Mobile Teachers: Becoming Professional Mobile Educators in the Marketization of Education

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Contents

Abstract

The movement of educators, from local systems into international education systems, underscores an increasingly important development in the internationalization of education. The chapter explores the experiences of educators creating mobile careers in education by working outside their local education systems. Drawing on Urry's (2004) concept of mobility, this chapter explores the mobile professionalism of teachers working outside their local and national education systems. The chapter aims to theorize the concept of mobility as it applies to teaching professionals as they shape their professional and private spaces to construct mobile professional identities, knowledge, and practices. The chapter will explore case studies of eight mobile educators with an aim to capture their mobility trajectories. These trajectories will be critically discussed as a way to explore both the motivations that drive educators to become mobile and the meanings that shape their knowledge and practices as they negotiate successive international contexts. Shaped by the vastitudes of cultural and

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gendered identifications and variegated agency, mobility has differentiated consequences for teacher professional identities, career trajectories, and professional practices. The mobility of educators presents challenges for teacher education what counts as their professional knowledge in the "disorganized capitalism" of international education.

1   Introduction

In the early twenty-first century, schools and higher education institutions have been transformed by technological innovation and global interconnectivity (► Chaps. 2, "Characteristics of Mobile Teaching and Learning", and ► 19, "Tutors in Pockets for Economics"). The mobility of educators across international education systems underpins the cultural and educational flows which integrate local and global interconnections. The mobility of educators has consequences for the ways in which educational theories and practices can be understood in globalized education systems that vie for educators and educational expertise.

Within a growing international teaching marketplace (Bryan 2007), Australian teachers and practitioners are in demand and can be found working worldwide in international school contexts, as language teachers, subject specialist, and administrators (Townsend and Bates 2007). The demand for locally trained Australian educators is particularly evident from recruitment agencies and companies seeking to headhunt locally trained teachers to develop international educational expertise, as well as seeking those teachers with international experience and international knowledge (Widegren and Doherty 2010). The growing international demand and movement of teachers has consequences for the teaching profession and how, as mobile educators, these educators sustain their knowledge and practices within a changing landscape of differentiated education systems.

The movement of teachers, from local systems into international education systems, underscores an increasingly important development in the internationalization of schooling, governance, curriculum and assessment, and also teachers and teacher professionalism (Arber and Blackmore 2007–2011). The internationalization of the teaching profession and the mobility and increasing cosmopolitanism of labor, ideas, and finances generally point to a growing trend for teachers to become more mobile and join the mobile international workforce (Rizvi 2009; Rizvi and Lingard 2010). However, the international demand and movement of teachers has occurred without much critical review. The movement of teachers from a local system to international systems has repercussions on local notions and practices of professionalism, professional development, standards and regulations, and professional identities (Blackmore 2010). Teachers' mobility, and its consequences for teacher professionalism and identity, is an area requiring more comprehensive research.

This chapter examines the concept of mobility Calhoun (2002) as it relates to the movement of local educators into international teaching contexts. Drawing on Urry's concept of mobility (Urry 2004, 2007), the chapter will critically discuss case study research of mobile teachers as a way to explore both the motivations that

drive Australian teachers to teach in locations outside of Australia and the meanings that shape their knowledge and practices as they negotiate successive international contexts and create a "mobile life" (Urry 2002).

2   Background: Mobility and Educators

The term mobility refers to "movement driven social science in which movement, potential movement and blocked movement are all conceptualized as constitutive of and constituted within economic, social and political relations" (Urry 2007, p. 43). As distinct from social science that unpacks the social context within a specific space, movement-driven analyses focus on transition space, which is constituted within the social space or context, in addition to the paths and transitions from one context to the next (Kevin et al. 2006; Urry 2000a, b). Rather than each context being the focal point of analysis, the transition space or the "in-betweenness" (Urry 2007, p. 39) is of interest. It is within the expanding markets of international education that mobile educators negotiate their mobile life. These negotiations are varied depending on the professional and their motivations; however, the demand for teachers in expanding markets is a key driver of teacher mobility. Some engage in mobile life as a condition of the practices of consumerism (Rizvi 2010), which shape and are shaped by social institutions, cultural practices and the sense of identity (Rizvi 2010).

Professional identities are interactive in that they are acquired, performed, and mediated within the everyday of diverse institutional, cultural, and ideological contexts. In addition, the transformative effects of digital change and a globally networked society and their consequences for institutional contexts and day-to-day lives put pressure on the ways professional identities themselves are negotiated (Rizvi 2010; 2011). The move to adapt some practices, to reform others, and to negotiate the harmonies and turbulences of everyday work spaces impacts on the acquisition and development of professional skills and knowledge. According to Urry (2007), "mobility systems are based on increasingly expert forms of knowledge" (p. 53); if this is the case, then as the education profession becomes more mobile, the assumption is that new expert forms of knowledge will emerge as a result of mobility. Part of the development of the mobility expertise is reconfiguring of professional identity, professionalism, and professional practice as these aspects of an educator's work are developed within a mobile context. Mobile educators are experiencing change in how they develop their careers and their work, and this professional change is being shaped by the different economic, social, and political relations that, in turn, shape international education systems creating demand for particular knowledge and practices.

A mobile life provides opportunities for mobile professionals to shape their own patterns of mobility. This is more so for educators because the education profession has yet to develop international benchmarks that regulate teachers' professionalism. While organizations like the World Bank have sought to set up international standards for assessing teacher quality (Vongalis-Macrow 2012), these are

recommendations attached to development conditions of borrowing nations. Teaching qualifications are recognized internationally and international teaching training, such as International Baccalaureate teacher training programs; however, beyond the qualification, there is no regulatory body or group who oversees the quality of teachers' practices internationally. From this perspective, the negotiation of teachers' careers trajectories and practices are mostly negotiated by the individual teacher and the host context.

3   Researching Mobility of Educators: Mobility and Methodology

Exploring the trajectories of mobility of eight teachers teaching within the international education system as they shape new identities and new practices requires a depth of conceptualization and theorization (D'Andrea et al. 2011). One of the criticisms of mobility research is that it lacks depth, for example, as subjects traverse borders and locality, they recode and update their understandings, identities, and practices (D' Andrea et al.); therefore a methodological challenge is to capture their recoding and changes in understanding (Büscher et al. 2011). In order to overcome a methodological gap, the methodology draws on two specific analyses. Identity will be theorized conceptually by drawing on the narrational practices of the participants to explore notions of identity. The narrational practices evoke the mobile teachers' sensemaking in describing the contingent and practical domains of experience in relation to their everyday life and professional-cultural experience. A social cultural analysis of teachers' narrational practices examines the interactions of professionals and how these find and create meaning in relation to others. These encounters shape their professional identity. The mobile teacher agent "in situ" negotiates his or her identity, and the everyday practices of the experiential everyday as it is constituted within the unequally empowered, turbulent institutional, and normative contexts of the local which underpins the processes of transculturalism (Rizvi 2010; Elliott and Urry 2010; Vertivec 2001). These changes and the personal and social knowledge and activities which shape and are shaped by them describe the complex interrelation between the spaces and places in which the mobile teacher sites their overseas teaching lives.

The critical discussion of professional skills and knowledge will take a more specific analysis which focuses on the teacher's agency, specifically on the actions that shape capacity. As embodied agents, teachers negotiate their professionalism within an already structured social and professional world (Bourdieu 2007). The examination of mobile teachers' agency can demonstrate what particular skills and knowledge are valuable in negotiating their professionalism within international contexts. A focus on teachers' agency provides a framework for exploring the ways that professional knowledge and skills of educators are performed and in demand. Emirbayer and Mische (1998) define agency as "the capacity of actors to critically shape their own responsiveness to problematic situations" (p. 971). Drawing on agency theory (Archer 1995, 1996; Nash 2001; Vongalis-Macrow 2004, 2007),

professional practices evidenced through agential actions can be examined in order to clarify the actions and activities of mobile educators, which are negotiated in order to ascertain which ideas, knowledge, and practices are relevant to the transnational exchange.

4   Research Design

The research involved developing a detailed questionnaire in order to generate essential knowledge about teacher mobility. This was followed up by in-depth interviews with the research participants. The questionnaire consisted of 36 questions seeking biographical and demographic information and then contained a series of open-ended questions in which the participants were asked to provide details about their local cultural context, the school, school operations, their students, their role, and questions outlining their experiences. The questions contained items which explored how each teacher understands the teaching contexts in which they work in terms of students and pedagogies and of codes of conduct, professional practice, ethics, skills and knowledge, how teachers understand their professional identity as they negotiate those contexts, and how teachers understand the impact of their experiences in terms of their future work as educators both inside and outside of Australia.

The questionnaire was administered to eight Australian teachers currently teaching overseas. The participants were also interviewed about their experiences, and these interviews formed a narrative of the participants' mobile teaching experiences. The interviews delve deeper into their teaching experiences and practices while being mobile. The participants were able to narrate their story, responding to open-ended and semi-structured questions about their experiences and how these influenced their teaching and notions of identity. The interviews were transcribed and formed the basis of narrative analysis of educators' beliefs and ideas to construct notions of a mobile professional identity.

In order to capture mobility trajectories of a group of educators, the research specifically focuses on the differentiated tracks of the educators as they pass through particular stages in constructing their mobile career and how they shape and create the "in-betweenness" (Urry 2007, p. 39). The stages are:

- **Impetus:** motivating factors to undertake mobility. The professional makes decisions about their personal and professional life and whether mobility enhances their personal and/or professional goals.
- **Recruitment:** engagement with occupation possibilities. The professional becomes mobile dependent on skills and knowledge that are in demand. Teachers need to have particular skills and qualifications to enable mobility.
- **Professionalism while mobile:** constructing professional identity and practices while mobile.
- **Future mobility:** future prospects and how mobility is reimagined as a condition of future work.

The mobile life of educators, captured through the four stages, provides a structure for examining the mobility as a process of movement inclusive of the potential for movement, in this case the impetus to become mobile. The stage also includes potential for blocked movement, such as the recruitment process, as this stage is also a factor in whether mobility is enabled or disabled. The analysis of professionalism will unpack what happens to the educational expertise while educators are mobile and how professional identity is reshaped. This analysis will critically analyze the narrational practices of the respondents to investigate professional identity, and drawing on agency theory as defined by Archer (2004, 2007), the analysis will also critically discuss how educators draw on and use their professional skills and knowledge while mobile.

5 Results

The table outlines the basic demographic information of the eight participants in this study (Table 1).

Eight participants were teaching in seven countries inclusive of the UAE, Indonesia, Taiwan, China, Hong Kong, and Thailand. The participants ranged in age from late 20s to 70 years. Only four of the teachers had preservice teaching qualifications; all the participants had undergone some kind of teacher education particularly in English as a foreign or second language. Three of the participants were teaching English at universities, attended mostly by local students, and two of the universities are private. Two participants also taught other subjects, including Math, Science, and ICT at primary schools. One of these schools is attended by mostly local students and the other school is a dual-language school attended by both local and international students. One participant taught only Mathematics at an international school in Asia after teaching for a year in London. Three of the teacher participants have also another position apart from teaching. One respondent is head of International Affairs and Scholarship Program at a university, while the others

Table 1 Participants

Name	Gender	Age	Location	Professional position
1	M	71	Jakarta, Indonesia	Head of intern, affairs and scholarship program
2	M	36	Thailand	Assistant principal, international school
3	M	39	Hong Kong	Primary teacher
4	M	28	Banda Aceh, Indonesia	English Language Center
5	F	42	Xian, China	English second language teacher
6	M	37	Taipei, Taiwan	Aquatics program director
7	F	36	United Arab Emirates	Senior curriculum specialist in English
8	F	51	Abu Dhabi, UAE	Head of faculty, primary school

Source: Vongalis-Macrow, Arber (2013)

Table 2 Reasons for mobility

Participant mobility	Reasons
2	Other business to teaching
3	Travel
3	Teaching

include an assistant principal in an international school and a head of faculty for primary level at a government school.

Two remaining participants did no teaching work. Although accepted to teach, one respondent prefers to work as an English Curriculum Specialist at the local government department with responsibility to give advice to teachers from KG to G12 at government schools for various subjects, including English, Mathematics, and Science. After teaching overseas for many years, another participant holds position as a director, whose role is to oversee swimming pools, aquatics and water safety curriculum, and programs for all students from kindergarten to G10 at an American school in Asia. The local students attending this school mostly have international associations, for example, one parent has foreign passport and high education aspiration of going to the USA for their degree.

5.1 Impetus: Motivation for Movement

The motivation to teach overseas and begin mobility is varied between professional and personal reasons. Two of the participants were motivated by other professional opportunities which they transferred to teaching out of need and desire. For one participant, their business opportunities fell through and teaching was a fallback. Another, once a chef used to mobility as part of the professional expectations transferred this expectation onto teaching. For three participants, mobility was motivated by personal desire to experience different cultures and locations. Two participants were motivated for professional reasons, to seek more opportunities within the teaching profession (Table 2).

Motivation for mobility is also tied to the perceived benefits of mobility as distinct from remaining local. The professional benefits among the participants are highlighted more than the lifestyle benefits. For example, the professional benefits included flexibility in working conditions; greater experience with colleagues, students, and communities of different culture; greater financial rewards; and greater professional opportunities. Only two of the participants emphasized life-style benefits such as new cultural experiences. It appears that initial motivation for mobility is consolidated by professional benefits once mobile.

5.2 Recruitment

As students were sampled from a master's level education course, all have similar education background, mostly in TESOL as a second degree. However, not all of

them have teaching experience before teaching overseas and only four teachers had teaching qualifications accepted within the Australian school sector. Three participants applied their teaching job overseas only using TESOL and online TEFL certificates; two of them had never taught in Australia. Among six participants who have teaching experience both at schools and TAFE sectors in Australia, only four who actually work as a teacher/ teaching professionals as their first job overseas. One participant was a business man and another was a chef when they moved overseas. The teachers found their placement through the use of the Internet, social contacts, and letters of introduction. The "rites of passage" to obtain employment differed strongly and may have reflected the different standards applied within different countries and different kinds of educational institutions.

Both teachers in Indonesia said that they applied, one through a friend, and were then given the position. Teachers going to China and Thailand were interviewed. Those teaching in the Emirates and in Hong Kong and Taiwan sent through an official resume and went through an intensive interview process of two or three interviews before being accepted for their position. The recruitment process can vary depending on the site for mobility; however, the professional skills and experience of the teachers were key in their mobility capacity.

5.3   Professional Practice: Narrational Analysis of Professional Identity

Although the sample was small, gender was consistently identified as an influential factor shaping the scope and value of the mobile experience and the development of mobile professional identities. Affirming the work of Pavlenko and Piller (2008), women described cultural and language constraints as influential in shaping the quality of their mobile experiences, differently to men. In particular, women described the ways that cultural and structural mechanisms impinged on their day-to-day lives and had different consequences for the development of their careers and professional identities, living differently to men.

When asked about the ways that they understood their cultural identity, for instance, men described themselves as agents whose cultural identity was chosen and malleable. Participant three understood his identity as becoming increasingly fluid explaining that now his identity gets often confusing especially the longer he stays away from his home. He stated that he felt detached from his home even though he had experience moving locations when he was younger. He questioned the location of home.

The survey showed a difference between the ways the men and the woman were satisfied in their teaching context. Men regularly reiterated that they were excited in their work and in their community location. The male participants were more likely to describe the idyllic nature of their location, citing cultural difference, the beauty of the location, the language, and the relative lower cost of living as key factors in their satisfaction. The women also cited similar factors; however, they also included the personal nature of their experience as it offered self-discovery in new cultural contexts. Women reflected that the experience would make them

more appreciative of their friends and homes. Nevertheless, while all of the women, bar one, were satisfied in their present teaching location, they described that they were often lonely missing family and friends, feeling a sense of isolation. They did not always understand how things work and found different notions of politeness and the emphasis on specific dress difficult. However, this sense of identity restriction was mitigated by statements which essentially valued the opportunity to do something worthwhile and make a difference.

Men and women answered questions about the challenges and opportunities they faced in relation to language and culture differently. Male participants based in Asia commented on the opportunity to learn, especially cultural learning and language learning. They highlighted experiences of cultural festivals and traditions such as weddings and cultural celebrations as indicators of more deeply experienced cultural differences in how local people interacted. They singled out respect and tolerance as operational values in social relationships and suggested that these values contributed to feelings of safety and security within the local contexts. Participant three noted that despite not being fully cognizant of the cultural norms, his attitude to embrace the differences was fostered by the opportunities to participate in the learning and in the understanding of the different culture. He commented that the context can be challenging to foreigners if they do not embrace both the language and culture of living abroad.

The women had quite different concerns. Participant five in China regretted that she did not learn more Chinese language – although she had always been fascinated by China. However, the cultural differences were more difficult to overcome and the cultural gap too wide. The participant was more intent on maintaining her identity outside her professional role. It could be argued that her professionalism drove her mobility, and despite personal issues in adapting to the host culture, her main motive to remain a mobile teacher overcame any cultural concerns.

In the UAE, participant seven saw the prospect of being exposed to new cultures, languages, and religions as a great opportunity. Still she was challenged by the multifaceted nature of culture and the realization that an Australian way of doing things was not the only way. She was more open to her cultural identity being more influenced by her experiences. She became aware of the keen differences in culture between the UAE and her Western values. Participant eight also found that culture framed her world in new ways, but she was more open to tackling challenges and taking personal responsibility for understanding and working with very different social and cultural values.

Whereas the men argued that community participation was a matter of becoming more involved with the community, participant eight understood that the successful development of her professional identity demanded that she showed consideration for the norms and structures which defined her work context. The behaviors exhibited to ensure professional success in the UAE included listening to colleagues, seeking advice, joining committees, and ensuring that in all negotiations, she remained calm and respectful.

Participants two, three, and six agreed that they had developed professionally through their overseas work. They discussed their aspirations for leadership as a

professional goal. Participant six described how his focus as a teacher and his professional identity had changed since he had left Australia. The supportive school community in Asian international schools, he explained, had made him feel challenged and important and allowed him to grow professionally. Being a mobile teacher had presented more professional learning opportunities that he believed these had improved the quality of his teaching. Participant two concurred, also commenting that he had grown professionally through the opportunity to develop his teaching and leadership skills within schools. Despite a lack of teaching qualifications, participants one and four revealed their mobility aspirations. Participant one saw his future as involved with student exchange and double degree program as well as enjoying traveling and meeting new people. His aspiration is to continue his professional growth and be integral to providing education for his prospective students. Participant four had similar future plans to develop his professionalism and continue teaching. Generally, all the male participants indicated that the experience of being a mobile teacher had enabled them to develop professionally and for some, to pursue ongoing career goals within a mobile career.

All of the women wrote at length about the ways that they felt changed by the experience – and these changes took quite different forms to the men. Participant five, who did not have preservice teaching qualifications, had recently returned to Australia and was trying to find work teaching English to tertiary students. Participant five felt empowered by the new professional knowledge; however, as a specialist English teacher in educational markets that draw significant numbers of foreign teachers teaching English, she felt disappointed that her specialization was not considered higher status. She commented that English teaching was associated with a backpacker and tourist teaching.

She was disappointed that her overseas experience did not seem useful as she looked for work in Australia; however, the experience of mobility remained with her and she indicated a return to mobile teaching in the future. It appears that participant five's professional identity was more representative of her in the international context rather than in Australia. Despite a disruption to personal identity, the role of the professional identity became the main conduit in shaping mobility and future employment. In other words, the individual is able to put aside personal responses to culture and change in order to progress and grow their professional capacity.

Participant seven also indicated a future for her as a mobile teacher. The participant stated that teaching in a new context initially challenged her identity as a great teacher and had implications for how she felt professionally. Rather than accepting a professional setback, she continued to feel optimistic about the opportunities of mobility. She stated that her present work, as a curriculum advisor within the UAE, would provide an avenue for further work in educational development and would like to explore the work of NGOs and international organizations in the area. The challenge to her professional identity, nevertheless, opened up new career and professional opportunities for the participant. Rather than accepting that her professional identity is that of a classroom teacher, in her new context, she sought ways to build on her professional capacity and credibility.

Unlike the men who agreed that they had consolidated their professional identities in their overseas work, participant seven found that she had to build more skills and in doing so understood the work of teaching as not being perfect and certain, but she understood her professionalism as uncertain and responsive to contextual and cultural challenges of working within a different education system. She had to become more familiar with different ways of having professional conversations and dialogues, thus being more mindful of subtle cultural differences in the way professionals interact and participate in exchanges. She particularly noted the need to be aware of the cultural norms that needed to drive exchanges. As a Westerner living in an Islamic culture, she noted that arrogance of a Western teacher had no place in the context and in the profession. She noted values such as tolerance and patience as critical cultural learnings.

Within that frame, she negotiated a strong and very successful professional identity. Participant seven was being considered to take up a vice principal position of the next academic year. Her aspiration was to do a Doctorate in education with a focus on education reform and business opportunities in the UAE. Like the men, she felt that overseas experience had prepared her well for a number of high-powered positions, and with her knowledge, she considered herself highly marketable in international education. Her future aims were to remain mobile and seek employment in an emeriti teaching university.

The way in which women (and men) negotiated the surrounding context was different. The mobile teacher agent "in situ" negotiates identity, and the everyday practices of the experiential everyday within the unequally empowered, the multidimensional, and contradictory processes (Rizvi 2010; Elliott and Urry 2010; Vertivec 2001). In creating a professional identity within new international contexts, the professional is managing economic, cultural, ideological, and technological flows that are part of the new mobilities (Urry 2007). In fact, participants five and seven had negotiated very successful career paths in ways which both paid attention to and moved beyond the contextual factors which framed and mediated their professional development. When asked to speak about their everyday lives as teachers in localities different from those in which they were trained, men described the development of their professional identities differently than did the women. Men described the normative and structural contexts of their day-to-day experience as assessable after appropriate learning and their professional identities as matters of confidence and choice. Women described the ways the material and unequally empowered nature of the surrounding cultural and social context impacted on their everyday lives.

5.4 Professional Practice: Agentic Analysis of Professional Knowledge and Skills

The mobile professional teacher negotiates their professionalism in an already structured work and professional context (Bourdieu 1997, 2007). How teachers negotiate their professional experience is evidenced by the particular skills and

knowledge that they draw upon in the transnational exchange. The identification of professional skills and knowledge that arise out of mobility can be identified and clarified through an analysis of the educators' agency. By examining the conditions of agency, especially focusing on how and when agency is enacted, actions relevant to the navigation of mobile professionalism can be identified. The focus on agency (Archer 2004) helps to make visible the phenomena of mobility because how people exert their agency (Biesta and Tedder 2006) is by engaging specific professional skills and knowledge that facilitate mobility.

Regarding the impetus to become mobile, the personal autonomy of how each teacher moves into their current place of employment varied. The majority of the participants, six out of the eight participants, were seeking mobility for professional reasons. The impetus for mobility is for professional reasons reflecting strategic choices. Urry (2003) refers to the roaming talent that characterizes mobile professionals. In addition, the participants expanded on their strategies. For example, participant five identified that a motivator for choosing a career as an English teacher was that it was a marketable professional option that would enable her to teach overseas. All but one of the examples indicated a desire for greater responsibility and leadership in their teaching career. In other words, their actions were guided by the teachers seeking more professional opportunity in their teaching career. Their international postings were stepping stones to furthering teachers' careers and become marketable in international education.

The professional impetus for mobility suggests that it is not only the experience in itself that the teachers sought, but they attributed a value to the experience in terms of its contribution to career progression. Rather than roaming talent, which suggests that the emphasis is on the roaming or mobile experience, our cases rationalized their mobility in terms of career progression and enhancement. Participant one provides a general example of career mobility. As a teacher, he had aspirations for leadership and stated that he would remain mobile to purse his career goals. Similarly, participant three stated that he would continue his mobility and move into middle management. Participant three states that he will also remain mobile in pursuit of teaching experiences in different contexts.

Regarding professional knowledge and practice, the participants were asked to explain the qualities of a "good" teacher that may be in demand to work overseas. In addition, they were asked how the qualities of a "good" teacher could be demonstrated. Participants all identified teacher performance measures as measures of quality. Specifically, seven of the eight participants identified that teaching performance, as evaluated by students, is a critical negotiating indicator. Therefore, qualities of a good teacher included practices that focused on student learning and student outcomes. How each participant underwent evaluation of their skills and knowledge varied. In some cases, the evaluation included a range of stakeholders: students, teachers, heads of departments, and human resources. At the very least, all participants were expected to have their teaching skills and knowledge evaluated as part of their employment. The participants indicated that being able to demonstrate good teaching was tied to performance bonuses, contract negotiation, staff rating, and a reflection of dedication.

Critical professional knowledge for mobile educators includes the capacity to undergo evaluation and assessment of their teaching performance. Student achievement was identified as a key indicator of teaching by three of the participants. They understood that performance appraisal was evidenced from the students' results, and they believed that this indicator for teaching standards was professionally sound.

All the participants had theoretical expertise in outlining key conceptual, practice, and context knowledge that underpins "good" teaching, and the necessity to demonstrate and be evaluated on performance is a key factor in mobile professionalism. Urry (2007) suggests that mobility evokes expert forms of knowledge, and the research suggests that being able to demonstrate "good" teaching, largely through student achievement outcomes, is a necessary performative skill among mobile teachers in order to confirm their talent and value and negotiate their value and marketability. The notion of performance tied to salary is controversial in many national systems; however, this notion is depoliticized for the mobile educator, and instead it is a point of negotiation tied to remuneration, opportunity, and professionalism.

The mobile teachers in this study mediated their professionalism through regulations set by the school or educational context in which they are working. For example, when asked about Codes of Conduct, which are standardized in national teacher registration and are implemented to frame the conduct of the professionals, each participant referred to local codes of conduct either determined by the school or by the broader cultural context. For example, in some contexts such as Aceh, Sharia law framed the code of conduct. However, in other contexts, schools had a very detailed code of conduct such as working days, times, extra duties, preparation expectations, classroom management, professional dress, supervision, and teacher discipline procedures. The varied nature of how teachers shape their code of conduct to suit the context means that they are required to be adaptive in order to meet the obligations that shape their teaching and their employment conditions. This requires a developed self-reflexivity, "to direct attention and intervention toward their own patterns of response" (Emirbayer and Mische 1998). A developed self-reflexivity sensitive to the subtle and overt cues that are crucial for professional and private adaptation in diverse cultural contexts is a new knowledge specific to mobile teaching professionals.

5.5   Ongoing Mobility

The respondents had mixed feelings about returning to Australia. The main concern is that they were unsure about their recognition of their international experience. They express a concern about how their mobility is represented. One participant noted that they felt more mature professionally and as such believed that they were a better teacher; however, she was uncertain about her prospects. The return to Australia nevertheless remained as a possibility for all of participants. The main motivation was to keep their teacher registration current in their local contexts.

However, it appears that upon returning to Australia, the negotiated identity and new knowledge gained from the mobile experiences would be undervalued in Australia. However, participants noted that despite more multicultural understandings in their native countries, they were not ready to forgo the cultural diversity offered by being mobile. The participants allude to notions of multiculturalism in order to imagine an educational space in which their cultural knowledge and professional knowledge can become of their local professional identity. It appears that while the rhetoric about international teaching and globalization of education have consolidated in educational theorizing, the practices of teacher mobility demonstrate that teaching is still a largely localized professional construct. However, as the teaching market place continues to grow with the increasing demand of education in middle-income and developing nations, the mobility of teachers will become a growing phenomenon, and local constructions of professionalism will need to reappraise the value of mobile professionals and their attractiveness to not only international contexts but also to local contexts.

6   Future Directions

The growing phenomenon of teachers becoming more mobile is in response to a greater demand from international education markets. However, becoming mobile and creating a mobile life mean that educators are negotiating their professional skills within varied economic, social, and political contexts (Urry 2007). The study of educators' mobility draws on a distinct form of social analysis that not only unpacks what happens to educators once they are working within different contexts but also focuses on their transition space or the act of movement from one workplace to another. Mobility is not a process open to all educational professionals as there are transition points in the mobility process. In order to become mobile, professional educators need to reshape and reconfigure to overcome how they create their professional identity and professional practices so they are adaptable to new contexts. Their identity and practices remain fluid as they move between and in international work spaces.

   This exploratory research interrogated the mobility experiences of Australian teaching professionals as they reflected on their professional experiences working outside of Australia. The examination of teacher experiences in situ suggested that their professional trajectories could be tracked in terms of five points of mobility, each of which captures a point of boundedness that requires the mobile teacher to review their professionalism within a context (Warf and Arias 2009). Negotiating their professionalism means that they adapt to the normative and structural terms and conditions of working in different social and cultural contexts. The cultural and social norms which construct cultural and, in particular, gendered identities impacted differently on women than they did for men. Although the sample was limited, we contend gender influences the way that educators formulate their professional identities and develop their career trajectory. For some teachers, the mobile experience was empowering, whereas others found the experience challenged their career

trajectory and their professional identities. These differences warrant further and more extensive examination. The understanding that social and cultural features of different contexts are important but that they are negotiated differently is an important one for teacher education as more teachers seek mobile careers.

The mobile career creates capacity for personal autonomy for mobile teachers. In accepting the challenges of negotiating the value and potential of their professional knowledge in the "disorganized capitalism" of international education, what emerges are expectations of demonstrating the performative skills of teaching. Teachers' professionalism depends on demonstrating teaching capacity and having their performances undergo evaluation as indicative of their professional capacity and value. This performative aspect of teaching privileges teaching practices that are linked to student learning outcomes. This indicates that professionalism is being rescripted away from perhaps a more critical professionalism, where teachers have a greater influence of their pedagogical practices and curriculum creations. Mobile teachers tend toward a more performative professionalism.

Overall, the study showed the gendered influences on mobility, the variegated disruptions to professional and personal identity, the performativity of professionalism, and the under-recognition of mobility as a career trajectory. As the juggernaut of international education continues to grow, the research serves as a reminder that teachers must be cognizant of the social and cultural circumstances in which they might teach and be provided with the skills and knowledge to work with them and to understand the ways that these are changed, impacted differently, and negotiated in situ and in process.

7 Cross-References

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