I also disliked the quasi-military style teaching of traditional PE and instead wanted to encourage students to have more responsibility and options in the programme.

I pushed to make our PE programme more meaningful, and I was keen to explore different ways of organising the programme. Acknowledging that students often had different motivations for doing PE, we began to offer different streams and options. For example, our year ten students could opt into either a class that was about being pushed to excel, a girls only class, a class exploring different recreational options or a class for students who hated doing PE. Over several years this evolved into allowing students to also select which teachers they wanted. I sensed what Tinning (1997) calls the tension between the discourses of participation vs the discourses of performance. That is, should the PE programme orient itself to serve the interests of high performance sport or the broader goal of ensuring everyone can participate in an active lifestyle enjoying the opportunities of human movement culture? For me, the choice was never difficult and I actively sought to make the programme more meaningful for everyone. I even discarded the syllabus for the senior school in favour of one that we developed around living an active lifestyle.

On reflection, I can see that these developments were driven intuitively by an underlying belief system that respected individual choice, difference, empowerment, and social justice. Such values were influenced by my school and university experiences as previously discussed. I say 'intuitively' because it wasn't until I started my Masters some years later that I had a more comprehensive language to articulate the issues and subtleties of what we were trying to do. Till then, I was largely driven to be a good teacher guided by my own experiences and beliefs of what 'good' may be. Fortunately, the department I was part of were always open to trying something new even though the practices associated with a performance discourse were very difficult to change. These struggles and experiences provided an important grounding for my future work as a teacher educator since they helped provide an insight into the constraints and difficulties of initiating educational change as a young teacher.

The Importance of 'We' over 'Me' in Becoming a Teacher Educator

I have used 'we' a lot here to represent the physical education department because the development and implementation of the ideas is usually a collaborative process. The transition here is the shift in perspective from the individual 'me' to a collective 'we' and the importance of acknowledging how the 'social' influences individual action. On reflection, I realise that I have always worked with people who are also interested in trying new things, sharing and implementing new ideas, providing support, and challenging my thinking. I have always had Heads of Department who have been willing to provide me with the flexibility to try new things and be there if and when they don't work. This flexibility has always been very important and I don't think I could work in a setting where the content and approach are fixed or determined by someone else. Like playing a game, I see teaching as a creative act where each situation unfolds in quite novel and unpredictable ways. Your skill rests in the ability to manage the complexity of the events in a lesson setting by knowing strategically what you want to accomplish, being able to read the situation, make good decisions, adapt and create action and affect good outcomes. To do this is not a singular act. It means working collaboratively with others.

Perhaps the most important collaboration shaping me both personally and professionally in becoming a teacher educator has been with my wife, Dawn. We met when I first went teaching and our careers have been entwined ever since. We have always taught in the same institution and readily mixed our personal and professional lives. She is a strong advocate for quality teaching and has won major national awards for her work in teacher education. She is an inspiration, critical friend, source of ideas, constant advocate for quality teaching and essential supporter of innovative ideas. Each night, as we take the dogs for a walk around the local park, we reflect on the day's events and discuss our teaching. Despite working in different subject areas, we do a lot of research together as teacher educators, examining our practice and the innovative ideas we both like to implement. She would say it is not an easy collaboration given our individual personalities, but it is oriented around the same values and commitment to quality teaching.

On the whole I have been fortunate to work with many excellent and innovative teachers. However, this does not mean that each collaboration is positive or proceeds smoothly. Across my professional life I have been called "arrogant" or "idealistic" because I tend to question and challenge what we do. I am not happy to go with the status quo just because someone in authority has 'decided' this is how things will be. The conflicts I have had in respect to this, and the exclusion from key decision making groups at times as a result, has sparked in me an interest in the way individuals get labelled and storied in educational workplaces. Storying appears to me to be largely an act of social politics, since to label someone as 'arrogant,' 'argumentative,' or 'stubborn' instead of 'passionate', 'innovative' or 'visionary' makes it easier to dismiss or trivialise their concerns and ideas. This is important because I have largely experienced innovation and development as an enterprise driven by the

desire to better engage and support student learning. I have always seen teaching as a something underpinned by experimentation with the intent to develop programmes better suited to student learning and constantly adapted to the changing circumstances. However, for anyone who spends any time in an educational setting, one quickly finds it is a quagmire of politics and competing views. Many appear to be more interested in maintaining their own senior positions than fostering communities where ideas can flourish. As I have learnt, in navigating a pathway for yourself it is important to manage the way you get storied in order to be effective.

Becoming a Teacher Educator

The transition into teacher education was in response to institutional change. After the school appointed a new Principal, the culture of the school began to change. The staff openly doubted the new Principal's abilities and philosophy, and I sensed that he didn't really appreciate the PE programme or value what we were trying to do. In addition, staffing changes in meant our PE department had also changed and I felt that I needed some new challenges. A job at the teachers' college was advertised and it included the opportunity to work in and help develop a new Physical Education degree programme. The decision to apply changed the course of my life.

When I entered the teachers' college I was able to start a long-term desire of doing a Masters degree. At that stage it was difficult to do postgraduate studies in New Zealand while working full time and, almost serendipitously, someone gave me the name of Richard Tinning at Deakin University. Richard would go on to become a long-term mentor and friend. I loved doing the Masters and it introduced me to the literature around critical pedagogy. It was a transformative experience because it gave me a language to express many of the things I had observed when I was teaching but couldn't articulate in any way. For example, when I read about the hidden curriculum (Bain 1990; Kirk 1992) I instantly knew what the concept referred to and had observed it in operation in my own classes. At that stage I just didn't know what to call it. I found that the ideas expressed in my Masters course corresponded strongly with my own experiences from teaching. The broad themes of enlightenment, empowerment and emancipation resonated with my own values of wanting a more humanistic and democratic form of teaching. At the same time, I acknowledge that missing from this was a strong critique of cultural values in respect to colonialism, culture and race, and this has largely continued to this day. I completed my Masters with a thesis examining the value of peer-placements and action research as an alternative practicum curriculum.

While the Masters was something I wanted to do, continuing with a doctorate was something that I felt I needed to do. I would like to say that it was because I recognised that my experience and indigenous knowledge of teaching provided a rather static resource for informing my work as a teacher educator. However, the decision was more about wanting to feel a sense of legitimacy and achievement at the tertiary education level. In much the same way as achievement in sport provides

cultural capital for being a physical educator, having a PhD and doing research provides the valued cultural capital in the academic community. As my friend Richard would say, it gives you the license to practice in the academy. However, the doctorate was more than just a pragmatic exercise. Whereas my earlier experiences had provided the dispositions, values and beliefs that oriented my work as an educator, my postgraduate studies and subsequent research were transformative in the sense that they provided the basis for intellectualising and critiquing that work. These elements are entangled in each other and have become part of the layered fabric of my becoming a teacher educator.

Developing a Pedagogy of Critical Theorising

An important part of my scholarship as a teacher educator has been to look at our collective efforts to develop a democratic and emancipatory form of physical education teacher education. In other words, my studies and ongoing research projects have allowed me to step back from some two decades of active programme development of a degree focussed on critical pedagogy and consider if we were actually 'walking our talk'. One of the key criticisms leveled at those promoting any form of criticality in education is that they tend to overplay the agency of the individual and believe that everyone is capable of challenging the ideological nature of educational practices (Tinning 1995, 2001, 2002). When promoted in this way students of teaching are, to paraphrase Giroux (1996), invited to learn a critical theory of pedagogy rather than engage with a pedagogy of critical theorising. In other words, when students in a degree like ours learn about being "socially critical" they tend to learn about how power relations in education contexts provide for inequitable outcomes, forms of oppression and traditional constructions of subject matter in a general sense focussed on schooling, rather than examine their own lived situations. There was a very real risk that we were asking our students to learn a critical theory pedagogy rather than practice a more difficult pedagogy of critical theorising.

This distinction is more than just polemical or symantic. Understanding the subtitly of how criticality emerges in pedagogical practice was one of the most important transitions for me as a teacher educator following my doctorate. Firstly, I came to see contemporary teacher education as an exercise in separating theory from practice, while effectively disguising the process of doing so. In other words, I felt we taught a detached 'theory' of social justice, power, oppression and privilege while essentially continuing to practice a conventional form of teaching ourselves. The irony is that this approach itself represents a banking metaphor of education since students are expected to accumulate a form of knowledge capital that potentially can be applied to improve their work as future teachers. While our practices were overtly about promoting criticality, the process and product of our courses continued to be about compliance, conformity and consensus, albeit focussed on the practice of critical pedagogy. To me, it appeared that our form of criticality only engaged in the seemingly futile attempt to radicalise students to be capable of

transforming practice once they graduated rather than being the process they experienced as part of their professional learning.

Related to this, I also began to question the nature of teacher education since 'teaching' becomes both the content and process of learning to teach. I found myself questioning what a pedagogy for teacher education may look like. Looking around at others on our campus I could see that the standard approach was to reduce theory to being some generalised and decontextualized knowledge about teaching that was to be learnt by student teachers and applied in school contexts. This content was 'taught' in settings where the pedagogy was either 'telling' (the lecture), 'modelling' (the demonstration lesson or microteaching), or 'apprenticeship' (the practicum). I could see that without interrogating the relationship between what student teachers learn and how they learn, teacher education had little transformative impact. The theoretical knowledge learnt in the university risked being perceived by student teachers as having little use-value, memorized only because of its exchange-value in the marketplace of grades and certification. When conceptualised like this, it was no surprise that student teachers found educational theory sometimes irrelevant, ineffective or disconnected from teachers' work.

I developed a real concern that these orthodox forms of pedagogy work to silence students' concerns and deny them the opportunity to challenge the practices enacted with them as students. The consequence was that student teachers became skilful in learning how to perform expected actions within a culture of surveillance rather than in analysing those actions or the expectations that generate such actions. This insight was interesting since we tended to construct the ideal teacher as the critically reflective and socially-just teacher, who is actively transforming their workspaces and educational programmes to be more enlightened, empowering and emancipatory, but then we would construct them as students in a different, contradictory way. According to Segall (2002), while students may be encouraged to ask critical questions *in* their teacher education courses, they are not encouraged to ask the same question *of* their teacher education courses. This was evident in our courses. For example, we encouraged our students to think about how their teaching met the individual needs of their students, but rarely did we ask them how our lessons met their individual needs. We encouraged student teachers to ask how the interests of different ethnicities, faiths and abilities are served by their teaching, but we did not make our teaching transparent in a way that demonstrated how we differentiated our own teaching (or even if we asked these questions of ourselves). In effect, the orthodox pedagogies we used provided a form of immunity to such investigation. We anesthetised the students from challenging their own education and ensured that theory was disconnected from everyday practice because it became content to be learnt rather than lived.

My doctorate provided the initial means to develop these insights. Using a phenomenological approach, I studied the lived experiences of five students as they moved through our physical education degree (Ovens 2004a). I was initially concerned that the participants may have been too similar, but in the end I was amazed how different each of their journeys were. It gave me a real sense of how students engaged with the criticality of the degree (Ovens and Tinning 2009) and the role their

own personal politics played in shaping their engagement with key ideas and activities experienced (Ovens 2009). The doctorate enabled me to bring new theoretical lines to bare on our teacher education practices, particularly notions around situated learning, critical reflection, poststructuralism and performativity. These not only expanded how I understood educational practice, but provided important foundation for my more recent work exploring complexity and post-qualitative methodologies (Ovens 2010a; Ovens et al. 2012; Ovens and Fletcher 2014; Smith and Ovens 2014).

Rethinking my pedagogy to be cohesive with the ideas of a pedagogy of critical theorising has been my transformation over the past decade. I see myself as having evolved a set of practices oriented around inviting students to be co-designers of courses, negotiated grading contracts, peer-marking panels, peer-teaching, cooperative and project-based learning (Brubaker and Ovens 2012; Garbett and Ovens 2012; Ovens 2014). Early on I had the capacity to influence our students' practicum curriculum and I structured their experiences around action research and peer-placements (Ovens 1996, 2004b), as well as actively using ideas like 'lesson study' to engage students to think about pedagogy (Ovens 2010b). More recently I have begun to explore how new and emerging technologies can be integrated into a pedagogy for teacher education (Ovens et al. 2014; Ovens et al. 2013). I see each of these developments as transitions grounded in my values and beliefs around social justice, democratic teaching and excellence. Like my earlier teaching experiences, all of this has been done in collaboration with colleagues and because I have the flexibility (within reason) to implement new ideas (Garbett and Ovens 2012).

Concluding Thoughts

I have always enjoyed educational theory, but have come to see it as not about the mastery of knowledge that can inform teaching decisions, but about a means of critiquing how we come to know and understand the process of education. Educational theory should challenge the notion that educational practice and biography are a form of inescapable reality and aim instead to allow students to undo existing meanings and undermine their confidence in the experienced, given and obvious. In what is perhaps a significant change in thinking for me as a teacher educator, I have come to envisage all of teacher education as a practicum setting, where each context encourages students to critique the interrelationship between knowledge, learning and power in each of the discursive settings in which they are situated. Disturbing practice in this way provides a criticality to my practice that enables an embodied and experiential means for student teachers to examine the origins, purposes and consequences of educational actions and the political, economic, and social contexts that give rise to them. Such change emerges from a growing understanding of these issues in response to personal and professional transitions experienced over my career.

My wife sometime likes to joke that she married a sports star and ended up with an academic nerd. While this may overly simplify the rich mix of personal and

professional experiences that have shaped my practice as a teacher educator, it does capture something of the transitions I have made over my time in education. In reflecting back on these transitions, and on the 20 years of being a teacher educator, I offer the following advice and insights. Firstly, it is important to balance the competing demands on your life (parent, husband or wife, academic, son or daughter, teacher, etc) and give attention to each. Not only is it important to respect that lives are multidimensional and need to cared for, it is important to recognise that each dimension is interconnected. Transformations as a teacher educator are enriched and nurtured by the other aspects of your life. Secondly, the quest to develop a pedagogy of critical theorising is more about the journey than the final outcome. These transitions are not made against a static backdrop, but are the result of living in and being part of a constantly changing personal and professional context; of being challenged by and challenging the status quo; of giving myself the license to experiment and enact what I believe to be good teaching. The accumulated experiences have taught me that developing a pedagogy of critical theorising implies more than cosmetic reform of programmes to ensure they are 'research informed and led'. It also requires more than considerations about the amount and length of practicum placements or even if teacher education should be more school-based and authentic. Rather, it implies attention is given to the experience of teacher education in a way that meaningfully ensures that the purpose, nature, culture and process of learning to teach provides multiple spaces and communities to promote reflexive engagement with ideas in a way that challenges prior experience and assumptions, while also creating avenues for alternative thinking, alternative ways of being and experiencing, and alternative ways of knowing. When one is enabled in this way, I believe we are in an effective position to confront the forms of rationalism that work against our ability to actually enact a pedagogy of critical theorising in a meaningful way.

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Chapter 10
A Work in Progress

Joseph C. Senese

Introduction

I never planned on becoming a teacher educator. As a matter of fact, until I attended my first Self-study of Teacher Education's Castle Conference in 1998, I had never even heard the term teacher educator. I find that ironic since I have spent my whole career in education and had worked through three university degrees in education. At any rate, when I first learned the term teacher educator, I did not identify with it. I had been a middle school and high school teacher and administrator for most of my career, and, as I imagine has happened to others, while being a full-time high school administrator I was invited to participate in an education class at a local university.

A Foot in Two Worlds

In 1999 I was working full time as an assistant principal at a suburban high school when a local professor of education tapped me as someone who actually did action research in a school. In 1995 I had begun a voluntary professional development program at Highland Park High School (IL) that used the methodology of action research to help teachers to improve their practice (Senese 1998). In many ways my introduction to and strong belief in the power of action research opened the door for my entry into the world of higher education. I made a presentation to the professor's graduate class about what we were doing in the Action Research Laboratory (ARL) at the high school. When I entertained questions, the professor could see that the

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students were not grasping what she saw as the significance of my visit. To this day when I relate this story I call myself Exhibit A. She said something to the effect of, "You need to understand. He really does this stuff at his school. It isn't just something you learn in grad school. This high school is actually applying it." I suddenly understood my importance to her and to this class. I was the evidence that what they were learning and studying in their coursework could be something more than a hoop to jump through at the university to obtain an advanced degree. I was a connection to the real world of education. I was the practical practice.

A few years after that initial encounter, I was asked to contribute a chapter to a book that the same professor was co-writing about how to conduct action research in schools, *Teachers Doing Research*: *The Power of Action Through Inquiry* (Burnaford et al. 2001). I was flattered and honored. Prior to this I had only had two short articles published in the *Journal of Staff Development* (Senese 1998, 2000). In the book chapter I described the ARL, how it came to be, how it worked, and the early results we had achieved (Senese 2001). I was still Exhibit A. My own action research (both with teachers in the ARL and with students in my English classes at my high school) took on a greater significance to me because I saw my role expanding beyond one high school. You could say I was hooked.

Encounters

In 1998 I, along with three classroom teachers in the ARL from my high school, traveled to East Sussex, England, to participate in our first self-study conference hosted by the Self-Study of Teacher Education Practices (SSTEP), a special interest group of the American Educational Research Association: Herstmonceux III. This was a big deal for a school district to support four employees to travel abroad to present to university types. In truth we were shocked that our proposal had been accepted. At the time that we wrote our proposal we did not know what self-study was, what teacher education was, or even what the American Educational Research Association (AERA) was about. I can honestly say that if our first foray into teacher education had not been this conference, I probably would not have continued with self-study. The participants were not just welcoming; they embraced us. I learned a lot over the course of those 4 days, more about myself than about self-study; then again, maybe that is self-study. I can pinpoint my start in teacher education to that conference.

A few things stand out to me as I reminisce about that Castle Conference in 1998:

1. Knowing that we were presenting to teacher educators, we asked the question: How can we involve institutions of higher learning in the ARL? The first answer we received was a booming John Loughran retorting: Why would you want to do that and ruin a good thing?

   I was confused and intrigued by John's response. I could not understand why these teacher educators were interested in a small professional development program at a suburban high school in the U.S. We were looking to expand our

experiences with action research and it seemed logical and advantageous to involve an established educational institution in that. It took some time for me to realize that rather than being the light on the hill, university schools of education are institutions, same as others, governed by tradition, politics, regulations, and prejudices. John was warning us off (and all the way from Australia!).

2. Since a coffee break immediately followed our presentation, many of the audience members stayed after and spent time talking with us. Their enthusiasm and encouragement were shocking. I say shocking because back home we had to downplay our work in the ARL lest we rock the boat too much. It was not that we kept our work under a bushel, but there were rumors from the faculty that some teachers (those in the ARL) were getting special treatment. Well, some of us were presenting at an international conference in England, so I suppose they had a point.

   One delegate (and now a friend), Donna Allender gave me a piece of advice that I have never forgotten. In talking with her, I gave teachers credit for the work they were doing in the ARL and tried to deflect any attention from myself. Donna encouraged me not to underplay the critical role I performed as a supporter, encourager, and enabler of the action research that the teachers in the ARL were conducting. Giving teachers the opportunity, the freedom, and the tools to conduct their research was, after all, a key component of the ARL. I had not fully realized that in my role as a school administrator I was in a position to support teachers in ways that they could only dream of. Without that support, the whole program would crumble. For example, one ARL team wanted to deemphasize the importance of grades and have students put their energies into learning. They thought they did not have the authority to withhold grades from student work, but with encouragement from me (and knowledge of school board rules), they discovered their own power to change the prevailing system. The ARL created a critical variation in how teachers were thinking about their practice and even about their profession. My role in the equation was to balance the resources I could provide with the energy of the teachers who were willing to learn more about teaching and learning.
3. On an outing during a free afternoon at the Castle Conference, I spoke with another of the teacher educators. When I shared with her how encouraging and welcoming everyone was and how interesting all the work they were doing was, she explained: "That's why we come here, to find validation for our work. Don't think that this is how things are in our universities. We are the oddballs."

   That gave me something more to chew on. Having limited experience with teacher educators had led me to assume that they all thought and acted as this select group at this conference did. Since that time I have recognized the remove between university schools of education and local schools. It is not so different than the remove between what we call feeder or sender schools (the elementary schools that send their students to our high school) and receiver schools (the next school up the ladder). The communication between two independent systems, when it exists, can be tenuous and sometimes even contentious. I remember vividly as a sending middle school teacher in the early years of my career being told by the receiving high school English teachers that we were *not* to teach particular pieces literature, that

we were to assure that all students wrote to the high school's standard, and that we were to teach the rules of grammar so they did not have to. There was no discussion, no compromise and no explanation, just admonitions. Some of these communication problems are aggravated in Illinois because the state has more than 2000 school districts, some consisting of only one school. High schools, for the most part, are independent of the elementary schools that feed into them. A logical progression of standards, practices, and beliefs that spanned elementary school to high school (and then to university) is a rare thing indeed.

That teacher educator's comment about "oddballs" also made me feel at home. Throughout my teaching career, I have developed a philosophy that good teaching should intend to subvert the system. Not subvert it in some nihilistic way, but in ways that would improve it, even if that means destroying it in order to recreate it. I don't intend to create chaos or devastation, but sometimes a thing must topple in order to be strengthened. I have been influenced by Wheatley's (1992) exhortation about how organizational change happens: "In a dynamic, changing system the *slightest* variation can have explosive results" (p. 126). That belief encouraged me to establish the ARL. I felt that the teachers involved would become leaders in the school community who could influence the direction that the school was taking. I continued to attend Castle Conferences every other year and my relationships with those teacher educators have enlightened and encouraged me as a teacher educator.

Shortly after making my initial connections to the professor at Northwestern University, I discovered that I had an additional value to her. She and another professor were going to be teaching two courses in research at the same time during the spring term and they each needed to attend professional conferences, so I was asked to co-teach with each of them. That meant that I assisted each of them and, because the courses were scheduled concurrently, I ran back and forth between the two classes. When one was absent, I was allowed to teach that day. I enjoyed working with the two of them and my practical nature and current teaching experiences gave me ways to add my own ideas to the courses. At that time, though, I hardly thought of myself as a teacher educator, although in some way I suppose I was. Over the next few years this relationship and my experience developed into my co-teaching with a variety of professors in the Master's program at Northwestern University. Little by little (in my subversive way), I inserted my ideas and techniques and beliefs into the courses. In addition, my entrée into the university reminded me of the kinds of supports that practicing teachers require in order to meet challenges in the profession.

Transitioning

Then, in 2007, two events altered my trajectory: (1) I retired from public school teaching after 36 years in the field. (2) I was asked to teach by myself the entire three-course sequence that comprised the Master's project, the major product of the

graduate degree program at Northwestern University. No one in the history of the program had done that! I felt blessed with this honor.

Having been a classroom teacher for over 35 years made me approach my university teaching with a practical eye. I have worked with teachers as a staff developer, colleague, and assistant principal in several public school systems, so I believe I understand that teachers want to temper the theoretical with the practical. Even minute understandings can make big differences. Hence, I aim to provide learning experiences that can translate into practice the very next day.

With an eye on the usefulness of all we did in the courses, I was very conscious of making every second count. For example, I try to balance each university class with interactive activities with peers as well as with reflection. As I tell my students, any of these activities can be adapted for use in their classrooms, and many of them report that they have taken advantage of them in their home schools. What makes this practice distinctive from just discovering a worthwhile activity and using it (as many teachers do at professional conferences) is that I require that teachers know how each activity works, why it can be of use, and when it would be appropriate to use it. For example, over my years of university teaching I have become a resolute proponent of using protocols to promote and focus both discussion and listening among peers. Too often teachers slip into the role of problem-solver rather than provoking other teachers to think more deeply about their own situations. Protocols have proven to be an invaluable tool for doing this. Some of my students have written their own protocols to use with their students and staffs.

A strong practical bent and identifying with the teachers that I teach have been connections that I would loathe to abandon. That pedagogical conviction grounds what I teach, how I teach, and even who I am as a teacher educator. While teaching at the university I often refer to my prior work as an assistant principal and classroom teacher to illustrate ideas and to concretize the abstract. Students read an article I wrote for the inaugural issue of *Studying Teacher Education* called "Teach to Learn" (Senese 2005) because it illustrates in a realistic way my honest assessment of a 5-year period of my teaching high school English. The article, in short, demonstrates that I did not always achieve what I wanted in the classes I taught, but that I learned from each and continually improved what I did. I want students to think of me as a fellow teacher, one who is still learning his practice even after all these years. They will learn to teach by teaching and reflecting on the results of that teaching. Action research offers them a window to develop this view.

Even the other courses that I teach at Northwestern University (Using Student and Teacher Work to Study Teaching and Learning) are grounded in the philosophy and methodology of action research. In that course, I rely heavily on students using protocols to give them a structure in which to analyze and interpret the work that they or their students have produced. It is done in real time because they are either student teaching or practicing teachers at the time of the course. From week to week, students experience the camaraderie of working with teaching peers to learn more about themselves and their students. The course has become so popular that the number of sections has doubled in the last year.

Having transitioned from a full-time assistant principal and teacher at a local high school to an adjunct instructor of between four and six classes each year at a local university has afforded me an expanding view of myself. Although it has taken years for me to be comfortable with it, I now can identify as a teacher educator (or as I put it, a teacher teaching teachers about teaching).

Anchoring My Teaching

Axioms

Through my research and my professional writing, much of it related to self-study, I have uncovered my educational belief system. Although I have taught for over 40 years in middle school, high school, and university, until I began analyzing and interpreting my practice through action research and self-study, I would have struggled to describe my pedagogical beliefs. I believe a description I once wrote about teachers conducting action research could also describe my own position as a teacher educator:

> When they develop confidence through practice and a deeper understanding of what they do and why they do it, teachers are much more willing to take risks, to uncover assumptions, to explore the tacit and make it explicit – all necessary traits for learning about teaching. (Senese 2007, p. 50)

Through my research I have come to acknowledge that I rely on a strong set of beliefs to guide my teaching actions. Captured in three axioms (Senese 2002), these beliefs give me guidance when I make pedagogical decisions. A "backward glance" (Wheatley 1992, p. 21) of my teaching practices established these foundations to my teaching.

I uncovered these axioms when I undertook a self-study to compare my high school English teaching and my role as a staff developer (teacher educator of sorts). By reviewing my work and words over a 5-year period, I concluded that my actions in both roles were guided by these principles. To this day, I refer to them when making decisions about teaching and learning.

- Go slow to go fast.
- Be tight to be loose.
- Relinquish control in order to gain influence.

Each axiom has a built-in balanced tension and appears to be counterintuitive. None of them are easy to do, but through a (now) conscious effort to enact them in my practice, I have developed a sense of how to apply them.

If I want to move faster (a class, a lesson, a procedure), I know that first I have to move slowly and teach slowly until the students internalize the concept, routine, or method. The time spent deliberately laying the foundation at the start pays off in the end. Establishing routines, overtly using and repeating key concept phrases (e.g., In

your action research project, you are not trying to prove anything.), and scaffolding experiences are all part of this axiom in practice.

If I want to provide choices, freedom, and opportunities for creativity to students, I know that I have to develop simple but strict guidelines in which they can flex their minds. These parameters create a safe environment in which to experiment. Keeping directions simple and uncomplicated, yet maintaining exact parameters (e.g., An assignment must have my approval before it is considered completed.) make this axiom simultaneously flexible and rigid. The combination of the two encourages divergence while maintaining standards.

If I want to inspire or guide student learning, I know that I have to abandon an authoritarian stance, the voice of an all-knowing sage. Influence, although subtle, carries much more weight than control does. Remaining involved in student progress while students assume responsibility for their own learning and development can be a slippery slope. By definition the teacher of any class is in a position of authority, but how and when that authority is exercised makes a difference in how students learn.

My self-study forced me to look inside myself and uncover these tacit beliefs. My research then provided me with a way to name my beliefs, which in turn allowed me to share them with others and enabled me to discuss them and test them. Stating them as axioms keeps them simple enough to remember and therefore much more likely to be applied to new situations. They are useful, not only to me, but also to many others who have heard about them.

Teaching Teachers About Teaching

Through self-study I have also learned that in order to teach teachers about teaching, I must not only teach content and process but also demonstrate the "why" of teaching in my courses. This has been described as "a need for the tacit to become explicit" (Loughran 2006, p. 52). Therefore I often provide my graduate students with reasons why I have chosen to structure a lesson in a certain way or why I have written an assignment thusly. I want them to see what it means to be a teacher who makes conscious decisions based on data and experience. The marriage of *phronesis* and *epistome* (Korthagen and Vasalos 2005) encourages informed teaching.

As Berry (2007) has pointed out, teacher education is a complex practice. Her tensions, just like my axioms, require a teacher educator to maintain a balance between seemingly conflicting interests.

In one example of her tensions in teaching teachers, Berry (2007) clarifies the need to find a balance between "Confidence and uncertainty," explaining that this balance is "between making explicit the complexities and messiness of teaching and helping prospective teachers feel confident to progress" and "between exposing vulnerability as a teacher educator and maintaining prospective teachers' confidence in the teacher educator as a leader" (p. 32). I can be painfully aware of this balancing act when graduate students have claimed that I was aloof or indifferent to their

struggles. To ameliorate this perception, I explain that sometimes I purposely do not give directives because I want them to wrestle with the answers to their questions. Doubt can be their friend. In doing so, I believe that the students, in the end, will develop a reliance on their own abilities to resolve problems. Instead of trying to cut their thinking short, I encourage them through questioning to develop their own ideas. In the end, each teacher educator has to recognize the individual needs of each teacher practitioner.

The kinds of questions I have learned to ask more often than not (and this began when I was an assistant principal) rely on pushing the thinking of others. These "probing questions" are asked in order to push another person's way of looking at an issue or to propose something the teacher may not have considered. These probing questions do not offer solutions or even direction, but rather broaden the spectrum for the teachers. For example, rather than providing my students with direction (e.g., you may want to rearrange the domains in your project.), I try to get them to think about their own purposes (e.g., How do you want the reader to understand the progression of thought from domain to domain in your project?).

Teacher as Learner

If anything has emerged as a general theme in my work in self-study, it is the pervasive and rock solid belief that to be a good teacher, a person has to continue to be a learner. Teaching is such a complex activity and art that to ever believe that one has mastered it would be a grave mistake. I first expressed this in writing in a paper for a Castle Conference and then again as an article in the very first issue of *Studying Teacher Education* (Senese 2005). Since then I have discovered that I live this belief in everything I do associated with teaching because:

> Learning not only to accept the risks involved in teaching, but also to embrace them is daunting but necessary… Once teachers admit that their profession is fraught with (educated) guesses, risks, and uncertainty, they will be freed to become better teachers. (Senese and Swanson 2006, p. 239)

Dissecting what exactly this means produces an often-overlapping catalog of ways to look at the profession of teaching.

I begin every year in my university teaching by posing (and then often reinforcing) the question, "How do you know what you think you know?" The question is simple and foundational but absolutely necessary to ask. I believe that a substantial part of teaching consists of making thousands of decisions in a single day, from the comprehensive "What are the expected learning outcomes?" and "What activities and content will help students to achieve these outcomes?" to the routine "Where should I stand at any given moment?" and "Do I respond to or ignore that behavior?" This is why teaching is so tiring and why excellent teachers are exhausted at the end of the day! Because teachers can get so good at "thinking on their feet," they sometimes forget to question why they may be doing something a certain way. It is necessary to ask, "How do you know what you think you know?"

Posing this question requires that teachers suspend their beliefs, at least for a while, and consider alternatives. Accepting doubt as an essential part of teaching demands fortitude and courage, but it also enriches the options. Teachers have confided that this subtle shift in their self-perception has not only improved their practice, but also has freed them from self-imposed constraints. No single person will ever "master" teaching, but each teacher can improve. The reflective practices that teachers encourage in their students are the very tools that teachers need to continue to grow in their profession.

Meeting the challenges inherent in teaching also demands an emotional involvement, a passion for learning and for helping others to learn. When I taught high school English, I confided in students that my role was to make them independent of me. After all, I would not be around for the rest of their lives, but if they had the tools and drive to continue learning on their own, I had done my job. I am not certain that they always understood this at the time, but it reinforced my commitment to make myself less important if not entirely unnecessary for their continued education.

One way to encourage this stance is to form a community of learners that embraces other teachers, the students, parents, and the community. Long gone should be the days when a teacher could bolt the classroom door and teach the curriculum. In the best of circumstances, learning, even in schools, continues outside the classroom and the more meaningful the interaction among community members, the higher the quality of learning. In my own high school teaching I often involved other school personnel (from the superintendent to teacher aides), parents, senior citizens, other students, and university professors in the learning and teaching. I recognized that I was not the sole teacher even in my classroom. I was only one of many teachers. Members of the broader community as well as all the students were teachers. This belief has entered into my university teaching, too, when graduate students form coaching groups to pursue their action research projects.

Methodological Frameworks

Action Research

Action research certainly has influenced who I am as a teacher educator. Not only do I conduct action research in my classroom, but I also make its methods available to others. In founding the Action Research Laboratory at Highland Park High School in 1995 (Senese 1998), I created a voluntary professional development program for teams of teachers to conduct their personally meaningful action research.

My identity both as teacher and as researcher converge in my practice. Therefore I have always shared my action research with my students at the university, just as I did with the students I taught and the teachers I worked with at the high school. The act of conducting action research was primarily to inform my practice, but it also serves other purposes. Berry (2007) suggests that teacher

educators must negotiate a tension between "Acknowledging and building upon experience," by which she means navigating the differences "Between helping students recognize the 'authority of their experience' and helping them to see that there is more to teaching than simply experience" (p. 32). If that is so, then acknowledging my role as a learner in any class, and not just as a teacher, is essential. I must base the choices that I make on more than gut feeling. There are reasons behind changes made in the courses I teach, the ways in which I react to students and their work, and the roles I play as a teacher educator. I can explain all this (up to a reasonable point) to those who are or plan to be teachers to demonstrate the necessity of remaining a learner in their profession. As a matter of fact, I used to tell my high school students (and now the teacher candidates) that I should be able to give them three reasons for why we do anything in class. If I cannot, perhaps we shouldn't be doing it. And I have sometimes been held to that principle. Long gone are the days of the all-knowing sage imparting knowledge to others (although many incipient teachers would prefer that model). When an activity or lesson achieves less than I had hoped, I ask for input from students: how did they experience the lesson or activity? What suggestions do they have to improve them? Remaining a learner in my chosen field of teacher education makes me a better teacher (Senese 2005). As I discovered years ago:

> The position of "teacher" does not automatically make someone a teacher. By assuming some of the risk in the classroom as a true learner, I ultimately liberated students in order that they might see themselves as both teachers and learners while simultaneously liberating myself to become a learner. (p. 52)

Actively participating in action research and self-study has provided me with the platform from which I can continue to grow as a professional. The courses I teach at Northwestern University are grounded in action research. The three-course Master's Project sequence introduces students to the methods of action research so that they can study their teaching and improve their practice. By the end of the final course in the sequence, each student produces a major paper based on a self-selected action research topic. But producing this Master's project is not the goal of the courses to my mind. The experience of learning about yourself as a teacher and learning how to conduct action research are my guiding principles. Sometimes the teaching assistants and I discuss what the objective of the master's project is as we read students' papers. I believe we have come to the conclusion that through this master's project we are offering individuals opportunities to become teachers. Andrew Hirshman, one of the longtime teaching assistants in the program and also a graduate of the program, raised the issue this way:

> Is the goal a thoughtful, polished project or an internal change within the candidate? I think clarifying this is important with regards to how we interact with the teacher candidates. Questions or issues can be quickly "solved" or fixed with a "decree" saying this needs to be like that or that needs to be like this. This will help the finished projects achieve a certain uniformity and the appearance of success, but is it success? Are we trying to produce projects or teachers? (Senese et al. 2014, p. 221)

I know that Andrew knows the answer to his question because the most successful teaching assistants in these courses construe their role as one of shepherding. That is why we call the teaching assistants "coaches" rather than TAs in our program.

Constructivism and the New Science (Self-Organizing Systems)

In conjunction with a strong and guiding belief in the power of making my own practice transparent, constructivism has been a deeply satisfying framework that has influenced my teaching, both at the high school and the university. The axioms that I discovered in my work (Senese 2007) can be traced to constructivist beliefs that make meaning a personal discovery. Just as I encourage students to construct their own meaning and understanding, I demonstrate my own growth and change through constructivist beliefs.

These beliefs led me to conclude that in order to construct understanding, everyone in the classroom must be both a teacher and a learner. Although a teacher maintains a position of authority, the students in the class mediate that position. Every time I teach, I learn as much about teaching as do my students. The fluidity of teaching and learning (and the blurring of the lines between the two) keeps me fresh, current, and relevant.

In addition to reinforcing the personal nature of learning (and teaching), constructivism has reinforced and expanded my notions about making a difference and about evincing change, especially in organizations and institutions. Having had a leadership role in a high school for 16 years and a self-styled leadership role in other school settings (as teacher leader, assistant department chair, committee chair, and even union president), I have been intrigued by the larger picture in education. Schools are deeply entrenched institutions and trying to be part of their evolution (or even subversion), has been a life-long goal of mine. Constructivism as a theoretical construct has helped me to navigate the tides without being swallowed by the maelstrom. It has taught me that I need to construct meaning with others and as I change, they will change, and the organization will change. Evolution, as a way to grow, is a complex and organic process. I cherish Lambert et al. (1995) exhortation to create intentions that propel change:

> Change that is constructivist in nature emerges from the meaning-making process and is therefore unpredictable and evolving. Preset objectives, as well as predetermined strategies and techniques that are too tightly drawn, violate the very nature of constructivism… Attempting to harness real change that is being pulled by intention, not pushed by prediction, is so complex that its understandings can only be constructed in the conversations among co-leaders in a learning community. . . .[W]e metaphorically refer to [this] as 'sea change,' a process in which the sea moves in upon itself as the entire sea shifts forward. (Lambert et al. 1995, p. 59)

As that statement proclaims, constructivism can be messy, but through my evolving constructivist beliefs, I have become more accepting of chaos as defined in chaos

theory. There is a comfort in the belief that life itself is messy and constantly morphing into something that can accommodate.

Self-Study of Teacher Education Practices

Self-study, of course, has been a major part of my journey to becoming a teacher educator. By intensifying my learning to the level of the self, I have been able to delve more deeply into the core of who I am as a person and as a teacher. This journey to a deeper understanding and appreciation of the self in my practice has taken years to evolve. From the first SSTEP Castle Conference that I attended with Action Research Laboratory teachers in 1998 until now, I still feel a novice. I recognize that because my journey to being a teacher educator was perhaps longer than many teacher educators' journeys, I may not have the professional background or theoretical platform that other teacher educators do. I do have experience, though, and I have relied on my naiveté and experience to propel me in those circles. Sometimes when I believe that I have an original perspective on educational theory or practice, I discover that, in fact, there is already a name for it and even a history behind it. But it is that freshness and practicality that makes me different from those further removed from the day-to-day lives of teachers.

I saw this very thing when I was an assistant principal. My role put me in many teachers' classrooms to make observations, yet I did not have a classroom of my own. I led professional development activities for the faculty, yet I was removed from their daily experiences. But in the last five of my 16 years as an assistant principal I reentered the secondary English classroom as a teacher. Although I taught only one class a day, experiencing the routine, the challenge, and the joy of being a teacher put me in a much more favorable position to work with teachers. As I noted some years ago,

> By positioning myself as a fellow learner about teaching, I have created a platform from which I maintain some influence. This is also true of teacher educators who are perceived as teachers by those they teach. Teacher educators perceived as continuous learners about teaching command a respect from teachers. Making practice transparent is equally important as being an informed instructor. (Senese 2007, p. 57)

That is why I cherish and value my self-perception as a teacher and a learner when I consider myself a teacher educator. The road I took to becoming a teacher educator would never have unfolded without my first being a student of teaching.

Contribution

As personal as any narrative may be, it can still speak to others; we can learn from each other's stories. As unique as any narrative may be, it may contain elements that resonate with others. One of my contributions to the field of teacher education is to

share my story in the hope that it may speak to others. I recognize that the path I have taken is more about myself than about self-study. Then again, the two are intertwined. At bottom, I teach and that identification as a teacher explains who I am as a teacher educator.

For example, I believe that my teaching is grounded in practicality. As a teacher educator I never leave my experiences as a classroom teacher behind. Theory may help to explain or elucidate what happens in the classroom, but the reality is that the practical method, outcome, and experience will always trump the abstract for me.

That does not mean that theory or methodology has no place in teaching. As a matter of fact, I believe that it needs to take an even more prominent place in teacher education, but when and where it occurs makes a significant difference. When I am trying to solve a problem or to address an issue, theory and methodology as a response or solution complements the practical. It cannot be one or the other, but often in schools of education, the theory or methodology comes before burgeoning teachers even know what the issues are. That is why action research has become my methodology of choice. It can provide practical solutions to real issues yet causes me to seek out beliefs, theories, and methodologies that will clarify the data that I collect. For better or for worse (better I believe), classroom teachers operate this way, too.

I also continue to conduct other research, namely self-study. That methodology lends itself to improved understanding and better teaching and in that regard can provide me with ways to name or describe my practice. I will always need to learn more about myself, my beliefs, and my practice in order to continue to succeed in my chosen profession. The moment that I understood my dual role as both a teacher and a learner in a classroom (Senese 2005) and accepted that every student in my classroom is a learner and a teacher, too, I was able to acknowledge the unpredictability and challenges that are teaching. Now I work to share this understanding with other teachers.

Being a classroom teacher does not always allow a practitioner introspection and an honest assessment of one's beliefs and practices. I have witnessed too many teachers who believe that they have discovered the best way to teach and skate along for years without any change or growth in their profession. Unfortunately our education system not only allows this, in some ways it encourages it. Sometimes as an assistant principal when I offered teachers a new way of approaching an issue, I was countered with the tired response, "If it ain't broke, why fix it?" To my mind this attitude about teaching belies the essence of the teaching/learning process. Some students excel in a traditional school environment because they learned to "play school": so too some teachers believe that teaching consists of formulaic planning and execution.

Being a teacher educator (there I admit it!) has allowed me to understand in a deeper way what teaching and learning are: truly complex and collaborative activities. Having to meld content, theory, and practice and to know when to use them, how to apply them, and how to assess them in order to teach other teachers about teaching has innumerable layers. Without being a teacher educator, I do not know if I ever would have reached that level of respect for a profession I esteem and value.

Resurrecting, reviewing, and piecing together my personal/professional narrative in this chapter has highlighted for me the evolutionary nature of being a teacher educator. In some ways that journey is parallel to yet divergent from the path to becoming a teacher. Balancing those two perspectives remains a constant challenge as well as a pleasure. Accepting that the endless process of becoming is the nature of the calling both reassures and disquiets me because, just as with cycles of action research, it never ends.

For all those reasons, I still see myself as a teacher. Being a teacher at the core encompasses all those roles: teacher, learner, and researcher. To be good at only one of those roles is not enough. Not anymore.

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Chapter 11
On Becoming a Democratic Teacher Educator

Nathan D. Brubaker

Introduction

Twenty years ago, as an undergraduate teacher education student, I could not have been more passionate about becoming a teacher. I exhibited a relentless desire to learn about teaching—commencing classes having already read assigned texts while studying resources my teacher educators had not. As administrators and honor societies recognized my academic accomplishments, veteran teacher educators described me as the most focused student they had ever taught. As a prospective teacher, I aspired to complete projects involving—oftentimes—more work and greater depth of study than my teacher educators expected. I was nevertheless disappointed when they insisted I fulfill their predetermined requirements regardless. One semester I had a seldom-offered opportunity to complete a project of my choosing. I proposed exploring my personal purpose for becoming a teacher. My proposal was rejected on the basis that it had nothing to do with education. The more I questioned such views, the more my grades dropped. A growing sense of personal and professional disillusionment soon took hold.

From such experiences, I grew resentful of my teacher educators' dictatorial practices. Such feelings only intensified as my teacher educators repeatedly stifled my efforts to examine more deeply the realities of racism and injustice in society and discern their relevance to my own and others' teaching. Being responsive to such social ills had become of increasing importance to me as a result of lessons learned from my extracurricular pursuits. Attending community events and auditing extra classes concerning multicultural matters helped me realize—whether aware of it or not—I was both personally implicated in perpetuating racial oppression and

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benefitted from its continued function. From my past experiences with sports, politics and schooling—through which I had developed mounting levels of confusion, frustration and dissatisfaction with persistent societal inequalities—I was well positioned to embrace such an outlook. The centrality and prevalence of racism provided a powerful explanatory mechanism for all that seemed wrong with the world. It fulfilled an intellectual need for which I had long been searching.

By the time I finished my first year of university studies, I considered it necessary to assume responsibility for dismantling racial injustice to help construct a better society. I was no longer content with blindly perpetuating systematic patterns of unearned privilege, power, and advantage distorting my own and others' realities. I harbored a profound desire to not only act against racism, but to understand its complexity. Yet, it was with continued dismay that my enthusiasm to further my learning about teaching from such a perspective was not always embraced by those whose job it was to help stimulate and foster such learning. From a sympathetic member of the university community, I received the following advice: find a way to subvert the dominant paradigm, or it will own you. Thus began my journey of becoming a teacher educator—as a deliberate quest to subvert the dominant paradigm of authoritarian teaching and to realize a pedagogical vision different from that which I had experienced as an aspiring educator. Out of my efforts to become a teacher, my quest to become a democratic teacher educator was born.

Context of My Pedagogical Transition and Transformation

My knowledge and practice as a teacher educator are the result of numerous interrelating influences from throughout my educational career. Having previously transitioned across a range of institutional and cultural settings—from rural to urban environments, small to large institutions, liberal to conservative political contexts, progressive to traditional pedagogical cultures, and from northern- to southern-hemisphere nations—I have experienced plenty of transition throughout my career. The contrasts in such experiences have been dramatic, intense, and significant. The transition and transformation that has been most central to my identity as a teacher educator has nevertheless been one that has permeated my presence across each of these settings: how I actually teach teachers in the university context. My *pedagogical* transition and transformation—from an outlook and actions associated with conventional teacher-centered teaching towards ones more closely aligned with democratic alternatives—has therefore been most pivotal to my knowledge and identity as a teacher educator.

My experiences as an undergraduate teacher education student are of particular relevance to the multiple layers of identity informing my transition, transformation and journey concerning my pedagogical practice as a teacher educator. From past documents and diaries, it is clear I was a highly self-directed and intrinsically-motivated student from the beginning of my university experience. I was serious

about learning and about helping others learn. Teaching was the only occupation I had seriously considered joining. I decided to become a teacher while in high school. Over my final 2 years of secondary schooling, I devoted myself to learning as much as I could about teaching before starting my university studies. Hometown teachers mentored me through firsthand experiences with children to help cultivate my skills with diverse learners. High school teachers provided personal insight into their thinking to expand my insight of pedagogy. My parents, also educators, afforded opportunities to encounter and engage with broader professional issues. Before beginning my university studies, I was already deeply invested and immersed in professional affairs concerning educational practice.

It did not take long before my overriding perception of my academic experience at the university level became one of imprisonment. From my second year, I likened my experience of attending classes and completing assignments to being in a cage—prohibited from thinking broadly and exercising intellectual autonomy. I wanted to do more as a learner, yet many of my teacher educators insisted I do less. I wanted to tailor assignments to my own needs, yet many of my teacher educators refused to even consider doing so. Those who did were deeply cautious and skeptical of any potential benefits. In my view, they considered any effort to provide individualized opportunities more akin to insubordination than responsible instructional practice. They, it seemed, were ultimately responsible for knowing what was best. It was my duty to comply. Any desire to learn, question, and think beyond what they were prepared to offer constituted, fundamentally—and oddly, in my view—a threat to their domain. Such educators, in hindsight, were not ready—pedagogically—for my arrival. My presence not only disrupted their sense of classroom normality, but destroyed it. My desire to learn was sufficiently unusual as to shatter the mold of teaching to which they expected me to adhere.

Upon completing my undergraduate studies, en route to the registrar's office in pursuit of an official transcript for prospective employers—a certificate of indoctrination, as I called it—I stumbled upon a stack of discarded books. One—*Freedom to Learn* by Carl Rogers—proved a fortuitous find. Upon returning home, I was immediately taken by his conception of whole-person learning—self-initiated, based on what the learner wants to know, *its essence is meaning*. While reading his concept of "becoming a facilitator," I was in awe. According to Rogers:

> The traditional teacher—the *good* traditional teacher—asks her or himself questions of this sort: 'What do I think would be good for a student to learn at this particular age and level of competence? How can I plan a proper curriculum for this student? How can I inculcate motivation to learn this curriculum?…'
>
> On the other hand, the facilitator of learning asks questions such as these, not of self, but of the *students*: 'What do you want to learn? What things puzzle you? What are you curious about? What issues concern you? What problems do you wish you could solve?' When he or she has answers to these questions, further questions follow: 'Now how can I help [you] find the resources…[to] provide answers to the things that concern [you], the things [you] are eager to learn?' (Rogers 1983, pp. 135–136, emphasis in the original)

Having just endured 4 painful years of university study, in which even my self-created summer syllabus—"my personal venture into genuine learning"—was

received skeptically, I could not help but feel deep inspiration from Rogers' proposed alternative to traditional teaching. It became etched in my mind as a pedagogical ideal—a possible path for my future teaching. As an elementary educator over the next 4 years, I knew full well I was not yet prepared to actualize this ideal. I had not yet developed the skills and knowledge necessary to confidently and competently put into practice such a vision. It nevertheless flickered through my mind as a tantalizing image of what, pedagogically, I could become. With transition away from the teacher-centered understandings and practices to which I had long been subjected towards ones which departed more fundamentally from students' active involvement and participation—not just as I envisioned in my planning but actually embodied and enabled in my classroom—it could be brought closer to my grasp. Consciously or otherwise, my pedagogical transformation towards becoming a democratic teacher educator was underway. Building my capacity to help students realize such a fundamental shift in their lived classroom reality was the task to which I was implicitly turning.

Theoretical Framework

Upon leaving my teaching position in 2001, I traveled the U.S. in pursuit of a graduate program that could help me develop the skills and knowledge necessary to fulfill my vision. I found what I was looking for at the Institute for the Advancement of Philosophy for Children at Montclair State University in New Jersey. Fostering philosophical inquiry with children provided a pedagogical vehicle for teaching democratically and promoting critical thinking about authoritarian assumptions in education. Such a goal, I found from my graduate studies, was perhaps best embodied by Dewey's pedagogical vision (Dewey 1966), from which Rogers himself and many other progressive pedagogues drew inspiration. As a means of emphasizing the interaction of curricular subject matter with students' experiences, and of accentuating the importance of students' interests—not as ends in themselves, but as attitudes toward possible experiences, as signs of "culminating powers," "germinating seeds" (2001, p. 112), and "dawning power[s]" (1996, p. 173)—I sought to find a way of fostering a facilitative relationship between myself and my students in a manner that profoundly reconstructed the basis of classroom authority (Brubaker 2010, 2012b). By interpreting subject matter as an outgrowth of students' interests instead of unilaterally transmitting subject matter expertise, I endeavored to transform my pedagogical practice from transmission to dialogue.

Such a shift represented the central defining transition of my professional career. It required learning the skills and knowledge necessary to construct collaborative actions characterized by relations *with* rather than *for* or *over*. Purposefully and explicitly negotiating authority in a democratic fashion represented a means of humanizing students in ways authoritarian practices cannot (Freire 1996)—of helping students more fully maximize their growth and fulfill their potential as prospective teachers. Rejecting external authority and finding "a more effective source" in

the collective actions of community life (Dewey 1963, p. 21) became the ideal to which I was committed to actualizing in my teaching. Without having found Philosophy for Children—without the opportunity to pursue my vision—I would not have remained a teacher. From my experiences fostering philosophical inquiry with children, I learned to both partake in classroom dialogue, and to lead it. It was a transformative journey. It set the stage for becoming a teacher educator.

My Initial Journey into Teacher Education

Transitioning from teaching to teacher education embodied, for me, an opportunity to build a new pedagogy, a new self, a new society. This journey took on a life of its own in the Fall 2004 semester, when I was assigned, as a graduate assistant, to teach my first undergraduate teacher education course: Teaching for Critical Thinking. Bolstered by the support of numerous like-minded colleagues and mentors, I set off on what was, to me, the ultimate experiment in democratic teaching. In my view, as discerned from my writings at the time, students would be so much more motivated to learn, and would learn so much more, if they were only allowed to follow their *interests*. The opportunity to have an authentic voice would ensure their full-scale investment and commitment to the class. Our shared space would be neither mine nor theirs, but *ours*. Together, we would enact dialogue, not monologue. Students would freely wonder, be uncertain, openly puzzle, pose questions, and inquire. We would jointly construct knowledge instead of being filled up by an expert.

More passionate about education that semester than I had been in years, it did not take long before I was barraging students with an emotional outpouring of fervent support for classroom democracy. Whether ready for it or not, they would soon experience, in my mind at least, what had so desperately been missing from undergraduate teacher education—in particular, *my* undergraduate teacher education. They would, after all, soon be colleagues, working in schools, entrusted with the awesome responsibility of educating youth. They needed to be adept at structuring their own learning so as to be prepared to do the same for others as teachers. The class was therefore what we wanted it to be. If they wanted to discuss the readings, they were to arrive ready to discuss the readings. If they didn't understand what was being addressed, they were to speak up. Students were only going to get from the class what they put into it. From our collective interactions, a group dynamic would emerge. Two students shared with me early on in the experience their view that I was setting up the course in just the right way—our discussions would only help them become better teachers. We were off to an exciting start.

As our experience unfolded, powerful indications emerged that my vision of building on students' interests would not be free of complications. The first day, for example, on an introductory questionnaire, I was surprised that virtually no one identified any questions they had about teaching or critical thinking. Not having the material I had anticipated using as generative themes (Shor 1992) for future class experiences, I figured this was just a temporary roadblock. But then the challenges

began to mount as I presented on-going opportunities to negotiate our group agenda. As I recorded in my journal after class one day:

> I presented my four main ideas about what we could do: we could share our interests and passions, we could discuss readings, we could share questions and concerns, or we could start with [a particular children's text]. Nobody had anything to say whatsoever. I explained that I was inviting them to take part in this process, to help construct it together. Still nothing. I tried to get from them what the different options were on the table. Still nothing. So I started calling on people. Fran, Sabrina, Tom, Daisy, etc. [all names are pseudonyms]. Still not much. So I reiterated the options. Still nothing. So I wrote the options on the board. Still nothing. So then Kevin finally spoke and tried to engage discussion about a particular issue involving substitute teaching. Before Diego could answer from his experience, I froze the discourse and called for a meta-moment. I asked them what had just happened. Leona offered an interpretation of Kevin trying to break the ice.

It was fast becoming my experience that breaking ice in our class was akin to precipitating a glacial melt. Concerned, I wondered: Was this what school had done to us? Had it turned students from question marks to periods—with no wonder, questions, or curiosities to discuss? How was it they could go—presumably—from talking, questioning, listening, and probing in other contexts to attending class and simply going silent? Would students themselves want teachers—for themselves or children—that had few interests and needed to be told what to do? My level of agitation was quickly ratcheting upwards.

While teaching the course, I was fully immersed in my own doctoral studies and in formulating the very conception of democratic teacher education I was endeavoring to enact. The academic sources with which I engaged that semester proved influential in shaping my underlying view. From the authors whose work I had read, I gained insight into the two "minimal meanings" to democracy: a form of rule—by and for the people—and an embodiment of freedoms (Benne 1990), to which participation, control of the agenda, full inclusion, and voting equality (Dahl 1998) were central. From such an outlook, implementing a democratic approach was important for undermining totalitarian control, fostering self-determination, assuring political equality, and fostering moral autonomy (Dahl 1998). By bridging the divide between unity and diversity (Parker 1996), individualism and community (Goodman 1989), and goods and associations (Dewey 1954), we could resolve differences through deliberation (Gutmann 1999) and thinking (Dewey 1997). The more people that were involved in creating the class agenda, the more engaged and invested they would ultimately be (Kivlighan et al. 1993). With sufficient persistence, those in the group would eventually come to embody the qualities and characteristics of its leader (Fielding and Hogg 1997).

As a beginning teacher educator, I broadly understood my responsibility as cultivating classroom conditions in which democratic associations could flourish. In teaching the class, this meant cultivating a classroom environment characteristic of a public democracy, where students could actively participate, critically examine their social reality, advocate for justice, share control, and build community (Sehr 1997). It was my job to create problems for students through a lack of direction (Rogers 1961), where the solution to authoritarian control was not simply to change

the content of the class, but to reconfigure the relationships within it (Hooks 1994, 2003). In doing so, I envisioned a reality of shared authority and shared vulnerability, in which we would move beyond the progressive-traditional dichotomy (Oyler and Becker 1997) and bring to life students' internal drive to learn (Bruner 1963). Since the medium was ultimately the message (Postman and Weingartner 1969), I aspired to create the conditions in which students could take initiative, direct class content and process, and claim expertise through linking personal experience with class texts (Oyler 1996). It was a noble vision—only sometimes our lived reality.

Themes from My Research

As Dewey suggests, teachers "must connect with [students' interests] or fail utterly" (1996, p. 172). As a teacher educator, I have had my share of experiences in which I have perceived myself to have both succeeded and failed at effectively situating subject matter in students' experiences and responding to their expressed interests and needs. Such experiences, as documented in my research (e.g., Brubaker 2012c), have been complicated by students' deeply rooted familiarity with authoritarian teaching. Embedded in the gap between students' realities and my pedagogical ideals have nevertheless been idyllic teacher identity beliefs (Friesen and Besley 2013) concerning the actual, ought, and ideal selves (Beauchamp and Thomas 2009) informing the enterprise of democratic teacher education. My pedagogical identity underlying such beliefs has been continually re-created (Trent 2010) in ways that have involved conflict (Hoffman-Kipp 2008), negotiation (Lopes and Pereira 2012), compromise (Brubaker 2012a), and a struggle between external threats and internal values (Doecke 2004)—all of which have been particularly evident during times of transition and change.

My first semester of becoming a democratic teacher educator represented, in many ways, the height of my pedagogical transformation. It was the first time in which I had encountered, in raw and unadulterated form, the soaring highs and crashing lows of democratic teaching. In one respect, I had no idea what I was doing; in another, I could not have done it any better. As I described my pedagogical intentions with colleagues and mentors before the semester started, I detected from them some ambivalence concerning my democratic project. I wrote in my journal:

> [W]hen I get comments like, '[L]et me know how it goes!' I'm sensing that what people are really saying is, '[G]ood luck, and be sure to tell [us] about all the surprises, unexpected disasters, genuine disappointments and failures, and complete letdowns!'

Amidst all my enthusiasm for what I envisioned, my democratically-minded teacher educators seemed to telegraph a view that I would soon encounter a disconnect between what I had hoped to accomplish and the reality for which my students were prepared. Ten years on, I am more deeply informed about this disconnect. I now report on the aspects of my experience they had implicitly anticipated—those I could not fully fathom until experiencing for myself from the standpoint of a

teacher educator their look and feel. Below, I outline key themes from my research as they were particularly evident in my first semester of becoming a teacher educator.

Surprise

For Dewey, students' interests should not be aroused *after* subject-matter has been selected, but subject-matter should be selected in response to the interests already at play. Conceptually, I felt I had a pretty good handle on such a pedagogical imperative. What I failed to realize was the extent to which students had to actually have interests to effectively implement the approach as I intended it. Having long had clearly defined interests of my own, the thought hardly crossed my mind that students would not—or could not—readily identify their own interests and embrace the opportunity to commence with that which they found most meaningful. From students' struggles in doing so, I expressed repeated surprise. As I wrote in my journal:

> I'm essentially making the huge assumption that people actually have a path of inquiry and are driven enough to pursue their own resources and track down their own materials in an effort to satisfy their own inquiries and desires to learn. But this in fact may be a hugely erroneous assumption which could entirely backfire on me.

My teacher educators had already shared with me that the students were used to being told what to do, how to do it, and to being graded on doing so. I recognized it would be a tough battle to fully enact my pedagogical vision. I was nevertheless startled by the extent to which students were utterly immobilized by the opportunities I presented them to interact in class with myself and each other. As students themselves expressed, they were afraid of being asked questions and not knowing the answers. The thoughts of saying "I don't know" terrified them. Just the idea of setting up a fishbowl discussion, as one expressed in class one day, made her get really hot and sweaty and nervous. Many felt intimidated, freaked out, and anxious about the opportunity to experience a discussion-based classroom. As a white male, it is perhaps no surprise that I felt most comfortable with my facilitation model of teaching since it affirmed my privileged social standing (Johnson-Bailey and Cervero 1998). Dewey's "catch" and "hold" aspects of situational and personal/individual interest (Krapp 2002) nevertheless seemed of limited relevance. Students' repeated difficulty bringing interests to class proved puzzling from my emerging pedagogical outlook.

Unexpected Disaster

According to Burbules (1986), power is manifested in every relationship and dialogue presents a useful vehicle for negotiating differences instead of operating on a unilateral basis. In enacting a relational conception of power, it is important to

attend to conflicts of interests which may or may not be capable of being resolved. Who wins and who loses such zero-sum battles is a function of resistance, acquiescence, critical-mindedness, and autonomy. In class, I sought to employ dialogue as one means of enticing students to actively construct such a reality in class—to be actively present and share responsibility for what took place. By engaging students' interests and negotiating any conflicts that emerged—indeed, actively precipitating conflict where necessary—I envisioned an authentically emergent experience in which coercion would have little role.

I gained great satisfaction from employing few coercive measures. I nevertheless considered it an unexpected disaster when, in response to my actions (and lack thereof), and particularly to the multiple pressures students experienced from their other classes, many students began coming only sporadically to class. As one student expressed it at the time, their grades in some of their other teacher education classes were dropped five percentage points for each absence. The costs of not coming were severe, while our class was more based around students' intrinsic commitment to learning. Around mid-semester, exams and other pressures from elsewhere in their university experience kept them from making our class a priority. How could we construct a shared experience without people actually being present? How had I gone wrong in employing techniques of power (Gore 1995) to attain such ends in our class alongside the competing realities of our broader context? The consequences of students acting on largely imposed interests over internally-driven ones, in my view, were catastrophic—the solutions to such calamitous conditions far from certain.

Genuine Disappointment and Failure

By the end of the semester, I was genuinely disappointed by what I perceived to be a complete failure to realize my envisioned aim—a constitutional convention of shared decision-making and democratic association in the class. From my view, I had worked steadfastly to treat students as adults—as mature learners capable of entering into, and benefitting from, partnerships of mutual interdependence. I did not believe in precipitating an environment in which limited guidance, structure, and coherence resulted in a free-for-all akin to how I perceived schools like Summerhill (Neill 1992). Instead, I sought to employ a combination of procedural and epistemological authority to develop students' autonomy (Tirri and Puolimatka 2000) within a spirit of mutual responsibility.

When all was said and done, however, I wondered if there was value to providing such momentary freedom within a broader sea of confinement. We had experienced some extraordinary moments throughout the semester where I threw away my class plans for days at a time and went with the energy in the room, using the passion that students exhibited—as though unforeseen bolts of lightning—to generate thoughtful reflection about issues that mattered. Such moments, though, were only fleeting. I was unable, overnight, to de-socialize (Shor 1992) students from how they had

learned to operate in classes while also socializing them to a different reality—certainly not to the extent I had imagined possible. We were collectively imprisoned by the broader context of authoritarian practices. Not even the grand boldness of my experiment could sufficiently match the overwhelming forces bearing down on students' lives beyond our classroom walls. My efforts to open a new frontier of interpersonal and inquiry-based possibilities were disappointingly dashed by the pedagogical realities both within and outside the university—effectively undermining our on-going negotiations as a result.

Complete Letdown

My overall assessment of the experience was one of complete letdown. Not because of what transpired in the course itself, but because of what the experience suggested was not happening in the teacher education profession more broadly. As a graduate student at the time, it bothered me that several of my own teacher educators who were most vocal about advocating democratic practices were in fact amongst the least democratic in actual practice. From firsthand experience in their classrooms, I saw how some were just as dogmatic as authoritarian educators—just preaching a radically different message of social justice and equity but struggling to enact it. As a beginning teacher educator, I wanted to help students to actually *experience* democratic practices. A "language of possibility" (Giroux 1992), "transgressions" (Hooks 1994) of political perspective alone, and swinging between pedagogical extremes of abdicating and dictating with only fleeting moments of negotiating in a democratic fashion (Brubaker 2009), in my mind, were not enough.

Moving beyond indoctrination to dialogue required more than tinkering around the edges of traditional teaching. Doing so would not be easy, in my view, but was necessary. My initial efforts to become a democratic teacher educator brought me face-to-face with the fact that the students in my class, through their experiences at the university and beyond, had been seldom provided opportunities to have genuine input into their learning. They had grown all too accustomed to their teachers and teacher educators providing unilateral experiences in which students were silenced—where they worked from the assumption that teachers were all-knowing experts and students knew nothing. Such a reality presented a far more substantial challenge to my pedagogy than I was prepared to overcome at the time. It nevertheless framed the central concern with which I would be forced to wrestle in future experiences to have any hope of helping to construct a different reality with prospective teachers.

Overall, while such themes were particularly pronounced in my first semester of becoming a teacher educator, they have been evident to some extent in each of my efforts to enact more democratic practices in teacher education settings. I have consistently, for example, exhibited surprise over the extent to which students find it difficult to challenge their beliefs (Brubaker 2014) and imagine alternatives to conventional grading practices (Brubaker 2010). The process of jointly constructing the

course curriculum (Brubaker 2012c) has presented a source of unexpected disaster, while genuine disappointment and failure have ensued from efforts to help students think for themselves and introduce matters of personal relevance (Brubaker 2013) to their individual and shared learning. Needing to continually adjust my practices to the prevailing context of conventional teaching (Brubaker 2012a) has likewise presented a source of complete letdown.

Satisfaction

Embedded in such challenges—indeed, made possible by them—have nevertheless been multiple triumphs from which I have gained considerable satisfaction. As a teacher educator, I have continued to gain satisfaction from demonstrating congruence with my personal, pedagogical, and professional beliefs (Brubaker 2010, 2012b) while building bridges across differences (Brubaker 2012a, 2014) and exhibiting boldness and courage in countering the prevailing tides of authoritarian teaching (Brubaker 2012c, 2013). Such experiences have helped me more clearly comprehend the extent to which prospective teachers desperately need additional guidance beyond what they are currently receiving—far more—to actualize participatory ideals. Maintaining my commitment to providing such assistance, regardless of the perceived difficulty of the task, has been a central hallmark of my on-going quest towards becoming a democratic teacher educator. Deriving satisfaction from such persistence and action may not outweigh the inherent obstacles to creating democratic classrooms, but nor should they be entirely overshadowed by them. Collectively, they help comprise the complexity of enacting a more democratic pedagogy of teacher education.

Contributions to Teacher Education

Transitioning as a teacher educator across a range of institutional and cultural settings throughout my career has invoked continued challenges to my pedagogical identity. Whether navigating political complexity in transitioning between rural and urban environments (Brubaker 2015), confronting regional assumptions concerning religion and gender in traversing liberal and conservative political contexts (Brubaker 2014), or questioning educational priorities and standards in transitioning across northern- and southern-hemisphere nations (Williams et al. 2014), the contrasts I have experienced have been significant. While my journey towards becoming a democratic teacher educator has represented, for me, a process of pushing the boundaries of conventional pedagogy, daring to be different, and attempting to prepare future teachers to teach with similar commitments in their own classrooms, others can benefit from insights presented in this chapter into the challenges of acting on one's pedagogical vision, balancing ideals with institutional and

cultural constraints (Sweet 1998), and envisioning possible selves (Beauchamp and Thomas 2010) of relevance to their own future practice.

Clarity of pedagogical vision, I have found from my experience of pedagogical transformation, is of utmost importance to becoming a democratic teacher educator. Consciously shaping my pedagogical vision to include a social order in which people are empowered to act on their own and others' behalf has required being mindful of not just my own past experiences in teacher education, but the full breadth of experiences informing my pedagogical practices. As I have previously concluded, it is "the on-going process of conflict and compromise between who I was, who I had become, and who I aspired to be—relative to my students' experiences" (Brubaker 2012a, pp. 11–12) that has represented the primary phenomenon of significance in my quest for classroom democracy. Without clarity concerning my past experiences as a student, teacher, and teacher educator—and from life more broadly—as they have informed my particular vision of democratic teaching, I believe it would have been difficult—if not impossible—to sustain the conviction, courage, and strength of character necessary to teach democratically. Discerning the inner contours (Palmer 2011) of one's pedagogical journey is central to actualizing civic ideals in one's teaching.

Balancing democratic ideals with institutional and cultural constraints, I have found, is also central to teaching democratically as a teacher educator. Doing so is difficult, demanding, and delicate work, since authentically involving others' input in their learning not only reduces the predictability of such learning, but magnifies its complexity. Like walking a tightrope, the margin of error narrows. One slip in reconstructing authority and the consequences can be devastating. As I have previously established, such teaching is "clearly situated in opposition to the prevailing tides of educational practice" (Brubaker 2012c, p. 16). Few teacher candidates have been equipped from firsthand experience in schools or universities to partake in deliberative decision-making concerning issues affecting their lives (Brubaker 2012a, b, 2013). Consequently, such work is often experienced as both highly unique, original, and yet contrary—perhaps even somewhat threatening—to commonly accepted pedagogical norms. As a democratic teacher educator, I have had to learn to be comfortable continually blazing new terrain—not allowing myself to be stifled by pedagogical solitude. With the ethical use of power (Noblit 1993) comes enormous possibility but also danger. Attaining balance through compromise, when necessary, concerning one's pedagogical purposes and trajectory is key for sustaining such aims in the face of relentless pressures and obstacles (Brubaker 2012a).

The process of envisioning possible selves—ideas of what one might become, would like to become, and is afraid of becoming (Markus and Nurius 1986)—has likewise been central to my journey of becoming a democratic teacher educator. Such ideas have defined the selves I have sought to approach as well as avoid; as such, they have functioned as incentives for future behavior. My journey towards becoming a democratic teacher educator has involved a complicated blend of desired and feared selves—the embodiment of which has been unique to my own circumstances yet which has relevance to others interested in undertaking similar journeys. My own journey towards becoming a democratic teacher educator has

consisted of a dual transition: away from authoritarian practice, and towards dialogue. Having attained neither, yet aspiring to both, I am driven to make sure others' teacher education experiences are not marred by the same pedagogical maladies that limited me in my own undergraduate years. Simultaneously, I am motivated to precipitate and enact powerful learning experiences for myself and others that, from firsthand experience in university classrooms as both a student and teacher educator, I have learned are not only necessary and desirable, but possible—with the potential to transform our collective sense of selves as both teachers and citizens.

As a teacher educator, I accept the responsibility of engaging prospective teachers in actual democratic practices (Rainer and Guyton 1999), where students' voices count and where constant vigilance is exercised (Colin and Heaney 2001). Doing so is particularly daunting in light of the resurging prevalence of transmission-based pedagogies defining our contemporary age. Becoming a democratic teacher educator, for me, has nevertheless provided an opportunity to actualize pedagogical transformation and learn to inhabit the world differently. By challenging prevailing assumptions, expanding my pedagogical possibilities, and courageously constructing pedagogical identities congruent with democratic aims, a new horizon has appeared—a landscape of pedagogical possibility from which I could neither imagine nor desire returning. As an expression of some dawning power—a "flickering light"—bound up in future possibilities that cannot be predetermined (Dewey 1966, p. 125), my narrative of experience (Clandinin and Connelly 2000) illuminates a particular path towards teaching teachers in an increasingly uncertain era as teacher educators. When others' paths are likewise illuminated, we could well be on our way to improved professional prospects in a society increasingly desperate for democracy. May such work, collectively, proceed without delay—an engaged citizenry depends on it.

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Chapter 12
Looking Back on 15 Years of Relational Teacher Education: A Narrative Self-Study

Julian Kitchen

In 2005, I wrote a self-study in which I presented relational teacher education (RTE) as an approach to preparing teachers (Kitchen 2005a, b). Underlying this work was an understanding that "education is development from within" (Dewey 1938, p. 17) and a belief that teacher educators play a crucial role in fostering "experiences that lead to growth" (Dewey 1938, p. 40) for preservice teachers. In these articles, I identified seven characteristics as important to RTE:

1. Understanding one's own personal practical knowledge
2. Improving one's practice in teacher education
3. Understanding the landscape of teacher education
4. Respecting and empathizing with preservice teachers
5. Conveying respect and empathy
6. Helping preservice teachers face problems
7. Receptivity to growing in relationship.

I then employed narrative self-study to explore how these characteristics informed my practice as a beginning teacher educator from 1999 to 2004.

Fifteen years later, I continue to be active in teacher education and have published extensively on my efforts to live authentically alongside preservice teachers in relationships that lead to growth (e.g., Kitchen 2010, Kitchen and Bellini 2012). In this chapter, I revisit RTE and how it has informed my professional identity and professional practice as a veteran teacher educator.

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In the Tradition of Narrative Self-Study

My work on relational teacher education is situated in the traditions of both the self-study of teacher education practices (SSTEP) and narrative inquiry. RTE fits comfortably within SSTEP because it is grounded in respect for the "authority of experience" (Munby and Russell 1994) and the "craft knowledge" of teachers (Grimmett 1995). In writing about relationship in teacher education, I continuously examine the role of the self in the research project and "the space between self and the practice engaged in" (Bullough and Pinnegar 2001, p. 15). Also, consistent with the tenor of the *International Handbook of Self-Study of Teaching and Teacher Education* (Loughran et al. 2004), I have "used various qualitative methodologies and… focused on a wide range of substantive issues" (Zeichne and Noffke 2001, p. 305) in order to understand myself and improve my practice. In this chapter, I employ narrative self-study as the primary method for inquiring into my work as a relational teacher educator, while also citing studies framed as narrative inquiry, action research, reflective practice and self-study.

Narrative self-study is a useful term for self-studies that employ narrative inquiry to study the relationship between teacher educators and their practice:

> Self-study is the noun because the focus of narrative self-study is the improvement of practice by reflecting on oneself and one's practices as a teacher educator. Narrative, the adjective, refers to the use of specific narrative inquiry methods to study ourselves and our practices in order to improve practice. (Kitchen 2009a, p. 38)

I have found narrative self-study to be a multi-dimensional means of exploring the participant knowledge of teacher educators within our contexts and practices. Through narrative methods, I have been able to tell and retell stories of professional practice (Kitchen 2009a) that have helped me understand my personal practical knowledge as a teacher (Clandinin and Connelly 2004)., develop critical understandings of my own practice, and share these stories with other teacher educators.

In this three-dimensional narrative inquiry space, the phenomena under study are my experiences as a teacher educator. By composing "a text that at once looks backward and forward, looks inward and outward, and situates the experiences within place" (Clandinin and Connelly 2000, p. 140), I puzzle over the tensions I experience and the broader tensions inherent in teaching teachers .

I begin by looking inward to the development of my personal practical knowledge (Connelly and Clandinin 1988) as a teacher and teacher educator. I then look backward to my 15 years as a teacher educator. I look outward in order to situate my work and the experiences of pre-service teachers in the larger educational context. In doing so, I situate the teaching of preservice in the larger context of my work as an academic and administrator. By inquiring into experience through story, I look forward to re-imagine and recreate ways of being a preservice educator.

Looking Inward: The Development of Relational Teacher Education

Relational teacher education is an approach that emerged from my doctoral research on teacher knowledge and teacher development around 2001. After beginning with three teacher-participants, the focus narrowed to one veteran teacher's dramatic improvement during the first year of my 3 year study (Kitchen 2005c, 2009b). In particular, I puzzled over how the respectful and relational approach I employed as a fellow teacher contributed to Bob Fitzgerald's deep and sustained professional growth and renewal. During the course of several months, Bob's teaching dramatically improved and, over the course of the next few years, he maintained his new positive attitude and effective practices. I inquired into his apparent transformation because there was no apparent cause. As I observed later:

> It was not due to the acquisition of new instructional strategies or curriculum resources, as Bob had attended only a few professional development workshops, and assigned them little importance. The principal's feedback seemed to act as a spur, yet Bob, fairly or unfairly, viewed her interventions in a negative light. The curriculum and instruction support I offered was very limited as I had no experience in elementary schools. (Kitchen 2009c, p. 46)

As our relationship deepened, I realized that the authentic and respectful mentoring relationship that we developed had contributed to Bob's professional growth. As I explored this possibility through an analysis of field texts and discussions with Bob, the relational elements grew in importance. It became evident that I needed to look inward at how my identity and authentic engagement influenced Bob. I drew on a body of scholarship that emphasized the fundamental importance of caring and relationship in student learning. Noddings (1992) wrote:

> Caring cannot be achieved by formula. It requires address and response; it requires different behaviors from situation to situation and person to person … Schools, I will argue, pay too little attention to the need for continuity of place, people, purpose, and curriculum. (pp. xi–xii)

I was inspired by the work of Hollingsworth et al. (1993) who identified "relational knowing" as crucial to meaningful interactions between teachers and students. While subject knowledge, a variety of pedagogical strategies, and an understanding of how students learn are important, "good teachers are centrally concerned with the creation of authentic relationships and a classroom environment in which students can make connections between the curriculum of the classroom and the central concerns of their own lives" (Beattie 2001, p. 3).

It occurred to me that, while teachers were asked to develop classroom relationships, little attention was given to establishing contexts for authentic teacher development. The consequences were evident in the failure of school change initiatives over the years (Fullan 1993). In light of the failure of top-down professional development initiatives, there is a need for research that supporting teachers as they adapt to changing times (Clark 2001). If "the quality of relationship is central to success"

in building a "school-wide teacher professional community" (Fullan 1999, p. 37), a respectful and relational stance needs to be taken when working with teachers.

In pondering the importance of relationship in Bob's professional renewal, I drew on the writings of Carl Rogers (1961): "This book is about me, as I sit there with that client, facing him, participating in that struggle as deeply and sensitively as I am able" (p. 4). I realized that many experts judge the practice of teachers using external criteria rather than as "helpers" (Rogers 1961) celebrating experience and helping teachers discover order in the flowing, changing process of life. The development of this understandings entailed reconceptualising all my experiences (Vygotsky 1962). Looking retrospectively at my personal and professional experiences, I sought to understand Bob's professional development and, as the inquiry developed, how our collaboration contributed to his renewal.

This work led to the identification of the seven characteristics of *relational teacher development* as an approach to understanding teachers as curriculum makers and, more significantly, as a way of helping teachers harness their personal practical knowledge in order to renew classroom practice and improve student learning. As an approach, it is sensitive to the role each participant plays as teacher and learner in the relationship, the milieus in which each lives and works, and the need to present one's authentic self in relationships that are open, non-judgmental and trusting. Underlying such relationships is respect for teachers as curriculum makers who draw on their personal practical knowledge to inform their classroom practices. The seven characteristics were modified slightly to become RTE, which I applied in my practice as a teacher educator, and continue to apply in my practice as a teacher educator and administrator.

Looking Outward: Situating Relational Teacher Education

Loughran (2006) emphasizes the importance of purposefully examining ourselves as teacher educators and the practices we employ in teaching teachers. Developing a pedagogy of teacher education, he argues, involves learning about teaching, teaching about teaching and the "importance of self-understanding and connectness" (p. 2) in becoming teachers and teacher educators. Becoming a teacher educator involves much more than teacher knowledge, skill and ability, as one must explicitly teach about teaching and understand the experiences of preservice teachers (Loughran 2006). Brookfield (1995) articulated the importance of learning to know ourselves, encouraging such learning in others, and developing critical conversations that promote ongoing professional growth. RTE offers teacher educators ways of thinking about these dimensions of teacher education by offering seven lenses through which to think about themselves, practice, and engagement with teacher candidates.

Bullough and Pinnegar (2001) recognize that "there is an important relationship between personal growth and understanding and public discourse about that understanding" (p. 15). Relational teacher education helps teacher educators to study their experiences in order to better enable preservice teachers to harness their per-

sonal practical knowledge. In particular, it offers a framework for teacher educators to consider in thinking about their identities, those of preservice, and the importance of identity and relationship in teacher education. In order to move from good intention to effective practice, it is helpful to have characteristics that make explicit what caring relationships look like and stories of experience that illustrate what these characteristics might look like in practice.

The National Academy of Education's vision of professional practice in the United States emphasizes teaching as a profession in which knowledge of learners, teachers and knowledge is situated in a wider social context (Darling-Hammond and Bransford 2005). In order for teachers to become adaptive experts, able to address the particular needs within their classroom, they need to understand themselves as teachers and draw effectively on their store of personal and professional learning experiences (Clandinin and Connelly 1992). RTE helps teacher educators move beyond offering tips and tricks of practice by prompting them to think deeply about their own practice, draw out the personal practical knowledge of preservice teachers, engage respectfully, and empathetically in relationships that lead to professional growth. By doing so, it addresses several of the core components of powerful teacher education (Darling-Hammond 2006). In particular, RTE explicitly helps preservice teachers confront their deep-seated beliefs in order to learn about the experiences of others, offers them cases of practice, and provides strong relationships grounded in explicit, shared beliefs about practice (Darling-Hammond 2006). It also helps preservice teachers develop a sense of professional identity (Kosnik and Beck 2009) and an understanding that relationships are central to effectively engaging students in learning (Hollingsworth et al. 1993).

By looking back at my experiences as a relational teacher educator, I hope to illustrate how this approach can assist teacher educators in better understanding their practice while preparing preservice teachers to become adaptive experts able to enter into meaningful learning relationships with students in classrooms.

Looking Backward: 15 Years of Teacher Education Practices

In looking back at my teacher education experiences, I have organized experiences thematically according to the seven characteristics of RTE. Within each section, experiences are generally in chronological order.

Understanding One's Own Personal Practical Knowledge

> When I became a teacher educator I recognised that I was assuming a significant level of responsibility for the professional development of others. I looked… to my experiences as a preservice teacher and mentor teacher to situate myself as a relational teacher educator. (Kitchen 2005a, p. 19)

As a new teacher educator, reflecting on my own experiences helped me recognize that teachers enter the profession not as blank slates but as persons shaped by a wealth of past experiences. Through my implicit and explicit pedagogy of teacher education, I sought to value preservice teachers' experiences, model constructivist pedagogy, and bridge theory to practice:

> Inquiry into my experiences as a preservice teacher helped me recognize many of the limitations of traditional approaches to teacher education, while my reflections on my practice as an associate teacher has helped me recognize that much of my practice as a teacher educator was grounded in the lessons learned as I reflected on the theory and practice of teacher education during my graduate studies. Reflection on subsequent experiences has reinforced my perceptions and motivated me to seek the tools necessary to improve my practice as a teacher educator. If one always "teaches the self" (Pinar, 1980, 1981), it is crucial that teachers engage in rigorous self-study in order to develop self-understanding and an understanding of education. This rigorous self-study process helped me become more aware of my formative experiences in order to understand the challenges faced by teacher candidates. It has also motivated me to develop curriculum and establish classroom environments that foster collaboration and reflection on personal experiences in order to address the challenges of classroom teaching. (Kitchen 2008b, pp. 187–188)

Later, teaching courses on professionalism and law, I urged preservice teachers to "draw on [their] moral commitment as teachers to foster classroom environments in which students' intellect and character are developed" (Kitchen 2010). Reflecting on my own moral development as a teacher, I suggested that "teachers are most likely to develop a professional ethic of caring when it is linked to their personal practical knowledge and identities" (Kitchen 2010). While it is important to share one's experiences with preservice teachers, it is equally important on the tension between telling about an experience and letting them grow into their own understandings. When presenting workshops on sexual and gender diversity issues in schools, I had many stories to share as a gay man and experienced teacher. Yet, as my co-presenter and I "had witnessed unreflective presenters share stories that make participants uncomfortable, we made every effort to ensure that personal stories were carefully selected and crafted to contribute to learning" (Kitchen and Bellini 2012, p. 220). Later, after reading participant feedback, we wrote:

> Julian's stories helped convey the sense of vulnerability experienced by LGBT teens and the ways in which words and action of teachers can make a difference… Julian was humble in his manner, thanked them for being open to learning, and modelled the respectfulness he asked them to offer LGBT youth… The personal touch… helped with our goal of instilling ethical knowledge… (Kitchen and Bellini 2012, p. 200).

In recent years, a significant amount of my energy has been devoted to program leadership, as chair of the teacher education program committee and as director of Aboriginal education. In these roles, I continue to reflect on my own experiences in order to guide others. As the project lead in the design of a 2-year preservice program, I wrote, "In order to be meaningfully engaged, I need to feel that my perspective is valued and considered. Therefore, I need to ensure that all voices are heard and that many are included in the recommendations of the committee" (Journal, January 25, 2014). As director of Aboriginal educational programs at my university, I am fully aware of my lack of cultural knowledge relative to my staff and the popu-

lations we serve. In assuming this role, I examined my personal practical knowledge in order to identify what I could offer in this role. Through self-understanding I was aware of my position of privilege as a white male of high socio-economic status and the ways in which my queer identity gave me an outsider's perspective. I was also aware that RTE helped me to be explicit about my strengths and limitations. Drawing on RTE, I committed to using my deep knowledge of teacher education and university processes to move forward the priorities identified by Aboriginal staff, students and communities. While my actions will ultimately define my work, understanding myself as actor helps me to enter thoughtfully into the role and place the interests of others above my own.

Improving One's Practice in Teacher Education

> While understanding my personal practical knowledge is important, so too was my ability to communicate my understanding and to structure meaningful lessons. In examining these challenges, I reflect on my doctoral work in narrative inquiry and teacher development, which has informed my efforts to develop relational teacher education practices. (Kitchen 2005a, p. 23)

The major influence on my disposition as a teacher educator was my graduate studies. Professor Michael Connelly constructed opportunities to reflect on personal experiences while developing a critical understanding of curriculum and schooling. Through narrative inquiries in a safe space, I negotiated personal professional meaning and became more respectful of all teachers as curriculum makers with rich personal experiences. In my first year, as I struggled with the tensions in teacher education, Connelly asked if I was incorporating narrative inquiry into my course. After I replied that I was trying to squeeze it in, he suggested that reflection should be embedded into the course. As I puzzled narratively over issues arising from my experiences, I was able to draw on my experiences to bridge the theory-practice divide with teacher candidates. For example, journaling about a meeting with Rory reminded me of my difficult shift from undergraduate thesis-proof essay writing to critical reflection and prompted me to balance feedback with connections to my own experiences as a writer (Kitchen 2005a).

My commitment to improving practice is best illustrated by my efforts to enhance reflection on personal identity and professional practice by preservice teachers. Each year as a cohort leader, I worked to increase the amount of formative feedback provided during the transition to teaching in schools. In a self-study of my teacher education practices (Loughran 2002), I examined my written responses to the reflections of preservice teachers over 5 years to better understand my teacher education practices and to identify characteristics of effective feedback on reflective practice (Kitchen 2008a). My responses were layered and multidimensional as I joined with them in the struggle to make meaning from experience. In reviewing my written feedback to reflective portfolios, I identified eight categories of response as significant: validation, echoing, questioning, analyzing, cautioning, exploring

possibilities, sharing, and improving practice. In many cases my responses were multidimensional with the interplay among types of response creating a layered effect. The process of analyzing responses helped me to more explicitly consider each category in responding to reflective writing. For example, I might validate (e.g., "you come across as professional and caring), identify themes that I identified across incidents, then analyze (e.g., "this is how I read your story") (Kitchen 2008a, pp. 40–41). This might be followed by possibilities for further reading, sharing of personal stories (e.g., how I dealt with a dilemma of practice), and areas for improvement (e.g., I would suggest that you elaborate more on how you would organize your class to promote a love of learning.") (Kitchen 2008a, pp. 42).

Throughout my career, I have collected data on teacher candidate learning with a view to improving my responsiveness. This has led me to refine my practices to meet identified needs and, in one case, led me to write a textbook that addressed the needs of preservice teachers (Kitchen and Dean 2010).

Understanding the Landscape of Teacher Education

> While understanding one's own personal practical knowledge and improving one's practice are crucial qualities in a relational teacher educator, it is also important to understand the landscape beyond the university classroom, to frame the individual challenge within a larger institutional and societal challenge. (Kitchen 2005a)

As a teacher educator, I have witnessed many changes in the teacher education landscape. During the 1990s, political and cultural changes had a significant impact on schools and universities in Canada. The merger of teacher education and graduate institutions at University of Toronto led to major organizational challenges, especially as it took alongside province-wide curriculum reform and cuts in university funding. The merger, however, prompted major programmatic changes—the establishment of cohorts, an increased focus on reflective practice, stronger partnerships with schools, and opportunities for individual teacher educators to develop authentic professional relationships with students—that gave me the latitude to incorporate RTE into my work as a cohort leader.

When I started teaching at Brock University in 2006, I was eager to change the internal educational landscape. While pleased that practice teaching cohorts were foundational to the teacher education program, I was disappointed at the proliferation of multiple specialized courses rather than a few courses that integrated multiple dimensions of learning to teach. I initially participated in several change initiatives but, disappointed with the results, my attention turned to teaching and research.

In 2012, the provincial government began a consultation process on extending the duration of teacher education programs from 1-year to 2-years (Kitchen and Petrarca in press). At the time, as chair of the program committee, I viewed this change the landscape outside Brock as an opportunity to re-imagine the program and engage faculty in a collaborative program design process. In 2013, we were

informed of details of the new program requirements and of the 2015 implementation date. We had less than a year to imagine the program, and another year to have program changes approved and curriculum developed. The externally imposed changes prompted much internal debate about the future of the teacher education program, while the tight timeline necessitated a level of decisiveness rare in colleges of education.

As the facilitator of the reform process, I applied principles of RTE to the departmental decision-making process. I worked closely with faculty teams to re-imagine curriculum and programming so that everyone felt engaged. In this process, we worked to align the politically imposed mandate with the values underlying the existing program and best practices identified in the teacher education literature. Rich discussion led to more innovative programming ideas. These ideas included more connections across curriculum domains, stronger theory-practice links, and more rigorous refection on practice. The program culminates in a teacher-as-researcher course designed to prompt preservice teachers to become critical consumers of research and practitioners actively engaged in studying their practice. As I reflected at the time, "As a teacher educator, I had become content to make a difference in the lives of my students. Today I am hopeful that programmatic changes will lead to a program that is relational and prepares teachers to be adaptive experts for a dynamic and changing world" (Journal, June 7, 2014).

Respecting and Empathizing with Preservice Teachers

> Relational teacher education is based on respect for adult learners and a genuine belief that each prospective teacher must construct her/his own meaning as a curriculum maker. (Kitchen 2005b, p. 201)

"Each adult learner has his or her own relationship to knowledge, and this relationship is influenced by the social and cultural characteristics of the individual's life history," according to Dominice (2000, p. 83). Thus, all preservice teachers have individual frames of reference that they need to examine and interpret to become successful. While they enter with a rich range of learning experiences, their personal practical knowledge is often juxtaposed with "radically simplified conceptions of teaching" (Scardamalia and Bereiter 1989, p. 37) based on the thousands of hours they have spent in classrooms. When confronted with the reality of practice teaching, these conceptions often cause them to seek basic survival skills rather than deeper understandings of the complexity of learning. I responded to their request for survival tips, while encouraging them to probe more deeply the complexities of classroom teaching and learning. For example, I began the study of assessment with a debating activity through which preservice teachers discussed a range of approaches to assessment. In the role of facilitator, I encouraged all sides to contribute and acknowledged both the ideas expressed and the complexity of the issue. In subsequent debriefing and journal entries, students praised this activity for helping them feel safe in sharing and understanding multiple perspectives. More

importantly, they became aware of the complexity of the issues and drew on their complex experiences as learners in order to develop more sophisticated and nuanced conceptions of teaching. Similarly, in supporting preservice teachers during field experiences, I both provided a resource booklet that outlines effective classroom management strategies and structured opportunities to reflect on the complexity of teaching. By the end of the course, the vast majority described the process of self-reflection as crucial to preparing for a career in teaching. Helena, for example, wrote:

> Thank you for forcing me to reflect for it made me realize that through all the teaching, learning, trials and tribulation, fun and struggle, that the reason I want to teach remains unchanged. What has changed is that it is now richer for me. Teaching is intellectually stimulating, creative and endlessly varied. (Correspondence, April 2003)

Respect for preservice teachers and empathy for the challenges they faced in grappling with the complexity of teaching prompted me to engage them in action research as a means to developing adaptive expertise (Bransford et al. 2005, Page 2005). I noted that "preservice teachers are quite capable of transforming student learning by researching their own practice" (Kitchen and Stevens 2008, p. 26) and that "many of them felt empowered as professionals capable of bridging theory with practice" (p. 25).

Conveying Respect and Empathy

> During the course, I demonstrated my commitment by listening attentively, responding mindfully, praising individual contributions to class, following up on concerns by email, and providing extensive commentaries on their written narratives and critical reflections. (Kitchen 2005b, p. 204)

Crucial to the success of my helping relationship with Bob Fitzgerald was the empathic and respectful manner in which I supported his development. In developing the course of study, planning classroom activities and presenting myself to the class, I made an effort to convey my caring attitude towards them. A letter to preservice teachers proved an effective way of conveying my respect and empathy from the beginning of the course (Kitchen 2002), as it identified the challenges they were about to face, acknowledged their insecurities, recognized their rich experiences and expressed my commitment to building a community of safety and collaboration. During the course, I demonstrated my commitment by listening attentively, responding mindfully, praising individual contributions in class, following up on concerns by email and providing extensive commentaries on their written narratives and critical reflections.

While preservice teachers commended my teaching strategies, the most common sentiment is appreciation for the respect and empathy I display. For example:

> I was inspired by his personal example…the model of a caring teacher.

> Julian is my most open-minded professor…He does not just emphasize equity, he actually practices it.
> Probably the best sensitivity and social tact I've seen in my teachers.

The importance of relationship in the preparation of new teachers is also reflected in the importance of validation as a form of response to reflective portfolios (Kitchen 2008a) and the respect afforded them as action researchers (Kitchen and Stevens 2008).

In addition to respecting and empathizing with each student, I have worked hard to build a cohesive community of learners in cohorts organized around field experiences at both institutions. Aware that building community within a cohort requires effort, I invested considerable time and energy into team building. Each year, inspired by Beck and Kosnik's (2001) work on how faculty can contribute to community building, I began with a range of activities designed to develop trust among students. Over the years, I worked hard to convey acceptance, respect and care to every preservice teacher. The establishment of community within cohorts enhanced the level of respect and empathy conveyed from one student to another. While community building is complex, my decision to take "a stand in the direction of community" (Beck and Kosnik 2001, p. 947) increases possibilities for caring classrooms.

Helping Preservice Teachers Face Problems

> For many of you, the challenge of the outward journey is compounded by an inward journey of understanding. Over the year, as you reflect on your experiences, you may find yourself confronting inner tensions… I will do all I can to aid you on your journey. (Kitchen 2002, p. 37)

While I try to anticipate many of the challenges common to preservice teachers, I recognize that each person has to reconcile her or his personal practical knowledge with practical aspects of teaching. As a relational teacher educator, one of the commitments I made is to offer aid to each of them as they confront these tensions. While my approach to pedagogy, reflective portfolios, establishing relationships and fostering community has helped teacher candidates face problems and reconcile theory with practice, I recognize that individualized attention is crucial in converting personal and professional crises into educative moments. As the practicum experience is one of the most challenging periods in the year, I have found that the debriefing I do with teacher candidates after observing them teach provides an excellent opportunity to face individual concerns.

As a cohort leader, I visit teacher candidates during practice teaching sessions. These visits—which generally involved meeting the associate teacher, observing a lesson and debriefing with the teacher candidate after the lesson—provide excellent opportunities to discuss both teaching strategies and personal practical knowledge. For example, I offered Marta practical suggestions that helped her structure transitions between activities during her practicum. While offering a range of teaching

and learning strategies is an important aspect of practicum supervision, I believe that it is more important to identify the tensions between their personal constructs of teaching and learning and the practical realities of classrooms. By the time I saw Marta teach, I had already identified as one of her central tensions a struggle between a need for an orderly classroom and a commitment to authentic learning through role-playing activities. I began by asking for her perspective on the lesson and listening carefully to the issues that she raised. During the discussion, she noted her efforts to incorporate cooperative learning strategies into her classroom practice while acknowledging that her personal experiences and disposition inclined towards order and structure. I hypothesized that developing effective procedures and transitions was key to reconciling her need for order with her willingness to embrace authentic and experiential learning. After suggesting that experiential learning and classroom management could effectively co-exist, I offered a number of modest adjustments that might enhance her cooperative learning procedures. In my professionalism and law class, we grapple with real world situations, including one's arising from classroom experiences, with a view to identifying responses that are respectful of students while also practical for them as teachers. Situations may not have simple solutions, but making explicit a thoughtful process of working out problems helps preservice teachers to pause, reflect and respond.

Teacher candidates need to be respected as curriculum-makers. By attending to Marta's personal practical knowledge and addressing the specific problems she was facing, I was drawing on the lessons I had learned working with Bob. Marta expressed appreciation for the empathy and respect that I showed. Later in the year, in order to address the tension between experiential learning and classroom management, she attended a cooperative learning conference. I was able to empower Marta as a professional responsible for her own professional development. This approach has been effective with other preservice teachers during practicum supervision. I have also adopted a similar non-judgemental, client-directed approach when they meet me to discuss other professional and personal issues.

As RTE has proven effective in my teaching practice, I have drawn on it to work through problems with staff and instructors in the Aboriginal centre. I regularly sit down with staff to learn more about the issues confronting them in the programs they coordinate or support. For example, one of my coordinators runs a good program but regularly falls short of enrolment projections. I asked her plenty of questions, listened intently to her answers, and puzzled over the problem with her. The coordinator identified the difficulties Aboriginal students had accessing government funding as a major problem. When she lamented that applicants were not eligible for government training funds, I suggested that we shorten the program by 4 months. This proved possible, but was a solution we could not have found without working through the problem together. Also, in meetings with community partners, we learned that our students would be more successful accessing funding if they began their program in May. After checking with the university, I discovered that it was indeed possible to alter the program's academic year to better serve students. This coordinator also thought that the curriculum needed to be renewed, so I advo-

cated successfully for special funding for the development of new resources. While it is too early to assess the impact of these changes, it was our shared engagement with the problem that identified alternative directions.

Receptivity to Growing in Relationship

> I have recognized that the discovery of new meaning and the development of professional practice could be enhanced if the "client" rather than the expert defined the problem. (Kitchen 2005b, p. 206)

My experiences with Bob Fitzgerald led me to wonder if receptivity to growing in relationship might be the most important characteristic in teacher development. Through this collaboration, I recognized that the discovery of new meaning and development of enhanced professional practice can be enhanced if the "client" rather than the "expert" defines the problem to be faced. Through this process, I discovered "order in experience" (Rogers 1961) which, when combined with recognition of the uniqueness of each individual and situation, deepened my understanding and enriched my ability to assist others. Gordon's praise for approaching "students as if you need them to find out more about a subject" and viewing them as up to the challenge (Email, February, 2002) indicates that students are aware of my genuine engagement in the process of learning with them. My receptivity to the personal practical knowledge and distinct needs of each student is also reflected in my responses to reflective portfolios and debriefing of field experiences.

As an administrator, my receptivity to growing in relationship is also appreciated by staff and instructors. In June 2014, at the meeting of the Aboriginal program committee, an instructor publicly thanked me for being a 'cheerleader' for the work of staff and a tireless advocate for new ways of being responsive to community needs. A staff member praised my participation in community events. Another praised my humility as a non-Aboriginal person because I always checked with staff before sending out reports and communiques. As I often said to staff and other stakeholders, "I may be the white guy in charge, but it is your centre and you know what is best for the community." While there are many challenges ahead, as we work to expand much needed programming for Aboriginal learners and communities, receptivity to growing in relationship has made the work stimulating, meaningful and mutually rewarding.

I have recounted my experiences as a teacher educator applying the principles of relational teacher development to the preparation of preservice teachers and to university leadership. The results of this self-study into my teacher education practice suggest that relational teacher development is sufficiently robust that it can be applied across teacher education contexts, from classroom teaching to field experience support to administration.

Looking Forward: Re-imagining Teacher Education

In this chapter, I have explored RTE as a way of re-imagining teacher education as relational. The characteristics offer guidance to teacher educators seeking to explicitly focus on understanding themselves to help preservice teachers become adaptive experts within teacher education classrooms that model relational knowing and community. The examples from my practice over 15 years illustrate what RTE might look like and what it means to be a relational teacher educator. In this final section, I offer advice to beginning teacher educators interested in adopting a relational stance to teacher education.

Developing a pedagogy of teacher education involves understanding oneself and one's practices as a means to purposefully shaping and conducting teaching about teaching and learning about teaching (Loughran 2006). RTE offers a relational approach to the pedagogy of teacher education. It is not a formula, as the most important element is a commitment to relationally knowing one's preservice teachers. But, for those who are predisposed to such an approach, RTE highlights seven characteristics to intentionally and explicitly address in one's professional practice.

At the heart of RTE is commitment to respect and empathy for preservice teachers. Although commitment to respect and empathy requires no specialized skills, it is difficult to achieve because the teacher educator needs to take the time and effort to listen to the each of their stories in order to help them address professional challenges in ways that are meaningful to them. This is achieved not through the application of a formula or well-meaning sentiments, but through in-depth efforts to understand one's own personal practical knowledge and direct efforts to engage preservice teachers so that they appreciate the efforts made on their behalf. Professional knowledge—a solid repertoire of teaching skills and understandings of students, curriculum and context—is important, but mainly in support of empathetic understanding and commitment to facing problems. After understanding one's own personal professional knowledge and identifying the needs of the individual teacher candidates, the teacher educator needs to draw on this deep professional aptitude to select appropriate strategies and teach them to preservice teachers. Crucial to my engagement has been receptivity to growing in relationship. By studying my practice, I constantly work to improve my teaching so that I may become a better teacher educator. Also, by doing this, I contribute to the academic discourse on teacher education and become part of a community of practitioners committed to enhancing the pedagogy of teacher education (e.g., Russell and Loughran 2007).

Parker Palmer (1998) wrote:

> Authority comes as I reclaim my identity and integrity, remembering my selfhood and my sense of vocation. Then teaching can come from the depths of my own truth—and the truth that is within my students has a chance to respond in kind. (p. 33)

Relational teacher education is a path to becoming a teacher educator whose identity and integrity makes a positive difference in the lives of preservice teachers and the students they teach.

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Chapter 13
A Process of Becoming: Continuing Change in the Practice of Teacher Educators

Rodrigo Fuentealba Jara and Helena Montenegro Maggio

This chapter joins the discussion of conceptual and pedagogical changes within the process of becoming a teacher educator. We consider it important to highlight two key points in order to enhance this discussion. On the one hand, the professional path to becoming a teacher educator is mediated by personal and professional experiences from long before the moment of becoming an academic in a teacher education program. As Kelchtermans (2009) observes, teaching is always enacted by someone who has a life story situated in the different contexts in which he or she has taught. Consequently, the research on the process of becoming a teacher educator ought to focus on how this process of professional development interacts with personal as well as work – related issues. Secondly, the professional development for those who become teacher educators involves not only changes in self-identity, but also the development of their professional knowledge and approaches to teaching itself. For instance, several studies have shown the complexities in developing a teacher educator's professional identity that is aligned with a pedagogy of teacher education (Dinkelman et al. 2006; Murray and Male 2005; Williams and Ritter 2010). In this regard, we agree with Loughran (2006) who states that teacher educators learn to teach not only from their practice, but also from their careful analysis of practice. Likewise, it is important to analyze the changes in teaching practices during the teacher educator's professional path because it contributes to both knowledge and practical suggestions for this qualified workforce.

This chapter focuses on sharing our insights about the conceptual and pedagogical changes during an individual's professional path to becoming a teacher educator.

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The chapter is structured around five topics. First, situated in the context of Chilean teacher educators' professional development, we offer an overview of Chilean teacher education. Second, we present our theoretical perspective for approaching the study of professional paths in teacher education. Third, we explain our methodological approach for recreating our own professional paths in the field of teacher education. The fourth topic shows Rodrigo's narratives about his personal and professional experiences as a teacher educator, Helena's pursuit of a PhD in Education, and the relational nature of the changes to our respective knowledge and teaching practices. Finally, the last topic is a reflection on useful suggestions for the field of teacher education in general and the role of teacher educators in particular, with advice to those beginning their career as teacher educators.

Teacher Educators: An (In)Visible Figure in Chilean Teacher Education Programs

Teacher educators have become an extensive research topic in many countries due to the fact that the quality of teacher preparation depends on the quality of teacher educators (Berry 2007; Davey 2013; Korthagen et al. 2005; Loughran 2006; Russell and Loughran 2007; Van Velzen et al. 2010). However, this is not the case in Chile; while teacher education is often regarded as a key for the quality of school teaching, little attention is given to the teacher educators who actually do this work (Cisternas 2011b; Cornejo 2005, 2007; Fuentealba and Montenegro 2011; Mineduc 2005; Montenegro and Fuentealba 2012; Montenegro and Medina 2014; OECD 2004, 2009). Case in point, in 1996 the Chilean Ministry of Education carried out the "Program for the Strengthening of Initial Teacher Education" (Programa de Fortalecimiento de la Formación Inicial Docente PFFID) which became operative for 5 years between 1997 and 2002. The focus of the improvements was directed towards the structure, equipment, practicum process, mentoring experiences for beginning teachers and capacity building of teacher educators, among others. To encourage this process, the government provided a fund to be allocated on a competitive basis to teacher education programs that designed adequate improvement projects. Out of 32 institutions that were part of the initial bidding process, 17 were selected to participate. Those universities represent 78 % of all of student teachers, and included 14 public universities and 3 private universities (Ávalos 2009).

Nonetheless, the efforts to improve teacher education, as reported by the Organisation for Economic Co-operation and Development (OECD) national report on policies for education in Chile (2004), revealed some issues of significant matter regarding teacher educators. For example, the average age of the staff in university education departments was 55. Moreover, those in this age group lacked the ability to adapt to educational changes as referred to in the OECD report. Equally important, many staff within the academic disciplines who taught in Initial Teacher Preparation appeared to have little awareness of progressive methods in teaching the subjects. Therefore, it was essential to increase efforts to ensure closer interactions between

staff in special subject departments and staff in the education departments. Regarding teaching practices, the OECD report noticed that in Faculties of Education the approach to teaching was focused on teacher strategy, with a strong emphasis on teaching as delivery of information (OECD 2004). In fact, student teachers noted that their education provided limited opportunities to practice and to develop appropriate teaching practices. A language student teacher described this gap between theory and practice as follows: "Here I have learned to teach, and I have learned a lot about Spanish (language), but I have not learned how to teach Spanish" (OECD 2004, pp. 132.)

Similarly, the National Commission Report of Initial Teacher Preparation (Mineduc 2005) illustrated critical nodes in Teacher Education Programs related to the institutional management system, curricula implementation and three educational actors: teacher educators, student teachers and beginning teachers. With reference to teacher educators, this report recognized the lack of induction for and professional development of teacher educators. Likewise, they highlighted the little (or no) experience in a school environment and the long careers as teacher educators in Faculties of Education (discouraging academic staff turnover). Furthermore, they pointed out that there was limited interaction between those working in curriculum subject areas with those working in the pedagogical area (Mineduc 2005). Therefore, modeling as a teaching practice has been questioned because there is a serious gap between theory and practice; something firstly and famously noted by Lortie in the USA (Lortie 1975).

In order to assuage these difficulties, in recent years there have been a number of initiatives for enhancing teacher education. Firstly, in 2005 several universities signed a national agreement to advance initial teacher preparation (Mineduc 2005). Secondly, in 2008, the Ministry of Education created the "Start Program" (Programa INICIA). This program was focused on three specific themes: developing research funding for improving teacher education; designing performance standards for teacher education programs, and applying a qualification test to be taken by student teachers before graduation (Mineduc 2009). Thirdly, taking into account the low results in the qualification test and initial teacher training, a new reform, "The Master Plan" (Plan Maestro) was created. This plan is aimed at developing a better link between teaching and practice processes, to support beginning teachers through mentoring experiences; and to create a professional teacher career with clear stages for improvement (Plan Maestro 2014). According to Cornejo (2005, 2007) teacher education programs have the responsibility for the education of the new generations of teacher educators as well as the production of new knowledge about how to make teacher education more effective.

However, we can see that the improvements have mainly focused on student teachers or teacher education programs rather than the teacher educators themselves. As a result, the teacher educator still seems to be an invisible figure for academic and educational policy purposes in Chile (Montenegro 2013; Montenegro and Fuentealba 2012). Consequently, the empowerment of the Chilean teacher educators and their professional learning as experts in the field of education is a debate that is still in an early stage in our country.

Professional Path in Teacher Educators: Different Commonplaces

Research in recent years has developed a growing body of international knowledge on becoming a teacher educator: (Ben-Peretz et al. 2012; Davey 2013; Loughran 2006; Lunenberg et al. 2014; Russell and Loughran 2007; Swennen and Van der Klink 2009; Williams et al. 2012). Despite the fact that these studies have explored the complexity of becoming a teacher educator, they have arguably given limited attention to personal and professional issues related to previous experiences as a teacher. For example, the professional path that school teachers have followed, their professional learning (related to teaching and learning to teach) and their career pathway into the academia, among others. This issue becomes relevant if we consider that teacher educators have developed part of their knowledge and teaching practices throughout their professional path. In fact, their previous professional experiences have contributed to developing their teaching knowledge as teachers and teacher educators. To illustrate; Wenger (1998, cited in Williams et al. 2012) states that learning is essentially a social activity situated in the communities of practice that the person belongs to and works in. From that perspective, we may understand the process of becoming a teacher educator as a dynamic process in which learning to be teacher educators takes place in many professional contexts of practice, including classrooms, school communities, teacher education programs, and professional development courses or workshops. In addition, teacher educators learn not only through the teacher education program (as a new workplace), but also from the people within teacher education programs (as significant others). Moreover, this new professional learning implies extending their teaching knowledge in order to put pedagogical skills and new undestrandings about teaching future teachers into practice (Bullock 2009; Loughran 2006; Murray and Male 2005; Williams et al. 2012).

Given the fact that professional development is a process socially situated, it is fundamental to study it within these multiple contexts, recognizing the previous communities of practice in which teacher educators have participated. The analysis of the professional path as a whole picture contributes to better understanding of the teaching practices developed and how this process is triggered by professional experiences linked to different communities of practice. In other words, teacher educators should inquire not only about their own teaching practices as beginner teacher educators, but also their professional learning developed throughout their career as teachers. As a way to contribute to this discussion, in this chapter we describe our own professional path as a teacher and a teacher educator, and reflect how different experiences, learning, career transitions and workplaces have affected our knowledge, perspectives and teaching practices.

Our Journeys

As a way of representing the aforementioned ideas, we share our professional careers as educators. In particular, we describe how different events, experiences, and communities of practice have become part of our professional paths. Drawing on Connelly and Clandinin's (e.g., 1990) work, our approach has been influenced by narrative inquiry. This methodology focuses on the study of experience as the story of lives due to the fact that people shape their daily lives with stories of who they and others are and on how they interpret their past in terms of these stories (Clandinin et al. 2007). In this sense, narrative inquiry, a way of thinking about experience, allows us to see education as the construction and reconstruction of personal and social stories, and teachers and students as storytellers and characters in their own and others' stories (Clandinin and Connelly 2000; Connelly and Clandinin 1990). We believe that investigating our professional journeys from this perspective is important because the little research that there is on Chilean teacher educators is based mainly upon qualitative approaches with an emphasis on interviews and survey data (Cisternas 2011a). Therefore, the findings associated with the narrative approach are original and worth discussing within Chilean teacher education programs.

The methodological approach we use here is the relational teacher education approach developed by Kitchen (2005). The narrative inquiry focused on studying the development as a teacher educator by looking back with the aim of moving forward through a deeper understanding of being a teacher educator. Therefore, this methodological approach offers ways in which teacher educators can understand their own practical knowledge and situate their work in their professional landscapes (Kitchen 2005). Based on relational teacher education, we designed three phases for analyzing our professional paths. In the early phase, we reconstructed our professional paths chronologically and identified the main career shifts and professional contexts. Our focus in this preliminary analysis was our own awareness about feelings, ideas, and questions related to every career shift from the beginning until the moment in which we started to work together. In the next phase, we shared and discussed our professional paths in a reflective way. This discussion was focused on the experiences and learning associated with every career shift identified, and it was structured upon two foci: reflection on significant elements in our professional paths before we met in the Doctorate Program and reflection upon our professional paths after we started to work together as thesis advisor and PhD student. In both instances, the main issues discussed were the presence of significant others in the path, the transition from one professional context to another, the research interest in the different stages, and changes or developments of new teaching practices over time. Afterwards, in the final phase of analysis, we each wrote a professional narrative considering the key ideas discovered in the previous phase. We now present the result of this work in the next section of this chapter.

Looking Back: The Journey on Becoming a Teacher Educator

The narratives presented in this section are based on our collaborative work. Though we recognize the need to respect the personal narrative of each one, at the same time we consider important to introduce our commonplace professional paths through a shared narrative. Hence, we present both perspectives.

Rodrigo's Journey: From Student Assistant to Teacher Educator

"*Have you thought about what working in teacher education means*?" That was the question that in 1992 I was asked by a professor for whom I worked as a student assistant, when we were going to participate in a seminar. I was amazed and curious as to how these academics saw the same things that I did and yet also perceived things that went unnoticed by me and by others. Of course, that was until I asked the question that was sent right back to me: "*what do you see*?" At that moment, the formative aspect of that exercise was not very clear to me. During those days, I remember that Schön (1992) already appeared as a reference, as well as Freire (1992, 1998), which allowed me to later understand the concept of praxis as the articulating axis. Both authors have been part of my voyage as a teacher educator, and while performing my tasks as such, my challenge was to transfer what I learned in that area. There, I was fortunate enough to work with an academic team, and we planned only the general course outline. Now, it is interesting to see how, through modeling, I learned to make the tacit knowledge that shaped my performance explicit (Lunenberg et al. 2014; Schön 1992).

Between 1992 and 1996, I was part of a research team that worked on changing the approaches within teacher education programs. We embarked on a project that was meant to develop collaborative work experiences between professors and students; it was a good opportunity to understand the value of someone else's knowledge, active listening, and the opportunity to construct a sense of purpose about a guided question. In retrospect, that experience influenced me greatly, because I found a way in which to understand and practice being a teacher educator. Today, I have more reason to qualify learning by experience as a significant element in said practice (Munby and Russell 1994). Afterward, in 1997 I started my doctorate and I took a doctorate course "Developing Reflective Practices in Teachers". That course allowed me to read and discuss authors such as Schön (1983), Russell (1997), and Perrenoud (1994) who, presented ideas that made a clear connection with my previous experience. I still remember when our course professor, Pepe Cornejo, told us in a clear allusion to Freire, "Don't forget- one cannot teach what one does not know." It made sense to me.

Pepe Cornejo became my thesis advisor and mentor and compelled me to search for answers in the literature as well as in the practice itself. The result was my doctoral thesis about the pedagogical initiation of beginner teachers, and what learning

to teach means to a novice schoolteacher. This opportunity made me ask questions regarding my own learning process of teaching, and then, with more experience, knowledge, and practice, I realized that the issue was more than just a professional one; it was also institutional, and that the processes in meaning shifts, interpretation, and transformation cover all those elements (Cornejo and Fuentealba 2008).

At the Ministry of Education, between 2001 and 2004, we had several experiences working in networks of teachers, which in Chile are called "Local Pedagogical Networks" which are groups of teachers of a same subject (from different schools in the same geographical area) that gather once a month to share experiences, create, and produce didactic material, and offer methodological support. There, I could see, in situ, how the situated character knowledge became a fundamental part of the work of those teachers. At the same time, we wrote a book, (Noguera and Fuentealba 2002) in which we, in addition to presenting the experiences with the different networks, built a frame of reference in this regard.

Thus, we reached 2004 when, via public examination, I became a full time professor at a university. Since then my professional experiences, the relationship between practice, reflection, and the teacher educator has become more and more clear to me. These themes have accompanied me both as the author of several collective publications and as an investigator on the subject. Then, toward 2008, there was a new turning point when Pepe, my thesis advisor with whom I had worked, invited me to join the doctoral program as the course professor co-teaching his course. Between 2008 and 2013, as a PhD professor, I had the opportunity to test the knowledge and experiences acquired from diverse groups of students as a program professor. Similarly, since 2010, I have had the opportunity to work with Tom Russell of Queens University, Ontario, with whom I have been analyzing what it means to be a critical friend in other areas; this has allowed us to present papers twice at the Castle Conferences of Self Study in Teacher Education Practices (Fuentealba and Russell 2012, 2014).

Becoming a teacher educator in the doctoral program was a fortuitous process as it allowed me to belong to a new community that has shown me another aspect of what it means to participate in teacher education programs. Also, from this other side, as a teacher educator, I can see, from the perspective of a professional path peer, aspects that otherwise I would have missed. In addition, as a Thesis advisor, I have had the opportunity to learn from the experiences of the thesis students in the doctoral program. In fact, this is how I meet Helena, one of my thesis students, and with whom I have been working.

Helena's Journey: From University Teaching to Teacher Education

My first key experience in the field of education was as an undergraduate student of psychology, when I attended the Educational Psychology course. The course's professor, María Antonia, started the class with the following question and everyone

had to answer in an essay: *Did Columbus fail when as he tried to arrive in India, and found a new continent*? In my essay I argued that he did not fail because he achieved a goal. Maybe it was not the final goal, but he achieved a goal!

During the course, I began thinking about many educational issues that I had never considered before. At the end of the course, the final assessment was writing an essay using that first question, but we had to take into account the topics of teaching and learning. That essay was challenging for me. *What is a failure or success in teaching and learning*? In this last assignment my insight was to consider the interaction between teaching and learning from a broader perspective. That is, the common tendency is to think about learning as outcomes rather than as a process. Conversely, education is the relationship between what teachers teach and what students learn in a collaborative interaction (Freire 1992; Kitchen 2005).

My professor liked my final paper very much and wrote positive comments on my proposal. Those comments had a strong impact on me. I realized that I had changed my previous preconceptions about teaching and learning. In addition, I realized that there were opportunities to work in schools from a new perspective, and I wanted to work from that perspective. I became María Antonia's student assistant for the following year, and I completed my professional internship as an educational psychologist in a private school.

I worked in that school for 6 months. That professional experience was important for me. I learned a lot, especially from school teachers. Working with them allowed me to learn about "real teaching" since I knew many educational theories, but not about practical teaching with twenty different students in the classroom. At the end of my professional internship, the school employed me as an educational psychologist, and I worked there for 9 years. I remember that experience fondly because I learned so much with students and teachers, grew up professionally, and developed my professional identity as an educational psychologist.

In 1998 María Antonia left Chile and another professor replaced her. But, in 1999 the new professor had a serious accident and the Psychology Program asked me if I could take over. That experience was conflicting for me. I knew about educational psychology, I had professional experience of it, but I did not have experience as a teacher. Hence, *how could I teach my knowledge and experiences as an educational psychologist*? My first experiences were very intuitive. For teaching from my professional experience, my teaching strategy was sharing real problematic school situations in order to discuss possible solutions. That strategy let me learn so much with my students because sometimes they helped me see some situations from another perspective. As a result, I could reframe my knowledge and practical experience throughout the entire course.

For 2 years I taught Educational Psychology in that program. Afterward, other undergraduate programs asked me to teach courses related to psychology and in 2004 the College of Humanities and Social Science offered me a faculty position. Thus, I became a university teacher. This new professional experience allowed me to reflect again upon different issues concerning teaching practices. For example, many Chilean university teachers (like me) are professionals without any formal

training in teaching. Moreover, most of them learned to teach without any support or guidance. Consequently, when a professional becomes a university teacher, *how does he/she learn to teach*? *Is it automatic*? Those issues encouraged me to inquire into university teaching. Thus, in 2008, I started my PhD in education focused on researching university teachers.

My experience as PhD student was very significant. I bear in mind two important milestones within the PhD program: first, I attended the course "Developing Reflective Practices in Teachers" taught by Pepe Cornejo and Rodrigo. Second, I learned new perspectives about teaching and learning not only in university teachers, but also in teacher educators. Regarding the first milestone, Pepe and Rodrigo introduced me to the field of teacher education, and I have learned new meanings of teaching with them. I liked their educational perspective so at the end of the course I asked Rodrigo to be my thesis advisor, and he agreed. My second milestone is related to the change of my thesis proposal. One day I was discussing my interest about researching university teaching with an experienced professor. She said: "Improving university teaching is important, especially in teacher education. *Do you plan on investigating teacher educators*?" I thought, "*Hmm*, *Why not*?"

I began researching the topic of teaching in teacher educators, and I discovered the theoretical framework of teaching about teaching and self-study in teacher education practices. Those concepts were revealing. According to Loughran, teacher educators need to be able to share the pedagogical reasoning that underpins their teaching that goes beyond the simple notion of teaching as transmitting information or personal experiences (Loughran 2006). That proposition makes much sense to me. Furthermore, studies on this issue are scarce in Chile and Latin-America. Therefore, I decided to study professional path and approaches to teaching in teacher educators. This new thesis proposal made Pepe and Rodrigo very happy.

Rodrigo and Helena's Journey: A Conversation About Learning Together on Becoming a Teacher Educator

When I started working with Helena as PhD advisor, I remember our theoretical discussion on teaching and learning in teacher education. Given that Helena had experience from other professional fields (as educational psychologist and university teacher), it was interesting to see how she reflected on the knowledge for teaching and the difference between learning to teach and learning to teach about teaching. Even though these topics are distinctive components within teacher education programs, this does not mean that it is evident for everybody else. Interestingly, Helena used to ask me for rationalities and professional practices that underlie teacher education programs in order to figure out the core of teaching future teachers. In particular, every meeting was a collaborative space for sharing opinions, arguments and issues that expanded our perspective about the work of teacher educators.

This collaborative space led me to think on my own perspective about teacher education and how I shaped my own pedagogical approach. At the same time, these talks made me review my work with student teachers. Although my interest is centered on beginning teachers and their induction into professional work, I can see now how my focus moved from the beginning teachers' professional development to initial teacher training and the key role of teacher educators in this process. In other words, the issue is not only students or beginning teachers, but also the impact of our teaching in future teachers. Something similar happened when we discussed preliminary findings related to professional path in teacher educators. For example, in the beginning I was biased about the teacher educator profession because I thought that all teacher educators were teachers. However, Helena opened my eyes to this idea when she began discussing this theme from another perspective as an educational psychologist. She showed me the different professional paths of other teacher educators, and articulated new topics such as teaching-research nexus and scholarship of teaching with more emphasis. Hence, those dialogues contributed to extend new insights regarding my own understanding and work as a teacher educator. In this regard, the Russell notion of authority of experience is a useful concept in helping one to understand, and is a powerful source of reflection since experience is a relational activity which involves opportunities for improving or changing teaching practices. Basically, this was what I experienced during our work. Helena, was it similar for you?

At that time, I was looking for answers but at the end of every meeting with Rodrigo, more and more questions came to mind about teaching. On looking back, I realize how throughout my entire professional career I had always been wondering about teaching and how I could learn to teach. In spite of being aware of the complexity of this task, my PhD thesis reinforced the notion that teaching is even more complex than I had previously thought. To illustrate, in my meetings with Rodrigo I put forward my personal theories and he enriched my ideas with his own experiences and practical knowledge as a teacher educator. As a result, I was able to visualize the whole picture and understand the fundamental relationship between theory and practice in a situated context. Afterward, research on teaching practice through self-study led me to rethink teaching in a complex way as an inquiry based activity. Consequently, this new knowledge for teaching challenges me to develop new teaching practices aligned with this conceptual framework.

In the same line, I became aware that teacher educators learn to teach over time and in interaction with others. One might expect that as teacher educators and researchers, they have achieved a complete mastery about teaching and learning to teach, but this is a misconception. As for myself, in the beginning I was investigating teacher educators, but at the end I was actually learning about teaching and what it means to become a teacher educator. Moreover, I am still learning about how to become a teacher educator. In conclusion, this collaborative work was a valuable process worthy of our attention; together we were able to frame and reframe experiences and knowledge that allowed us to fully understand what teaching means as well as what it means to become a teacher educator.

Looking to the Future: Challenges on Becoming a Teacher Educator as Time Goes By

This chapter has reflected upon the continuing changes in the practice of teacher educators. Given the fact that teacher educators have developed part of their knowledge and teaching practices throughout their professional path, we have tried to figure out how different experiences, career transitions and workplaces have affected their knowledge, perspectives and teaching practices. This becomes significant if we consider various issues that this chapter attempts to emphasize through this discussion.

Several studies have shown how the transition on becoming a teacher educator can be a stressful and lonely process (Dinkelman et al. 2006; Martinez 2008; Murray and Male 2005; Van Velzen et al. 2010; Williams et al. 2012), and how this can be constructed over time (Dinkelman 2011; Dinkelman et al. 2006; Loughran 2011). Furthermore, becoming a teacher educator involves changes in teaching knowledge and the practice of teaching related to the pedagogy of teacher education (Bullock 2009; Loughran 2006). However, it should be noted that teacher educators have to initially put into practice their teaching knowledge that is drawn from a different context and community of practice. Therefore, we consider it imperative to examine how this teaching knowledge has developed and changed over time in the process of becoming a teacher educator.

When looking at our own professional paths, there are important issues to be highlighted. One of them is how our initial ideas on teaching have increased in their complexity, from teaching as a practice, our starting point, towards how we as teacher educators look at our own teaching practices. Similarly, it is interesting to note that in the beginning we were seeking answers about teaching and learning; nonetheless, through our professional experiences, we have changed those answers into insights and questions of our teaching practices as a teacher educator. Thus, this development involves not only a focus shift but also changes in the approach to teaching since those questions challenged our personal theories about teaching and the work of teacher educators. Several studies state that teacher educators should confront their prior assumptions about teaching and learning in order to develop a comprehensive pedagogy of teacher education (Berry 2007; Bullock 2007, 2009; Williams et al. 2012). In fact, teacher educators face a great challenge: they need to demonstrate a congruent teaching by employing both pedagogical reasoning and questioning of their own practice and theory (McKeon and Harrison 2010).

Another important issue is the fact that teaching is not only theoretical knowledge or practical knowledge; it is the interplay between theory and practice in order to theorize practice. In other words, theory leads to practice, practice leads to theory, and teaching combines both theory (research) and practice (approach). Teaching connotes an activity that goes beyond the simplistic view that theory can be applied to practice (Korthagen 2010; Loughran 2006). To encourage the interplay theory-practice, teacher educators require a systematic inquiry into their own teaching practices and to systematize the outcomes in knowledge for sharing into the teacher

education community. In our professional path, we can see how we started developing our expertise through research studies developed by others. Then, Rodrigo began to investigate his teaching practices through self-studies (Fuentealba and Russell 2012, 2014), and Helena investigated professional path and approaches to teaching in teacher educators with the aim to contribute with empirical knowledge in this research area (Montenegro and Fuentealba 2012; Montenegro and Medina 2014).

From that perspective, we may define ourselves as both user and creator of knowledge since we generated local knowledge, theorized our practices and examined the theory and research of others (Cochran-Smith 2003). In addition, in our meetings with each other we have also discussed the theoretical frameworks behind our personal theories on becoming a teacher educator. As critical friends, this work was always carried out in a collaborative manner, mirroring an alternative perspective in order to reframe different issues concerning this topic. According to Korthagen et al. (2005), collaborative enquiry is a powerful strategy for improving practice and research within teacher education. Similarly, collaborative relational teacher education used in the process outlined in this chapter (Kitchen 2005) is a powerful analytical approach, since it allows developing meaningful listening spaces among teacher educators.

Linked to what was already been discussed, it could be argued that teacher educators always learn in interaction with others. In this regard, by others we imply several members who take part in teacher education programs such as novice and experienced teacher educators, undergraduate and postgraduate students, and researchers, among others. Therefore, teacher education programs must be regarded as a learning community for teacher educators. Nonetheless, the lack of support for beginning teacher educators is a recurring topic in the literature where many (Korthagen et al. 2005; Murray and Male 2005; Van Velzen et al. 2010; Williams et al. 2012) argue that this lack of support does not take place only in beginning teacher educators, but also in all professional teacher educators.

In order to address this issue, teacher education programs should consider collaborative learning between novice and expert teacher educators designed to share the different roles and tasks carried out in this new role and to make explicit personal theories about teaching and what it means to be a teacher educator. We argue that beginning teacher educators should reflect on how they deal with these matters and more experienced teacher educators should re-think the way in which they understand teaching and learning and work together in a collaborative manner. This collaboration would contribute to the development of a better understanding on knowledge for teaching and, ultimately in enhancing teaching practices. It is both the responsibility of novice and expert teacher educators to ensure that changes associated with this new educational context are discussed, challenged, and analyzed.

In conclusion, examining the continuous changes in our practices as teacher educators provides an overview of the professional paths as a dynamic and collaborative process situated in different contexts and workplaces Here the interaction with others has the potential to extend and/or improve our teaching and research prac-

tices. Furthermore, it was worth attempting to recreate the professional path followed by us in the process of becoming teacher educators. This exercise led us to visualize how some transitions and shifts have impacted our perspective on the work of teacher educators. We extend an invitation to beginning and expert teacher educators to recreate your own professional path and to review this process with another teacher educator in order to seek commonalities and differences. In this regard, continuing research into teacher educators' work from a relational perspective is needed to chart future developments and reinforce the importance of collaborative learning between teacher educators. It is the responsibility of teacher educators to strengthen teacher education through the generation of collaborative learning communities oriented towards researching the knowledge of teaching.

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Chapter 14
Learning from Stories of Becoming

Judy Williams and Mike Hayler

Introduction

The narrative accounts of becoming a teacher educator presented in this volume, particularly but not exclusively through self-study, have provided deep insights not only into individuals' professional learning, but also into the connections and commonalities of experience across diverse geographic and institutional contexts. The complexities and processes of professional becoming have been documented elsewhere in the literature, and a brief discussion of this follows. However, the importance of this volume is brought to the fore in the remainder of the chapter as the threads that link these diverse teacher educators' experiences across nations, and social and pedagogical cultures, are woven together through a dialogic account of our own learning from these stories of becoming.

Becoming a Teacher Educator – Construction of a New Professional Identity

As the narratives in this book have demonstrated, becoming a teacher educator is an on-going process of constructing and re-constructing a new professional identity. This is often in response to personal and professional experiences of transition that call for deep reflection and meaning-making within the social, cultural, educational

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and institutional contexts in which teacher educators find themselves. Beijaard et al. (2004) maintained that the construction of a professional identity cannot be simply seen from an individual perspective, but rather, it must be seen within the sociocultural context of teachers' work and lives. Beijaard et al. noted that rather than asking the question "Who am I?" in relation to identity, the more appropriate question is "Who am I at this moment?" (p.108). While the personal is a key element in identity formation, the context in which the individual is embedded has a significant influence on their understanding of self. This includes institutional contexts, the perceptions and expectations of others, evolving beliefs and understandings that inform practice, and the relationships developed with others in the learning community. Although the term 'identity' is often used in the singular, Beijaard et al. argued that teachers actually have multiple 'sub-identities' that need to be relatively well balanced if a cohesive sense of self is to be achieved. An array of such 'sub-identities' is certainly visible within the narratives presented here.

De Weerdt et al. (2006) argued that identity construction and/or transformation is an outcome of personal and intercontexual factors, and that involves "the change in concepts and images that relate to who we consider ourselves to be and the development of a healthy self-worth and self-confidence" (p. 317). It is a process of individual sense-making in conjunction with the influences of contextual factors and relationships, a confluence of the inner world of our own perceptions of our worth and safety with the outer world of our working and learning contexts. Wells (2007) also highlighted the importance of relationships and discourse in identity development. Taking a cultural historical activity theory (CHAT) perspective, and drawing on the notion of 'communities of practice,' Wells argued that "each of the various communities in which we participate consists of members whose varied trajectories of identity construction enable them to contribute in ways that enrich and potentially transform the practices of the community, which, simultaneously, transform the possibilities for the identity construction of each of its members" (p. 102). The narratives in this volume clearly illustrate the influence of professional and personal relationships and institutional contexts on the evolving identity and practice of teacher educators.

Murray et al. (2009) maintained that, in many ways distinct from school teachers, teacher educators are "a unique – but often overlooked or devalued – professional group, with distinctive knowledge bases, pedagogical expertise, engagement in scholarship and/or research, and deep rooted social, moral and professional responsibilities to schooling" (p. 41). As such, this knowledge and expertise needs to be more visible. As Bullough (2008) reminded us that:

> For the personal theories underpinning the practice of teaching and teacher education to become open to change, when change is warranted, such theories must be made explicit. When they are not, common sense reigns supreme and for good or ill practice reproduces itself and lives on as habit (p.227).

Despite often being overlooked there is a growing wealth of literature that examines the professional learning of teacher educators, much of it written by those studying their own practice, as well as research undertaken by others. For example,

Williams et al. (2012) reviewed a large body of self-study literature on becoming a teacher educator, with particular reference to the transition from teacher to teacher educator, and concluded that "the process of becoming a teacher educator involves the complex and challenging tasks of examining beliefs and values grounded in personal biography, especially that of being a former school teacher; navigating the complex social and institutional contexts within which they work, and developing a personal pedagogy of teacher education that enables them to construct a new professional identity as a teacher educator" (p.245). It was evident from many of the studies reviewed by Williams et al. that an integral part of the process of becoming a teacher educator involves examining existing practices, beliefs and assumptions about being a teacher, based on previous experience in that role, and determining how these practices, beliefs and assumptions inform their work as teacher educators. Institutional contexts and constraints also impact on the development of a teacher educator identity, because "Not only are teacher educators required to learn the explicit rules of the institution, they also have to navigate the implicit cultural rules that permeate the ways in which teacher education is enacted in particular institutions" (p. 251). Perhaps the greatest challenge for novice teacher educators is to develop their personal pedagogy of teacher education, taking into account the influence of biography and institutional context. Williams et al. noted that "A personal pedagogy is seen by many beginning teacher educators as a way to define who they are as teacher educators. The struggle for a sense of self appeared to be very closely aligned to the maintenance of authenticity in teaching, and to having a voice within the structures and practices of the faculty/department" (p. 254).

As this volume shows, the sense of self is also situated within the wider story, where key landmarks and reference points help teacher-educators to make sense of who they are within the wider social, political and educational landscape of teacher education. They demonstrate how becoming a teacher educator does not just happen when one is employed in that role. It is a career-long journey of becoming, and is influenced by new and changing circumstances and ways of thinking and doing, which are a constant feature of the professional lives of teacher educators. As evidenced here, transitions might involve moving from working as a school or kindergarten teacher to being a teacher educator in a university; working in different institutional and geographic or national contexts; and/or personal, philosophical, institutional, policy and/or pedagogical changes over time. As we can see in other collections about the professional learning of teacher educators, not necessarily based on self-study accounts, there is growing understanding of what it means to be a teacher educator. For example, Bates et al. (2011) discussed issues such as induction of novice teacher educators into the profession; the importance of communities of learners within teacher education; the general lack of formal mentoring of beginning teacher educators; and the challenges inherent in developing teacher education curricula. In Rodrigues' (2014) handbook for early career teacher educators there is much information and advice on a range of topics – the 'signature' pedagogy of teacher education; reflection on practice; subject matter/content knowledge; professional integrity and ethics; collaboration/partnerships; quality assurance. While these and other collections are no doubt of use for beginning teacher educators as

they transition from successful classroom practitioner to teacher of teachers, they tend to focus on *being* a teacher educator and *doing* teacher education, rather than the process of *becoming* a teacher educator. The latter is the central theme of the narratives contained in the current collection.

Learning from Narratives of Becoming

As the editors of this collection, we believe that these stories of individuals' experiences of professional becoming make a significant contribution to knowledge about how people learn to become teacher educators, and to understanding how narrative and self-study research can illuminate important aspects of professional becoming. All the contributors to this book have shared a variety of personal and career transitions that lead them to new understandings about themselves as individuals and as teacher educators, with particular reference to their work as self-study and narrative inquiry scholars. The authors were asked by us to provide a narrative account of their professional journey as a teacher educator, bearing in mind the following questions:

1. What are the most significant themes that have emerged from your research?
2. What are the important theoretical frameworks/positions that inform your narrative?
3. What important changes, transitions or transformations have you experienced in your career? How have these changes impacted on your professional knowledge, identity and practice as a teacher educator?
4. What advice would you give to those beginning their career as a teacher educator, based on your accumulated wisdom as a teacher educator? OR What contribution does your experience and research make to knowledge about the profession of teacher education?

As you will have seen from reading their accounts, the authors responded with skill and insight to the space and the framework provided, by contributing a collection of engaging and insightful narratives. As the editors of this collection, we identified very strongly with the experiences and understandings presented so compellingly by the authors as we worked with them throughout the development of this book. We recognised and shared many similar experiences and opportunities for professional learning as teacher educators over the past decade or so. We also gained insights into experiences that were very different from our own. On reflecting upon these, we wondered what wisdom we could take from their collective experiences, and based on this, what we might have said to ourselves as beginning teacher educators a decade or so ago. What insights from our colleagues would have been most valuable as we were embarking on our own professional journeys of becoming teacher educators? What advice would have supported and informed our developing professional identities and practice? Here, we present the wisdom that we, as editors, believe the authors have offered explicitly and tacitly, as they

presented their experiences of becoming to the scrutiny of their peers. To do this, we have engaged in a written dialogue about the key themes that each of us has identified in the collection, making connections to our own experiences while making sense of these collective stories of becoming. We hope that readers of this collection, and in particular, those new to teacher education, will gain valuable insights about what it means to become a teacher educator, and can identify visions and stories of learning from others that resonate with them, and help them on their own complex and exciting journeys of becoming.

Mike

I am struck by the way in which 'space' appears in different ways throughout these narratives. There is the recurring theme of learning from transition in physical space and how this can transform thinking: Tom's formative experience of working in Nigeria and Susan's move from the English summer to the frozen Canadian north; Nathan heads south from the USA to Australia as Mandi leaves Melbourne bound for Northern Europe. Going away to find out who they are and what they want to do transforms these authors; others move nationally or more locally. Each story takes its author across borders and though different spaces, and across a number of settings, as they look back from their current location to consider their own journey of how they got there and what they have learnt along the way. Another thing that stands out for me is that learning happens best when teachers and teacher educators provide safe emotional, intellectual and pedagogical spaces within which they and their students can learn. Avril and Shawn illustrate the improvisation and variations on curriculum themes which exemplify and model teaching that nourishes fundamental human needs of autonomy, competence and relatedness. Joe advises that we should relinquish control to gain influence as one of his pedagogic axioms. The safe space that these teacher educators provide allows for mistakes, 'failure' and dialogue between student and teacher that challenges notions of narrow standardisation and audits of success. This resonates for me when I consider my own experience of initially 'failing' at every level of education and what seemed at the time like a long period of uncertainty and perceived setback in becoming a teacher educator.

Judy

Learning from 'mistakes' and 'failure' also struck me as a significant concept in several of the chapters. Rather than seeing this as a negative experience, although it probably felt it at the time, learning from difficult experiences seemed to inspire people to think even more deeply about their position, their beliefs, their practices and their capacities to learn and grow. Some of these supposed 'failures' were due to the prevailing institutional and policy contexts, which are yet another type of

'space' in which people become teacher educators. Starting with their experiences as children in school and young adults in university programs, and in their work as more experienced academics, many of the authors cited the influence of either supportive or destructive educational environments, and the perception of having failed in some way to fulfil the expectations of others, which actually laid the foundation for many of their current beliefs and practices as teacher educators. Tom talked about how responding to a failed radical program innovation actually helped to cement his ideas about the importance of learning from experience; Dawn's initial failed attempts to gain promotion based on the scholarship of teaching rather than through the more traditional route of research lead to her 'crusader' identity of 'indestructability' and a firm knowledge that she can 'make a difference.' Alan and Nathan both experienced a sense of failure in their formal undergraduate education, but these experiences only served to strengthen their resolve to be different university teachers from those they experienced in their own education. Their pedagogical ideals and values are deeply rooted in these experiences of dysfunction and alienation.

I was moved by many of the narratives that illustrated, perhaps partly in response to perceived failures or struggles, that transitions through time and space require teacher educators to draw on personal characteristics and qualities to get them through. Many of the authors mentioned intrinsic qualities such as courage and tenacity (Susan); courage, vulnerability, uncertainty, fear, open-mindedness, responsibility and wholeheartedness (Mandi and Rachel); resilience (Dawn); and clarity of pedagogical vision, courage, persistence (Shawn, Jason and Nathan). Perhaps the most common quality was 'courage' – becoming a teacher educator actually takes courage to overcome fear, vulnerability, institutional constraints and personal challenges. When I began my career as a teacher educator, fear was all-encompassing. I must have had courage to live with and in time overcome my fears, but I have never explicitly thought about this until now. I certainly wouldn't have described myself as courageous. I remind my students that learning to teach is scary and that it is important to acknowledge and seek out support for their fears, and as many of these chapters attest, the same applies to those of us who are learning to be teacher educators. When reading the chapters, I was struck by the deep humanity and honesty that these teacher educators laid bare when they were sharing with us their journeys of becoming.

Mike

I agree that honesty and humanity shine through the narrative voice of every chapter in a way that allows the reader to know the author as person as well as professional. I found that Julian's focus on relational teacher education, where he identifies seven characteristics of an approach that places student experience and student needs at the centre of his pedagogy, is a very explicit example of a theme that links all the chapters. Respect and empathy are foregrounded through open and honest

relationships that place the teacher educator as learner as well as expert. Similarly, Tom asks his students what they are learning as a way of finding out whether he is meeting their needs as well as getting them to reflect on what they do need. Here, Tom is also modelling an approach that he wants the students to use in their own teaching, and this highlights the unusual situation of teacher educators, that is, they are teaching about and *through* teaching. I remember that this is a point developed by Lunenburg et al. (2007) who pointed out that in this respect:

> the teacher education profession is unique, differing from, say, doctors who teach medicine. During their teaching, doctors do not serve as role models for the actual practice of the profession i.e., they do not treat their students. Teacher educators, conversely, whether intentionally or not, teach their students as well as teach about teaching (p.588).

Judy

Yes, the importance of relationships in learning and teaching, and in becoming a teacher educator, was perhaps one of the strongest themes I found across all the chapters. This is something that I don't think I even considered when I embarked on my new career as a teacher educator. I remember feeling very much alone and feeling that everyone but me knew what they were doing and (to my eyes) were confident and competent in that knowledge. Susan repeatedly emphasised the role of others in her professional becoming, as did Alan ('we' over 'me') and Dawn who talked about the importance of people, past and present. These were not just personal or professional friendships and support networks, but active collaboration in learning about and doing teacher education – collaboration with students, colleagues, doctoral supervisors and in some cases administrators. In my own experience, this world of collaboration opened up slowly at first, as I often didn't feel worthy of others' interest and time, but like Susan, my world has also unfolded with "local, national and global networks of colleagues…who enrich and enhance my life and work." It is interesting to read that such a world also opened up for Joe at the Castle conference, coincidently the same place where our (Mike and Judy's) professional paths first crossed. This is where I first saw that I did indeed have a network of collaborators and critical friends, some current and others who would become known in the future. These narratives attest to the central role of relationships and collaboration in helping those, who are open to these opportunities, on the road to becoming a teacher educator.

Mike

Yes, just as we have gone on to work on various projects together, collaboration has also been central in developing deep reflection, which sits at the centre of these narratives and each author's pedagogy. This initially surprised me as I have most often

thought of reflection as an essentially individual, introspective activity. Helena and Rodrigo illustrate that this is not always the case through their own dialogue that tells the story of how their thinking and understanding developed in relation to that of each other. They came to see themselves and their own work in new ways as they shared their reflections with each other. As with Mandi and Rachel, this is partly about looking inward as they shape their thoughts for a trusted colleague and partly about looking and listening outwardly as they learn from each other. Reflection is a tool for closing the gap between theory and practice, or the gap between pedagogy as professed and pedagogy as practiced. This also involves looking not only inward and outward but also back on experience and then forward towards re-imagining practice (Julian and Jason). Joe's discomfort in academia leads him to reflective analysis, not withdrawal or entrenchment as he finds some firm footing amongst the 'oddballs' at the Castle conference. Finding that firm footing without entrenchment is the role of reflexivity, which becomes a key pedagogical skill and the central theme of each story. Schön (1971) said that all real learning comes from a feeling of being lost or being at sea. This sense of disorientation features in each of the stories. Reflexivity does not remove feelings of uncertainty for Avril or Nathan but helps them to find their sea legs and move around more freely in the rocky seas of teacher education, on either side of the world. This involves learning from experience by not only recounting the past, as we have learnt from the privilege of working with these authors and seeing these chapters develop, but through engaging in deep reflection on those experiences, and bringing new understandings to the present and potentially, shaping the future.

Judy

Just as you have likened teacher education as being a 'rocky sea' which needs to be navigated, it also struck me that many of the authors used metaphors to help them reflect on their past and present work, and to make sense of how they saw themselves and the journey they were taking to become teacher educators. The book is about 'journeys' of becoming, a metaphor in itself, and I think Susan summed it up well in the title of her paper – the long and winding road. Twists, turns, u-turns and changes of direction all constituted her journey from student teacher to teacher to administrator to academic and teacher educator. Similarly, Avril uses 'storylines' to find her way in a shifting educational landscape, while Mandi and Rachel use 'sacred stories' to chart their course into and through academia. Shawn turns to the performing arts genre to 'direct' his own story as a teacher educator, where story and character are invoked to illustrate his journey 'there and back again', just like Bilbo Baggins' journey in *The Hobbit*. A fictional character was also invoked by Dawn, who likened herself as *Crusader Rabbit*, having the determination and invincibility needed to progress up the rungs of the academic career ladder. The use of metaphor to examine the professional identity of student teachers and teachers is found in the literature (Hunt 2006; Pinnegar et al. 2011; Thomas and Beauchamp

2011), but it is less evident in relation to teacher educators. Why did the teacher educators in this collection turn to metaphoric representations to express their sense of self? Perhaps it provided them with another perspective or lens through which to see themselves which East (2009) argued was an important role of metaphor in examining practice. "Understanding metaphors helps us make better sense of events or concepts in our experience… Deliberate examination of current or past practices through metaphor can foreground new perspectives and new insights on practice" (p. 22).

Conclusions

Earlier in this chapter we posed two questions to ourselves as editors, and more importantly, as fellow teacher educators: What insights from our colleagues would have been most valuable as we were embarking on our own professional journeys to becoming teacher educators? What advice would have supported and informed our developing professional identities and practice? These are questions that perhaps other beginning teacher educators, or indeed teacher educators at any stage of their career, might also ask as they grapple with the complex and often confronting web of relationships, ideologies, institutional structures and policies that inform their daily work. From our reading of the chapters presented in this volume, and the conversation above about our own learning from these narratives of becoming, we conclude that the process of becoming a teacher educator is as much about the journey as the destination. The road to becoming a teacher educator is more often than not a winding path of diverse experiences and unfamiliar spaces, which provide opportunities for reflection on learning, both within ourselves and with our colleagues, with many of whom we have forged strong personal and professional relationships. This road helps us to reframe our understanding of learning and teaching, and to enact a pedagogy of teacher education that sits comfortably with our philosophical stance. The foundation for this stance very often lays within our experiences as learners in school or university, and in our respective spaces as beginning teacher educators, striving to find a comfortable place within academia and the institutional structures in which we work.

Perhaps one of the most important conclusions to be made from this collection, and one that would have helped us when we first embarked on our journeys of becoming, is that while individual experiences are unique to those involved, teacher educators are not alone. They are part of a wider network of colleagues, some known, some still to be encountered, that are there to guide and support them on this exciting journey. Collegiality and collaboration is at the heart of becoming a teacher educator, and it is up to individuals to seek out and embrace the connections they are fortunate enough to discover. We return to the metaphor first presented in the Foreword of this book, that is, becoming a teacher educator as an 'heroic journey.' While some might consider the term 'heroic' to be too strong a term, Bob Bullough deftly unpacks the various ways in which those featured in this collection were

heroic in their responses to the twists and turns of their professional journeys of becoming. We would argue that the narratives contained within highlight the essential humanity of teacher educators and the underlying moral dimensions of teacher education as a profession. It is not enough to get a job as a teacher educator – it is essential that we seek out our colleagues, learn from experience (theirs and ours) through deep reflection, direct our own performance, and develop and enact ethical pedagogies that ensure that the education we provide for teachers is based on sound morally grounded principles.

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