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.

D. Garbett (✉)
School of Curriculum and Pedagogy, The University of Auckland, Auckland, New Zealand
e-mail: d.garbett@auckland.ac.nz

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.

References

Arizona Group, Pinnegar, S., Guilfoyle, K., Hamilton, M. L., & Placier, P. (1994). Conversations with distant colleagues: Initiations into the academy. In R. Martin (Ed.), *Transforming the academy: Struggles and strategies for the advancement of women in higher education* (pp. 39–50). Earlene: Graymill Corporation.

Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.

Clarke, A., & Erickson, G. (2004). Self-study: The fifth commonplace. *Australian Journal of Education, 48*(2), 199–211.

Garbett, D. (2011a). Constructivism deconstructed in science teacher education. *Australian Journal of Teacher Education*, *36*(6), Article 3. Available at: http://ro.ecu.edu.au/ajte/vol36/iss6/3

Garbett, D. (2011b). Horse Riding 101: The role of experience in reframing teacher education practices. *Studying Teacher Education, 7*(1), 65–75.

Garbett, D. (2013). Promotion by teaching distinction: Developing resilience and cache for a track less travelled. *Studying Teacher Education, 9*(2), 108–117.

Garbett, D. (2014). Lessons on the hoof: Learning about teacher education through horse- riding. In A. Ovens & T. Fletcher (Eds.), *Self-study in physical education teacher education: Exploring the interplay of practice and scholarship* (pp. 63–74). Dordrecht: Springer.

Garbett, D., & Heap, R. (2011). Making practice visible: A collaborative self-study of tiered teaching in teacher education. *Studying Teacher Education, 7*, 235–248.

Garbett, D., & Ovens, A. (2012). Being a teacher educator: Exploring issues of authenticity and safety through self-study. *Australian Journal of Teacher Education*, *37*(3), Article 5. Available at: http://ro.ecu.edu.au/ajte/vol37/iss3/5

Garbett, D., & Tynan, B. (2010). A lifeline for emerging academics. In R. Cantwell & J. Scevak (Eds.), *An academic life: A handbook for new academics* (pp. 173–181). Camberwell: ACER Press.

Garbett, D., & Yourn, B. (2002). Student teacher knowledge: knowing and understanding subject matter in the New Zealand context. *Australian Journal of Early Childhood, 27*(3), 1–6.

Gee, J. P. (2013). *The anti-education era: Creating smarter students through digital learning*. New York: Palgrave Macmillan.

Heap, R., Garbett, D., Ovens, A., & Tolosa, C. (2014). Mobilising teacher education pedagogy through self-study. In D. Garbett, & A. Ovens (Eds.), *Changing practices for changing times: Past, present and future possibilities for self-study research*. Proceedings of the 10th international conference on Self-Study of Teacher Education Practices (pp. 118–120). Retrieved from www.castleconference.com

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.

Loughran, J. J. (1997). Teaching about teaching: Principles and practice. In J. J. Loughran & T. Russell (Eds.), *Teaching about teaching: Purpose, passion and pedagogy in teacher education* (pp. 57–69). London: Falmer Press.

Loughran, J. (2014). Professionally developing as a teacher educator. *Journal of Teacher Education, 65*(4), 271–283.

Meyer, J. H., & Land, R. (2005). Threshold concepts and troublesome knowledge (2): Epistemological considerations and a conceptual framework for teaching and learning. *Higher Education, 49*(3), 373–388.

Ovens, A., Garbett, D., Heap, R., & Tolosa, C. (2013). Sustaining high quality pedagogy in the changing technological landscape. *Computers in Schools: Learning, Teaching, Technology, 25*(1–3), 21–37.

Ovens, A., Garbett, D., & Heap, R. (2015). Using assessment to enhance twenty-first century learning. In C. Koh (Ed.), *Motivation, leadership and curriculum design: Engaging the net generation and 21st century learners* (pp. 173–183). Singapore: Springer.

Russell, T. (2007). How experience changed my values. In T. Russell & J. Loughran (Eds.), *Enacting a pedagogy of teacher education: Values, relationships and practices* (pp. 182–191). London: RoutledgeFalmer.

Shaw, L. (2006). *Making a difference. A history of the Auckland College of Education 1881–2004*. Auckland: Auckland University Press.

Tertiary Education Commission. (2002). *A new tertiary landscape – Introducing the tertiary education commission*. Wellington: Tertiary Education Commission.

Tynan, B., & Garbett, D. (2007). Negotiating the university research culture: Collaborative voices of new academics. *Higher Education Research and Development, 26*(4), 411–424.

Yourn, B., & Garbett, D. (2004). Bridging practices: A case study in preservice early childhood teacher education. In B. Yourn & S. Little (Eds.), *Walking to different beats: Good practice and innovation in higher education* (pp. 77–88). Palmerston North: Dunmore Press.