AdvanceHE

Becoming a teacher educator: guidelines for academic induction

Third edition

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Preface to the third edition

The first edition of these guidelines for academic induction of teacher educators was published in 2007 and the project won the BERA/Sage prize for practitioner research partly in recognition of the collaborative development of the guidelines. The second edition in 2011 was published in response to the rapidly growing body of research on becoming a teacher educator. This third edition is needed to respond to the now considerable body of international research on teacher educators as an academic 'tribe' and to acknowledge developments in the pedagogy of teacher education. It also aims to look forward, beyond the 'age of measurement' (Biesta, 2010), which arguably will be recorded in history as 1980 to 2020, in which neoliberal ideology has shaped education policy through marketisation, fragmentation, the turn to practice, and flawed evaluation through data-based proxy measures. In practical terms we have more directly addressed the third edition at new teacher educators, although it will also be a useful resource for education department managers and academic developers supporting teacher educators.

Acknowledgements

We must acknowledge the contribution of a great many teacher educators to these guidelines, as workshop participants, collaborators and reviewers. Kim Harris was co-author for the previous editions and contributed to the associated workshops for many years. We are also grateful to the teacher educators who have commented as critical friends and reviewers for the third edition.

1 Introduction

These guidelines are designed to support you, a recently appointed teacher educator based in higher education. In writing them we are informed by our own experiences and research as well as by the considerable body of empirical research on teacher educators. We have adopted a broadly sociocultural perspective on workplace learning and used key concepts from identity theory.

It is important to explain our use of the term 'teacher educator' because we are using it as a reasonably broad and inclusive term to encompass all those who 'teach teachers', which we define as:

> "Teacher educators are all those who have a formal active role in the facilitation of professional learning by student teachers and teachers."
>
> *(Boyd and White, 2017, 124)*

However, we are primarily focused on teacher educators as academics, based in higher education. We acknowledge the position and contribution of teacher educator colleagues teaching higher education programmes in further education college settings. If you are in that situation some of the support mentioned will be accessible through your partnership with a university. If you are a school-based teacher educator much of the content will be of interest and might help you to shape your career development. You are likely to find the sections and suggested further reading on pedagogy of teacher education highly relevant. We anticipate that, as a reader of these guidelines, teacher education will now be a significant element of your role and that you have been recently appointed, for example within the last two or three years. You may have considerable successful experience as a schoolteacher and may have previously acted as a mentor to student teachers. The guidelines will also be useful if you are considering a move into a teacher educator role or if you have some responsibility for management or academic development of teacher educators. Schoolteachers who currently act as mentors for student teachers, a crucial role in teacher education, may find these guidelines useful and relevant but should appreciate that the expectations for a teacher educator, for example in terms of scholarship, are considerably higher than for a mentor.

1.1 Using the guidelines

Becoming a teacher educator is an exciting and challenging experience. Having been recently appointed to a post with responsibility for teacher education, you are likely to have previously established a strong and successful career as a practitioner, a schoolteacher. The role of teacher educator requires the development of new knowledge, skills, pedagogy and underpinning advanced scholarship. The process of 'becoming' a teacher educator involves critical changes in professional practice and identity.

Identity means a story that you maintain about yourself, how you see yourself within your social and professional settings. In these guidelines we adopt the concept of multiple identities: that an individual maintains more than one identity, and that sometimes you may experience tensions between competing identities (Swennen, Jones and Volman, 2010; Swennen, Geerdink and Volman, 2017). We also embrace the sociocultural perspective of identity trajectories, that your identities will grow and change over time in response to your initially peripheral and gradually more established membership of new social and professional communities (Wenger, 1998). Many newly appointed teacher educators understandably feel a pressure to remain credible as a schoolteacher (or college teacher) and cling to this identity (Boyd and Harris, 2010). However, unless you are still regularly teaching children or students in school or college then you should consider alternative ways to contribute and develop identity as a teacher educator, for example through advanced scholarship. Within your new role as a teacher educator, you might scan your workplace, your educational partnership and the wider teacher education sector, asking: "what identity trajectories are valued and possible?" You might recognise 'paradigmatic' identity trajectory role models, which might be individual colleagues or a composite (Wenger, 1998), for example combining different areas of teacher educator work such as teaching teachers, scholarship, consultancy or leadership. The identity trajectories that are highly valued within your new workplace and role as a teacher educator are likely to be a powerful influence on your planning and development.

These guidelines aim to develop your knowledge, stimulate your thinking, support your formation of new identities and guide your action planning for induction to your new role as a teacher educator. We consider 'induction' to be a sustained period of learning and identify formation over a three to five-year period. At its best it includes both formal provision through workshops or courses and less formal workplace learning, mentoring and network learning elements. The guidelines are based on our interpretation and application of current research, including some of our own studies; on the experience of teacher educators; on becoming an academic within a professional field; and on the development of pedagogy for initial and continuing teacher education. Within the constraint of keeping the guidelines concise, we have also included the voices and vignettes of teacher educators:

> "I feel a lot more confident in putting less stuff into the sessions […] and certainly I think my philosophy's changed from perhaps feeling I had to fill the students up to prepare them to go out to school and actually I'm a lot more aware that what I need to do more is get them thinking…"
>
> *(New teacher educator)*

This quotation captures a pattern in the experiences of many recently appointed university-based teacher educators who feel students expect them to be a 'lecturer' and initially may fall into a transmission-based approach to teaching. This is made more likely as they themselves are likely to be reading key texts and relevant research and suddenly have plenty of new 'knowledge' to impart (Boyd and Harris, 2010,16).

Part-time formal study to complete advanced qualifications is often an important element of academic induction for teacher educators. This may include postgraduate courses in teaching and learning in higher education, a full master's award and, for many, a doctoral programme of study. If you do not already have a full master's-level award, then we recommend completing a master's programme as useful preparation prior to beginning doctoral study. New teacher educators present a wide diversity of starting points and these guidelines are therefore based on the principle that induction will need to be flexible and adaptable to suit the needs of individuals. New teacher educators usually recognise the need for wider and more in-depth personal reading and study to support their new role so that their 'practical wisdom' gained from school classroom experience is complemented by theory and research:

> "[My teaching has] become more reading and research informed. Before, when I first started, it was very much more experience informed."
>
> *(New teacher educator)*

We recognise the wide range of institutional contexts in which teacher educators are located and there is a very wide variation in the expectations and pressure for individuals to engage in scholarship or produce published research outcomes. Heavy workloads and finding time for scholarly activity is a challenging issue for teacher educators in all settings. The guidelines are therefore intended to help shape your planning rather than present a blueprint.

We anticipate that you will benefit most from engaging with these guidelines over a period of time, not least because the expectations may seem somewhat overwhelming if taken on board all in one go. The purpose of these guidelines is to provide a tool to support you in managing your own professional development during the induction process of becoming a teacher educator. Sections 1 to 3 are intended to prepare you for making some plans, which you will then complete with support and prompts in section 4. Perhaps you might engage with sections 1 to 3 over a short period of time and then, after a suitable pause, start to write an action plan while engaging with section 4. You might then use support from a line manager, mentor and other colleagues to refine your action plan.

Research with new teacher educators in university settings has identified the following priorities for teacher educator induction (Murray and Male, 2005; Murray, 2008; Boyd and Harris, 2010; McKeon and Harrison, 2010):

+ acquiring the pragmatic knowledge necessary to acclimatise to their new institutions and roles
+ developing their pedagogical knowledge and practice, including assessment processes, appropriate to teaching student teachers in higher education settings
+ enhancing their scholarship, leading to publication in their chosen area of expertise.

We will introduce these and additional issues and signal further study and possible strategies and actions for you to consider.

Your induction needs to reflect the accepted discourses, tensions and practices of teacher education as a professional discipline in the higher education sector, in addition to meeting more general and local institutional requirements for probation:

> "I know I need to be doing it [scholarly activity] and I know that the institution wants me to get involved in research, but with everything else that I do it's very difficult to fit it in and the other issue that I suppose I have is that I've never had a plan of where I'm going."
>
> *(New teacher educator)*

You need to steer a career development path that embraces the multiple professional identities available, including university teacher, educational consultant, educational researcher and higher education manager (formal leadership). Note that each one of these possible identities demands your development of research literacy and advanced scholarship. It is probably not wise to try to juggle all these identities, at least not all at the same time.

1.2 Teacher educator pathways

It is useful for you to consider the stories and perspectives of teacher educators based in a range of different workplaces, not least because you may move to one of those during your career, but also so that you might empathise with colleagues in different settings across your partnerships and networks. Teacher education as a professional field includes both initial teacher education (ITE) and continuing professional learning or development (CPL/CPD) for experienced teachers. Note that within some education policy contexts, for example in England, teacher education is often referred to as 'teacher training' but this is a use of language that we reject because it tends to reduce the status of teacher to that of a technician rather than a professional. The field of education is often subject to fast-changing policies that affect student teachers, serving teachers and teacher educators. Across the four nations of the UK, initial teacher education has been traditionally based in higher education. Since 2010, however, England has seen the growth of school-centred teacher education routes in which schools and school-based teacher educators take far more responsibility for initial teacher education and of continuing professional development for teachers.

However, most initial teacher education across the UK retains a partnership between schools and a higher education institution. There is considerable variation in expectations of teacher educators in different institutions as teacher education providers include research-intensive universities, teaching-led universities and further education colleges. Expectations of an individual's active involvement in research may vary considerably, and differing forms of partnership between universities and the schools and colleges they work with bring considerable variation in terms of the amount of 'relationship maintenance' (Ellis et al, 2013, 267) required of teacher educators.

Continuing professional learning for qualified teachers in the UK has for some years now used a mixture of providers, including local education authorities, private consultants and university-based advisors. Universities have also provided master's-level programmes in education as part of their provision for teacher development.

These developments in both initial and continuing teacher education mean that some teacher educators may be isolated or working in contexts that do not support their own professional learning and scholarship. In addition, some university teacher education departments are now creating teacher educator roles that are different from traditional academic posts (usually called lectureships), including employing serving school or college teachers on fixed-term contracts. A variety of titles are used for these posts, including 'teaching fellow', 'associate tutor', 'partnership tutor' and 'university teacher'. The posts vary in terms of pay scale, contracts, teaching workloads, management responsibilities and expectations for published research outputs.

The professional learning, career development and identities of teacher educators are emerging research areas. There is considerable diversity in terms of the professional journeys individual teacher educators undertake and the opportunities they encounter in their work. Some of this diversity is illustrated in the vignettes below. These are fictional but based on collation of the professional teacher educators we have met during research projects. While each individual is unique and workplace contexts and roles vary hugely, it is hoped that the vignettes will provide inspiration to help new teacher educators consider their own ambitions and pathways for further professional learning and career development.

Figure 1. Vignettes of experienced teacher educators

Leah taught for 10 years in schools and gained her Master's in Education by part-time study. She has 12 years' experience as a university-based teacher educator, working in a research-intensive university and mainly teaching on postgraduate primary teacher education (PGCE) programmes. Leah has now completed her doctorate, again by part-time study, and built up a portfolio of journal publications, academic books and research grants. She recently gained a post as a senior lecturer.

Clive taught in schools for 15 years and enjoyed mentoring student teachers during their placements in his school. He now has five years' experience as a teacher educator in a teaching-led university. He works on a postgraduate programme for secondary mathematics teachers and contributes to a range of subject enhancement courses. He also acts as a maths consultant for schools locally and nationally and has written a chapter for an edited text on the teaching of mathematics. Overall, Clive has a strong commitment to knowledge exchange activities and a strong profile as an educational consultant.

Harprit worked in business administration for 10 years before taking on a teaching post in business studies in a further education college. She gained her Master's in Business Administration and after eight years was invited to contribute to teaching on a teacher education programme within her college. Eventually she moved into the teacher education team and now manages two postgraduate courses.

Brian taught English language courses in schools and some adult literacy skills in further education colleges for 15 years before being invited to apply for a teacher education post within his current institution, a further education college with degree awarding powers. He now heads up a teacher education postgraduate course. He has successfully completed a master's programme at his partnership university, and with support from his supervisor is working towards publishing a paper from his dissertation.

James enjoyed a successful career in secondary schools, including time as a deputy head. He now works part-time in higher education and part-time in schools. He is a history specialist and works on various exam board and advisory bodies, as well as running a secondary PGCE in history. He sees his future as making a major contribution to the teaching of his subject in schools.

Susan taught in schools for 15 years and now has 15 years' experience working in higher education. After working on teacher education programmes and an undergraduate special educational needs course at her research-intensive university for 10 years, she now leads an international, specialist course on inclusive education in Malaysia. She writes extensively on this subject for professional audiences but does not see herself as an active researcher.

We would encourage you to reflect on these teacher educator pathways and consider which are most familiar within your current workplace setting. You might be able to add to the range of pathway stories by talking to colleagues. You might be able to consider which of these teacher educator pathways is most highly valued in your current workplace setting or in other institutions for which you might wish to work in the future. Consider the idea of paradigmatic identity trajectory role models, an individual or combination of elements of identity from different individuals in your workplace who seem to be highly valued and might provide a role model for you (Wenger, 1998) The vignettes suggest wide possibilities in terms of professional journeys and underline the need for all teacher educators to be proactive in planning the next steps for their professional learning and career development.

2 My work as a teacher educator

This section introduces relevant theory and research on workplace learning and specifically on teacher educator experiences. The significance of situated learning in the workplace (Lave and Wenger, 1991; Eraut, 2000; Fuller et al, 2005) means that your induction includes both formal and non-formal experiences that promote professional learning. While it is not possible or desirable to plan all non-formal activity, we would argue that it is possible to design and nurture educational workplaces that promote or provide opportunities for non-formal learning. We also contend that the boundaries between formal and non-formal professional learning activities are permeable (Eraut, 2000) and that, to some extent, such a distinction, while useful as a planning tool, is not sustainable in a complex educational workplace setting. You need to include both formal and informal learning opportunities in planning and implementation of your academic induction and expect them to overlap considerably.

2.1 My purpose as a teacher educator

In your influential role as a teacher educator, it is important to ask: what is my purpose as a teacher educator?

Initially you might consider the broader question: what is the purpose of education? A useful language for debating the overlapping purposes of education is provided by Gert Biesta (2009; 2010). Briefly, he identifies three overlapping purposes for education:

+ qualification: knowledge and certification
+ socialisation: family, citizenship and employability
+ subjectification: developing as a unique human being.

Within socialisation this framework highlights that the purpose of education is not merely employability. As a teacher educator you might consider how you are contributing to the development of student teachers as global citizens, with a critical perspective on their role in society. The concept of subjectification reminds us that education should include sufficient risk and freedom for learners to respond creatively, to surprise their teacher sometimes and to contribute. Subjectification for student teachers requires us to engage in ‘teacher education’, not in ‘teacher training’.

In considering our purposes as teacher educators, professional values come into play and the emphasis we place on working towards social justice through education. Living in poverty is associated with experiences of stigma and shame (Tyler, 2013) and ‘challenging deficit ideologies’ is a key challenge for schools in supporting engagement and achievement of students who have experienced social disadvantage (Thompson, 2017; Ridge, 2009). Schools and teachers cannot resolve all of the big societal challenges but the ‘attainment gap’ alone is a huge challenge for the education system and, currently, we are largely failing to resolve it (Strand, 2014). Effective schools generally raise national test results for all students but even they do not eliminate the socio-economic status gap (Strand, 2014). There is a growing literature on how schools might support disadvantaged students but arguably its weak point is on how to do this within the classroom itself. We would suggest that strategies such as dialogic teaching, philosophy for children and the ‘learning beyond limits’ project offer contested but convincing ways forward (Alexander, 2017; Knight, 2019; EEF, 2018; LWL, 2020).

In terms of race, it is important that teacher educators first educate themselves about the continued attainment gap of Black Caribbean youngsters (Rollock et al, 2015; Gillborn, 2014) and those from Gypsy, Roma and traveller backgrounds (Bhopal, 2011). Teacher educators require an understanding of how systemic racism operates within education and particularly within teacher education (Lander, 2011; Lander, 2014). Systemic racism results in the absence of references to race or racism within ITE policy and its frameworks (Smith, 2013) and the limited number of Black student teachers on ITE programmes. Following the killing of George Floyd in the US and the global Black Lives Matter protests, student teachers are seeking to be educated about race and racism. Teacher educators need to be prepared to have courageous conversations with novice teachers and support their understanding of how systemic racism supports the status quo.

In seeking social justice through education, it is critical that in addition to social class we also engage fully with gender, 'race', disability, sexuality and religion and intersectionality, meaning the way that these overlapping social and political identities combine to create different modes of privilege and discrimination. For example, Black Caribbean and White British low socio-economic status pupils as a group tend to have low achievement and make poor progress (Strand, 2014). As a teacher educator, a position of influence, we need to become well-informed on these challenges and adopt a critical activist stance, otherwise we will be part of the continuing problem rather than part of the solution.

2.2 My workplace learning environment

The literature on workplace learning provides a useful conceptual framework for teacher educators to understand and plan for their own professional development. It also has additional value because it offers powerful tools to understand and develop the learning and identity formation of student teachers who are both 'learning to teach' and 'teaching to learn' (Loughran, 2006). This dual use of these conceptual tools in the complex work of teacher educators is explored in depth in McNamara, Murray and Jones's edited book 'Workplace Learning in Teacher Education' (2013).

Workplace learning theory rests to a considerable extent on situated learning theory. This developed originally from a study of apprenticeship learning in workplaces and focuses on a newcomer, as a legitimate peripheral participant, developing their membership of the community of practice (Lave and Wenger, 1991; Wenger, 1998). Situated learning theory emphasises informal learning in the workplace, although the contribution of formal programmes to shape that learning is also acknowledged (Fuller et al, 2005; Murray et al, 2020). Building from situated learning theory, Fuller and Unwin considered workplaces as learning environments positioned on an 'expansive-restrictive continuum' (Fuller and Unwin, 2003; Evans et al, 2006). This framework was developed further in a study of workplace learning of secondary school teachers (Hodkinson and Hodkinson, 2005). Based on the study of teachers, an expansive–restrictive continuum for workplace learning environments in teacher education is presented in a modified form in Figure 2 below. This continuum provides a useful conceptual framework for critically evaluating the workplace learning environment of teacher educators. It is important to note that teacher educators and their senses of individual and communal agency are all significant parts of the workplace context, active in participating in and co-creating their learning environments.

Figure 2. Continuum of expansive – restrictive learning environments for higher education teachers

EXPANSIVE learning environment	RESTRICTIVE learning environment
Close, collaborative working	Isolated, individualist working
Colleagues mutually supportive in enhancing teacher learning	Colleagues obstruct or do not support each other's learning
An explicit focus on teacher learning, as a dimension of normal working practices	No explicit focus on teacher learning, except to meet crises or imposed initiatives
Supported opportunities for personal development that go beyond institutional or government priorities	Teacher learning mainly strategic compliance with government or institutional agendas
Out-of-institution educational opportunities, including time to stand back, reflect and think differently	Few out-of-institution educational opportunities, only narrow, short training programmes
Opportunities to integrate off-the-job learning into everyday practice	No opportunity to integrate off-the-job learning
Opportunities to participate in more than one working group	Work restricted to one departmental team within one institution

Teacher educators need to work in expansive workplace learning environments, as do their student teachers. To be effective, induction as a new teacher educator needs to strike a balance between your individual needs and those of the employer. It helps to see professional learning as an essential, integrated and long-term aspect of day-to-day work, rather than the achievement of short-term, easily measurable outcomes achieved through formal learning outside the workplace.

It is then important that workplaces deliberately cultivate 'informal' support for new teacher educators (Wenger, McDermott and Snyder, 2002).

These may include:

+ open discussions and day-to-day interactions with mentors and colleagues
+ collaborative professional work with relevant groups
+ sustained support for scholarship and research from mentors.

If the workplace feels restrictive, then it may be possible to achieve change by collaborating with colleagues, reaching out to wider networks and expanding your environment to include more expansive communities. Wider networks will also enable you to find teacher educators who share your specialist interests (see section 4.4 for useful weblinks).

2.3 Research on teacher educators

The work, roles and identities of teacher educators, as well as the experiences of being, becoming and learning as a part of this occupational group, have been the focus of increased attention from researchers and practitioners for more than 15 years now (Izidinia, 2014; Loughran, 2014; Cochran-Smith et al, 2019). Policymakers have also realised the centrality of teacher educators in improving both teacher education and schooling.

The selective review presented here will give you an overview of some of this research and draw out key findings and implications. To give wider perspectives, we also recommend that you engage more fully in reading some individual studies. Planning your induction and ongoing professional and career development will benefit hugely from such reading.

A methodological note before analysing the substantive issues: most empirical research on teacher educators uses conventional qualitative methods with interviewing being a favoured data collection tool. These patterns mean that most research is small-scale and practice-based, conducted and reported by teacher educators who are practitioners and/or researchers in the field, and based on self-report methods. Self-study research methods (Loughran, 2005; Russell, 2004), which have their roots in older traditions, including action research, practitioner research and reflective practice, have become popular in many countries, notably the USA and Australia. Self-study foregrounds the importance of analysing the practices, experiences and processes of teacher education from the inside and is always researched by practitioners. All of these characteristics of teacher education research are not necessarily problematic in themselves, of course, but they do limit the coherent accumulation of research findings and therefore the capacity for impact on the field (Menter et al, 2010).

2.3.1 Research on teacher educator identities and professional roles

One of the most useful studies of teacher educators' roles is Lunenberg et al's (2014) systematic, international review of 137 previous studies. This concluded that teacher educators in HE adopt at least six different roles: teacher of teachers, researcher or scholar, coach, curriculum developer, gate-keeper and broker. This is not, of course, a finite list; to it could be added Ellis et al's (2013) identification of the roles involved in 'relationship maintenance' between the university and schools, and Maguire's focus on the often gendered and intensive roles in caring for students and academic 'housekeeping'. Lunenberg et al (2014) found that most of the studies they analysed were focused on teacher educators in their roles as teachers of teachers. They concluded that more coherence between studies was needed to create solid knowledge about work for all teacher educator roles. They also noted that quantitative research studies were scarce.

Izadinia's (2014) metareview of 52 previous studies on teacher educators' identities is particularly useful here as it analyses identity for new teacher educators (see below). Also recommended for its exploration of identity is Davey's (2013) study. The InFo-TED group has analysed teacher educator identities across the career stages on its very useful website (www.info-ted.eu). These researchers see "professional identities as 'social identities' in that they are a fusion of both the personal identity of the teacher educator and a collective identity, that is, the experience of being an integrated part of a group". Identity then develops in response to communal values, workplace practices and norms.

The group concludes that teacher educators' roles are not synonymous with their identities, but inevitably daily professional practices, carried out alongside peers, are involved in the formation of significant parts of professional identity. This identity is then 'complex, not least because how teacher educators 'perform' their identities will be contingent on the ways in which they position themselves and are positioned by those significant in their professional lives'. This brings the potential for significant local and national variations in identities.

2.3.2 Research on new teacher educators

As indicated above, Izadinia's (2014) metareview is an excellent starting point for reading about new teacher educators. Harrison and McKeon (2008) offer a strong example of a conventional qualitative research study, reporting as it does an exploratory case study of five beginning teacher educators over the first two or three years of their new careers in different types of HEIs in England. Murray and Male's (2005) study of a broadly similar sample group of 28 beginning teacher educators in England also used interviews and biographies as the data collection methods, but over a narrower timeframe. This article publicised the now much-cited concept of teacher educators' work as 'second order' (see also Murray, 2002).

The best of the self-study research on new teacher educators has made a significant contribution to understanding how beginning teacher educators experience their entry into teacher education work and the identity shifts and knowledge development which occur then. Good starting points for this type of reading are articles by Williams et al (2012), Young and Erickson (2011) and Marin (2014).

Collectively, studies of new teacher educators identify that:

+ the transition between school teaching and being a teacher educator in HE is often stressful, characterised by 'identity shock' (Davey, 2013), subsequent identity changes, and distinct shifts in knowledge and pedagogies
+ many teacher educators have initial difficulties in adjusting to the norms and expectations of HE. The research shows repeated themes of 'survival', anxiety about 'fitting in' and striving to make sense of HE work and its multiple demands (Boyd and Harris, 2010; Murray, 2016)
+ there is a strong sense across many of the accounts of entering a new world, with a new language and ways of working (Murray, 2016)

- teacher educators may feel 'deskilled' (Boyd and Harris, 2010; Martinez, 2008) and feel that they are masquerading in HE (Murray and Male, 2005) or just getting by (Mayer et al, 2011)
- priorities are often to forge new identities, to acquire new knowledge and to develop new pedagogical skills
- the need for systematic induction into HE work is often unrecognised, with managers (and sometimes the new teacher educators themselves) assuming that experience and knowledge of school teaching can simply be transferred to teaching adult learners in the university setting (Mayer et al, 2011; Murray, 2016).

We conclude that the complexity of teacher education – particularly the complexity of second order of practice for teacher educators (Murray, 2002; Murray and Male, 2005) – is still insufficiently recognised. Research on new teacher educators indicates that teaching in teacher education requires the development of new professional identities and new pedagogical skills and knowledge for working with adult learners. We therefore argue that academic induction for new teacher educators needs to be more coherent and must support the development of a pedagogy of teacher education and research and scholarship. Without adequate support for this development during induction, new teacher educators may struggle to come to terms with working in the university sector.

2.3.3 Research on teacher educators' professional learning

The professional learning of teacher educators across the course of their careers is one area where large-scale quantitative studies are now being produced, alongside systematic reviews such as that by Ping, Schellings and Beijaard (2018) of what, how and why teacher educators learn. This review analysed 75 research articles and concluded that, while research on teacher educators' professional learning is growing fast, the field is fragmented in focus. In line with Lunenberg et al (2014), they conclude that this is largely because first, there is no clear knowledge base deemed essential for teacher educators' work, and second, the forms of professional learning undertaken are diverse. Few studies were explicit about the knowledge teacher educators should possess and how that differs from the professional knowledge of teachers. Using the categories of content, activities and reasons for learning, Ping et al (2018) record content emphases on the pedagogy of teacher education and 'doing research', particularly practice-orientated scholarship.

The largest scale study on professional learning is currently Czerniawski, Guberman and MacPhail's (2017) international and comparative needs analysis for the InFo-TED group, based on a survey of 1158 higher education-based teacher educators in six countries. Here, as in many other studies, there is growing appreciation of the complexity of teacher educators' learning, with results suggesting that teacher educators were only moderately satisfied with their professional development experiences but had a strong drive for further professional learning. This drive focused on achieving 'best practice' in teacher education, gaining the academic skills required to further their professional careers, and creating knowledge of the curriculum associated with their fields of expertise. Van der Klink et al's (2017) international study found that during their induction, teacher educators' primary focus was

survival, whereas later in career their focus was linked to developing their own professional identity and knowing their students as individuals, especially through engagement with research-related activities.

Other bodies of research suggest that the most influential professional learning for teacher educators takes place in informal workplace settings and through interactions in the department or team (McNamara et al, 2013; Boyd and Harris, 2010; Barak et al, 2010) since this clearly takes place in professionally and personally relevant contexts and is close-to-practice. Hadar and Brody's study of professional learning communities over seven years (2017) indicates that a central characteristic of teacher educators is taking responsibility for their own learning.

2.3.4 Research on teacher educators as researchers

In teacher education, as in all university disciplines, research and scholarship are key: courses are designed to be research-informed and to disseminate new knowledge; active engagement in various aspects of research is routinely encouraged for students; and most academics are expected to be research-active scholars. However, studies show that many new teacher educators face challenges in becoming research-active (where 'research-active' means involved in the production and publication of new knowledge). This is particularly the case in the early stages of their teacher educator career if they enter the university from schools and without a doctorate or sustained experience of research (Murray and Male, 2005; Boyd and Harris, 2010). In Czerniawski et al's (2017) large-scale international survey of teacher educators' professional development needs, support for research development came high on the list of priorities for nearly all respondents.

Research cultures within university education departments vary considerably, of course, creating very different expectations and possibilities for academics' engagement in research and scholarship (Deem and Lucas, 2007). Those institutional cultures, in turn, are also affected by national changes to requirements for research in and on teacher education. The work of Sikes (2006), Pollard (2014) and Boyd and White (2017), for example, demonstrates the, often detrimental, impact of national research audits on teacher educators and their research in the UK. MacPhail and O'Sullivan (2019) describe how the re-positioning of Irish teacher education to become 'research driven' has affected teacher educators' engagement in research there.

Cochran-Smith and Lytle's (2009) much quoted idea that all teacher educators should adopt 'inquiry as stance' has led to arguments for practitioner research or self-study to be used as effective pathways to build scholarship in teacher education (Murray, 2010; Williams and Ritter, 2010). Additional arguments are that such research develops practice, increases the body of professional

knowledge and has resonance with classroom inquiry for teachers who move into teacher education in universities. But, as indicated above, this kind of work does not necessarily have high value in national research audits and is not universally recognised in academic promotion criteria.

Studies (see, for example: Boyd and Harris, 2010; Murray and Mahoney, 2011) show that many new teacher educators, particularly those on conventional teaching and research contracts, feel considerable pressure to complete doctorates and/or to produce and publish research outputs in academic journals and books. Inhibiting factors here include lack of time to produce conventional research outputs, 'self-doubt' or lack of confidence or experience in the early stages of becoming research active and struggles to reconcile research with teaching and management commitments. These tensions in becoming and being a teacher educator are still present in many contexts and may persist across career stages (MacPhail and O'Sullivan, 2019; Murray, 2014; Niklasson, 2019).

Despite these tensions, many teacher educators do become research active and the teacher education communities to which they belong develop thriving individual and communal research identities. Tack and Vanderlinde (2014) argue here for consideration of a "researcherly disposition", defined as "the tendency to engage in research". This involves an inclination towards research (affective aspect), an ability to engage in research (cognitive aspect) and a sensitivity for research opportunities (behavioural aspect). Their research drew up a typology of three types of teacher educators: "the enquiring teacher educator", "the well-read teacher educator", and "the teacher educator-researcher", each with different dispositions towards research and patterns of engagement in it. Their study resonates with findings from other studies on professional educators' differentiated and strategic engagement in research including those of Boyd and Smith (2016) Swennen et al (2017) and Murray and Mahony (2011).

3 Planning and managing my induction

This section aims to help you plan and manage your induction. Clearly you will seek support from colleagues but, ultimately, we strongly suggest that you need to take an assertive lead in constructing your own induction to cover perhaps your first three years in a teacher educator role. Beyond that you will, of course, need to continue to manage your professional learning and development. Having a realistic and flexible plan will help you to manage workload priorities and your own wellbeing.

3.1 Frameworks for my induction

You might consider your professional development at different levels:

+ personal scholarship to underpin teaching, consultancy, research and leadership
+ one-to-one mentoring / line manager / critical friend for academic writing
+ teaching team collaborative working
+ collaborative writing or research projects
+ departmental events and projects
+ teacher education partnership activity
+ institutional level provision
+ subject discipline networks.

If you are based in a further education college or school, the partnership with a university will be particularly significant for you and should be viewed as a critical professional development resource. However, as college and school teams will often be small, networking more widely with other local teacher educators will also be an important potential source of support. In all institutional contexts it is the quality of day-to-day interaction and collaboration with colleagues that is critical for the creation of an expansive workplace learning environment.

If you are based in the UK (but also internationally if you are based in a university or in school), it is worth considering the UK Professional Standards Framework (UK PSF) for teaching and supporting learning in higher education (www.advance-he.ac.uk/guidance/teaching-and-learning/ukpsf). This useful framework is central for all academics in the UK, with increasing adoption internationally. The three areas of the framework are: Areas of Activity; Professional Values; and Core Knowledge. Most UK universities are working towards all of their academics gaining accreditation against these professional standards. Successful completion of an accredited programme in teaching and learning in higher education is one way of gaining the status of Associate or Fellow. A peer reviewed portfolio scheme for experienced academics gains access to Senior and Principal Fellow status (www.heacademy.ac.uk/system/files/downloads/Fellowship%20Frequently%20Asked%20Questions_5.pdf). The UK PSF provides a very useful framework for university-based teacher educators and, importantly, it includes a dimension focused on professional values.

Another useful framework, if you wish to pursue development as a researcher, is the VITAE Researcher Development Framework (RDF) (www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework/developing-the-vitae-researcher-development-framework). This framework is designed for all academics who are developing as researchers and covers from novice to expert researcher, so do not be too daunted by the considerable range of areas for development that it proposes. The four main areas of this framework are: [A] Knowledge and intellectual abilities; [B] Personal effectiveness; [C] Research governance and organisation; and [D] Engagement, influence and impact. The great benefit of this framework is that it too easy in pursuing your doctorate to focus solely on the research content and methodology itself, which is section A in the framework. Using sections B, C and D to plan professional learning and set targets will help you to develop more fully as a researcher and gain useful development that underpins your other roles and identities.

The body of research on teacher educators is steadily growing and our interpretation of it is necessarily selective and merely an introduction. In addition to the research discussion above, we have listed some useful open access journal papers below.

Starting points for further reading:

This paper by Laila Niklasson in Sweden focuses on becoming a teacher educator and tackles the key issues of pedagogy and research:

Niklasson, L (2019) 'Transition from teacher to teacher educator – Teacher educators' perceptions', *Journal of Advances in Education and Philosophy,* 3 (12): 436-444. Available at: saudijournals.com/media/articles/JAEP_312_436-444.pdf

Ross Bernay in New Zealand focuses on the boundary-crossing role of teacher educators working in university-school partnerships:

Bernay, R A (2020) 'School/University Partnership Changed My 'Being' as a Teacher Educator', *New Zealand Journal of Educational Studies,* 55: 303-319. Available at: link.springer.com/article/10.1007/s40841-020-00173-1

This early paper on becoming a teacher educator by Jean Murray and Trevor Male has been much cited, becoming influential in international policy, practice and further research:

Murray, J and Male, T (2005) 'Becoming a teacher educator: evidence from the field', *Teaching and Teacher Education,* 21 (2): 125-142. Available at: www.sciencedirect.com/science/article/pii/S0742051X04001295?via%3Dihub

Pete Boyd and Kim Harris show in this paper how new teacher educators perhaps spent too long holding on to credibility as a schoolteachers rather than pursuing new identities as scholars and researchers:

Boyd, P and Harris, K (2010) 'Becoming a university lecturer in teacher education: expert school teachers reconstructing their pedagogy and identity', *Professional Development in Education,* 36 (1-2): 9-24. Available at: doi.org/10.1080/19415250903454767 and insight.cumbria.ac.uk/id/eprint/359/

This paper by Liz White focuses on school-based teacher educators, an occupational group of growing importance in pre-service teacher education in England and some other national contexts:

White, E, Dickerson, C and Weston, K (2015) 'Developing an appreciation of what it means to be a school based teacher educator', *European Journal of Teacher Education,* 38 (4): 445-459. Available at: doi.org/10.1080/02619768.2015.1077514 and uhra.herts.ac.uk/bitstream/handle/2299/17604/White_Accepted_Manuscript.pdf?sequence=6

Jean Murray and colleagues deploy a conceptual framework emphasising participatory professional learning and Engestrom's concept of expansive learning (2001) to explore how learning from formal events and workplace learning were integrated:

Murray, J, Kidd, W, McMahon, A and Viswarajan, S (2020) 'Teacher Educators and Expansive Learning in the Workplace and Beyond', *Frontiers in Education,* 5. Available at: doi.org/10.3389/feduc.2020.00084

3.2 Working with others

Your line manager may be able to mediate institutional policy to better support your induction as a teacher educator (Helawell and Hancock, 2001). If they are involved in teacher education, then they should have a reasonable understanding of the opportunities and pressures you are facing. In any case, we would suggest that you diplomatically 'manage up' to get the best of your line manager's expertise and influence. We would recommend that you aim to establish with your line manager a view of induction as a long-term process of mutual benefit rather than a series of formal training commitments and approval hurdles (King et al, 2018). A tension exists for heads of department between their responsibility for allocating teaching and administrative workload and their role in protecting recently appointed staff and helping them to prioritise time for induction activities. The review of your role and job design set out in Section 4.1 is a key area in which this tension is played out in practice.

An experienced teacher educator acting as a mentor may be a useful support for your induction. In many workplace settings you will be allocated a formal mentor and it will be important for you to be proactive to make the most of this resource. As a newly appointed teacher educator, Jo Barkham argues in her self-study that you need to take significant responsibility for the development of the mentoring relationship and that power should be negotiated between the mentee and mentor (2005). In addition, you should seek out, over time, one or two informal mentors, peers who you respect and trust to provide advice (Eraut, 2007). There are significant advantages in having a mentor who is not also responsible for evaluating your job performance, because this helps to provide a more equal peer mentoring relationship in which trust can be built up to facilitate effective reflective learning (Boud and Walker, 1998; Schwiebert et al, 2000; Staniforth and Harland, 2006; Tenner, 2004). More realistically perhaps, acknowledging competitive academic environments in higher education, Johnson and DeSpain (2004) focus on mentoring in support of writing for publication and adopt a pragmatic approach to power within the relationship. Within an academic department or teacher educator team you will need to negotiate between your development and the needs of the organisation across a range of uncertain areas; a mentor provides a useful sounding board to check your thinking and decisions (White et al, 2014).

Joining a team or teams within your workplace and teacher education partnership will give you opportunities to build effective working relationships and good levels of trust. It is important to discover the unwritten ways of working and shared values of the teams you are joining, but it is also crucial that you begin to contribute and influence those ways of working and values. Many new teacher educators who have moved from school to university departments feel that their considerable practitioner expertise is undervalued in the new setting, in which research work and research identity are often most highly valued (Boyd and Harris, 2010; Boyd and Smith, 2016). One way to begin to tackle this proactively is to pursue advanced scholarship in one of your areas of expertise, although this requires determination as you are likely to be already doing plenty of reading just to keep up with the reading recommended to student teachers on your programmes. The majority of your professional development will involve advanced scholarship and, in addition to formal courses, you will select and attend a series of research seminars, research skills workshops and writing retreats. You and your mentor should look out for opportunities to join an experienced colleague in co-authoring a chapter or you might be able to join an existing research project or funding bid. Such opportunities may be limited within your own institution and so you should also look more widely.

Subject associations and wider networks operating at subject discipline or professional field level and cutting across institutional affiliations are an important feature of the higher education sector (see weblinks in Section 4.4). These subject discipline networks are often where academics most strongly identify and contribute and where they are most able to develop and express critical perspectives on policy and practice. Special interest groups or networks within the larger research associations will enable you to build links and find collaborators. National and UK networks are very useful, but you will also find a warm welcome in wider international networks and we would strongly recommend you build links across Europe. European teacher educators will welcome collaboration with you and you will find many areas of shared practice but also be challenged by some distinctive differences. European and especially online networks will enable you to gain international experience while controlling your carbon footprint. Another area of work and networking that you might develop, depending on your workload and priorities, is education consultancy. If you are based in a university then consultancy work with external clients such as schools is often valued as a partnership building, knowledge exchange, income generation, or research impact activity. If you are a school-based teacher educator, then consultancy work with other schools may well be an explicit element of your role but you will be expected to underpin your contribution through advanced scholarship.

3.3 Induction as an individualised three-year programme

Although the first year as a teacher educator is a time of rapid learning and acquisition of new forms of knowledge, significant professional growth continues in the second and third years. These guidelines reflect these findings by viewing academic induction support for new teacher educators as a three-year process.

There are three priorities for most teacher educators in their first year:

+ 'survival' in terms of understanding the basics of how the department and the institution work
+ shifting the lens of existing expertise in teaching by coming to terms with the differing pedagogical demands of working with adults
+ laying the foundations for scholarship and research activity as an academic by building on existing expert knowledge.

Once past the first year, new teacher educators often need to consolidate their learning in all of these areas. They often want to develop teaching and research activities that are informed by scholarship and deepening professional expertise for 'second order' work as a teacher educator (Murray, 2002). In Section 4.6 we discuss the development of scholarship and research activities for new teacher educators. We suggest that this can be seen as moving from 'inquiring into' an area of expertise to 'contributing to' it through the production of original research.

Making the career transition to higher education, new teacher educators encounter the practices, norms and expectations of academic work, as these are understood in the context of their particular department. Institutional and departmental expectations of teacher educators vary considerably, as do their individual professional biographies, dispositions and practices. Teacher educators' senses of agency also differ.

Most teacher educators enter higher education roles with their experiential knowledge and understanding of school or college teaching as a major strength. But the specific entry profile of individual new teacher educators will vary, as will their developmental needs. We therefore recommend creating an entry profile soon after appointment; this could detail the new teacher educator's past professional experiences and strengths. Alongside the role description, this document can then be used to inform the creation of a personalised induction which modifies institutional frameworks according to individual needs and sense of agency.

Some generalised possible priorities for new teacher educators over a three-year induction process are presented in Figure 3. We would expect the emphasis within and beyond these suggestions to vary considerably depending on the individual's needs.

Figure 3. Possible priorities for a three-year induction process.

	Within about one year of appointment
Possible teacher educator priorities within this timeframe	'Survival' in terms of understanding the basics of the ways in which the institution, the department and the courses work. Developing a focus on student teacher learning, drawing on existing expertise in teaching as well as scholarship to develop pedagogy for all stages of teacher education. This may be supported by participating in a postgraduate course on teaching in higher education. Starting the journey of becoming an active researcher by extending your existing knowledge through advanced scholarship in a selected area of expertise. Ensuring that your teaching is informed by scholarship and by knowledge of relevant national and institutional frameworks. Participating in collaborative research projects and/or beginning formal masters or doctoral level study. Experimenting with forms of academic and professional writing, for example, by producing learning resources for teacher education that involve critical engagement with relevant theory and research.

	Within two to three years of appointment
Possible teacher educator priorities within this timeframe	Developing deeper level knowledge of the institution and how it works. Extending your pedagogical knowledge and skills used in teaching teachers. This should include growing awareness of wider debates and approaches in other institutions and a critical perspective on current teacher education policy. Building up scholarship in one or more area(s) of expertise. Looking for opportunities to collaborate or join an existing project. Informing teaching with scholarship and, increasingly, with personal research. Consolidating roles and expertise for working in partnerships. Pursuing study and research to gain a higher-level academic qualification. Developing the chosen area of expertise through scholarship, research and publication.
	Consequently
Career progression as a teacher educator	Within the particular department and institution there will be formal and unwritten 'rules' about who and what a teacher educator should be. Clearly, at least in the short term, it would not be wise to ignore those local messages and priorities. However, it is important to consider opportunities across the teacher education sector and what contribution might be possible in the medium and longer term. Focus and professional identity are likely to continue developing over time but teaching teachers, educational consultancy work, research activity, and leadership are all possible strands for progression. The vignettes in Section 1.3 may offer a starting point for considering future development.

3.4 My workload management, wellbeing and priorities

As a newly appointed teacher educator you are likely to have a heavy workload with multiple competing demands on your time, energy, scholarship, and identity formation. The institutional workplace priority in universities, colleges and schools tends to be focused on day to day management of the student experience. There is often a sense of teacher 'performativity', of being constantly judged, meaning that you feel pressure to ensure that every session you teach is outstanding, which may perhaps lead you to 'over-plan' your teaching. In addition, your attention and time may be soaked up by a kind of mini-crisis management:

> "Yesterday, for example, I'd decided to spend the whole day marking; my student had a problem, who is on placement, so I had to drop everything and come in, so that causes problems for my time management."
>
> *(New teacher educator)*

A useful study of the work of university-based teacher educators showed that the kind of 'relationship maintenance' mentioned in the quotation above is particularly time-consuming, because many teacher educators are working across partnership boundaries, for example between a university and a school or college (Ellis et al, 2011). Relationship building is important but, as much as possible, it should be strategic and in place so that mini crises are handled using communications based on previously established routines and trust.

Figure 4. Making relationship building strategic and effective

Relationship building works when it is:	Relationship building does not work when it is:
proactive	reactive
strategic	unplanned
focused	urgent
non-urgent	reliant on the telephone or on time-consuming
based on effective communication methods.	diplomatically worded emails on sensitive issues.

Much of the general guidance on time management focuses on prioritising tasks and making lists. However, it is important to clarify personal mission and organisational roles before time management is likely to become effective (Covey, 2004). Teacher educators need to consider their professional values, career ambitions and the identities as a teacher educator that they wish to pursue, writing down a personal 'mission' statement. Once these general priorities or principles have been identified, they provide a basis for planning work effort. You should plan each week to devote at least one significant time block to activity that is 'mission critical' (Covey, 2004). Your effort as far as possible should be focused on important but non-urgent goals such as building relationships, putting strategies in place to avoid crises and identifying new opportunities. Covey argues that: "The key is not to prioritise what's on your schedule, but to schedule your priorities" (2004,161). Covey also suggests that planning should include personal, family, social and recreational activity to help to maintain work-life balance.

As a teacher educator, issues of workload, time management and, especially, wellbeing are relevant for the student teachers and experienced teachers that you work with, as well as relevant to yourself. They are also relevant to the children and young people that your student teachers will teach. These issues are, or should be, part of the content of teacher education programmes. In the case of wellbeing, a useful concept is that of 'resilience'. However, resilience has often been positioned as solely an individual attribute, a kind of 'bounce-back-ability' which puts the onus on the individual teacher educator, teacher or pupil. More recent work and theorising considers 'relational resilience' meaning that resilience is constrained or supported by our workplace settings, the people we work with and our beliefs, aspirations and commitment to education (Gu and Day, 2007, 2013; Gu and Li, 2013). Distributed leadership in these workplace settings must develop the physical, intellectual and collegial conditions in which teacher educators and teachers are able to thrive. This means that each

of us as professional educators, as well as those in formal management positions, must contribute to the development of a supportive learning community (Bolam et al, 2005). As individuals our role should be to help that learning community to adopt an inquiry-based approach rather than be constrained in its focus by managerialism (Watson, 2014). It is helpful for our wellbeing if we have a degree of value congruence between our professional values and those apparent within our workplace institution, but even if there is a mismatch in values we have agency to work to change our institution towards shared values (Wang and Hall, 2019; Priestley, Biesta and Robinson, 2015). The wellbeing of educators is linked to their self-efficacy and to the wellbeing and success of their students (Lavy and Naama-Ghanayim, 2020). As teacher educators and as teachers we need to be aware of our own needs but foreground the wellbeing of our learners. Planning your induction supports your wellbeing, by developing a focus, drawing some boundaries, building networks and linking your major effort at work to the values and ambitions captured by your mission statement.

4 Areas for review and development

This section supports you to write an explicit personal mission statement before considering four key areas of work and practice that you should review as you develop an action plan for induction and ongoing professional development. The four areas overlap and so you should work back and forth across them to develop a coherent action plan. Make opportunities to discuss issues arising with a critical friend, mentor or line manager.

My personal mission statement as a teacher educator

Writing a personal mission statement is an important first step because it will help to identify a focus and create boundaries. It will help you to make decisions regarding your time, relationships and tasks. In particular, it will help you to say 'no' to some of the multitude of offers, opportunities and invitations that you will receive, if they do not help you to make progress in your mission.

A mission statement should be concise. You are likely to begin with quite a long paragraph or list but keep it dynamic and return frequently to it and one day you might be able to refine it to a concise but powerful sentence. It is a personal mission statement but make sure that it strongly features the 'others' that you want to make an impact on. Once you have a draft mission statement then share it with your partner and mentors as they may be able to give you new insights to refine it.

Draft an initial mission statement by answering the following five prompt questions:

1. What is important to me? This question is about your connection to policy, practice, people and, above all, values. It is the most difficult but significant element of your personal mission statement. Have a go at writing something down, you can come back and amend it later.
2. Where do I want to go? This question is about the spiritual, intellectual, career or even physical destinations you are seeking.
3. What would be an amazing outcome for me? This question asks you to dream of possible achievements and contributions you might make and not be afraid to write down your ambitions.
4. How do I want to be viewed by others? This question asks you to consider your behaviours and style and how you wish to be seen, for example by students, teachers, peers and leaders.
5. What contribution do I want to make? This question asks you to identify the particular area of the wide field of education you would like to make a difference to and what form that contribution might take.

The most important thing is to write something down in response to each of these prompt questions. Do not worry if it seems rather superficial at this stage. Once it is in draft form then you can keep coming back to revise it. The mission statement will help you to devise a focused draft action plan. A simple starting point for your action plan is to begin with four headings, one for each of the areas of work we will consider in the following sections of the guidelines.

The four areas of work are:

4.1 My role as a teacher educator

4.2 My organisational learning

4.3 My pedagogy for teacher education

4.4 My advanced scholarship and research activity

4.1 My role as a teacher educator

> "[A key challenge has been] managing time and priorities in [a] wide-ranging role with expanding numbers [of student teachers]."
>
> *(New teacher educator based in a further education college)*

In this quote from a new teacher educator the term 'wide-ranging' seems significant. Within their particular context of a further education college they are likely to be working in a small team teaching higher education programmes (Boyd, Allen and Reale, 2010). As a teacher educator you will feel a pressure to have some scholarly knowledge across the complexity of teaching. If a student teacher asks you about behaviour management you might be reluctant to answer "Oh, that is not my area of expertise" and yet this type of response would be quite normal and appropriate in the context of traditional subject disciplines in higher education. As a professional educator you are under some pressure to be a Jack of all trades but might feel you are becoming a master of none.

It is important to distinguish between 'role' and 'identity'. Your role is a formal and practical set of responsibilities and tasks negotiated within your workplace whereas your identity (multiple identities) is a story, a source of meaning, that you continually construct and maintain about yourself. The identity formation of teachers occurs within a tension between 'structure' – the policy framework, school and community context, status and role – and 'agency' by which we mean the influence the teacher has to influence their workplace and contribution (Day et al, 2006). As a new teacher educator your identity is likely to be currently unstable and by proactively planning your induction you can self-manage its development in a positive way.

It is helpful if your chosen focus for advanced scholarship and research is closely aligned with the content of your teaching responsibilities, although this will not always be feasible within your teacher education team and programme. Many teacher educators have a commitment to practitioner research, in the spirit of Lawrence Stenhouse (1975) and Cochran-Smith and Lytle (2009). It seems important to these colleagues to pursue this by continuing to research their own practice as a teacher educator. This means that role – for example who and what you teach – is significant. Over time, you might be able to work towards this ideal situation, for example by developing consultancy income generating activities within your area of expertise, scholarship and research. However, it may also be possible for you to respond to change in the sector and develop a new area of in-depth expertise, perhaps one that builds on prior expertise and skills but stems from your current teaching and other responsibilities.

Rather than becoming frustrated, for example by a heavy teaching workload or having to teach beyond your preferred areas of expertise, try to work proactively and negotiate change in your role over time. In negotiating and developing your role you might consider the following factors:

Strengths: as a new teacher educator you will already have considerable prior experience and expertise. The development of your role should make use of your strengths, as well as addressing areas in which you need to develop. Do not overlook leadership experience and skills if they form part of your expertise. It is important to acknowledge that the expertise you developed as a teacher is likely to be weighted towards practical wisdom and up to date awareness of policy and practice, so any area you choose to develop is likely to require considerable scholarship work for you to get fully up to speed as a teacher educator. Developing your role will require negotiation with your mentor, your peers and your line manager.

Expectations: clear expectations around how your performance will be judged should be established through discussion between you and your line manager with reference to institutional policy. This discussion should centre on your job description and the likely annual cycle of work. If you are based in a university or higher education institution, including HE in FE, then you are likely to experience, even if you have a 'teaching only' contract, the cultural pressure that exists across the higher education sector, to gain a doctorate, to be active in scholarship and research and to be writing for publication. If you are a school-based teacher educator then you may feel some pressure, perhaps from within the teacher education partnership, to gain a master's award. As a new teacher educator, you may be allocated a heavy teaching workload and expected to take on a full role from day one of your appointment. However, within the constraints of institutional policy and departmental practices, you and your line manager need to acknowledge and plan for time to be prioritised for your professional learning and induction activities. Take care to assertively negotiate your workload allocation and targets with your line manager so that they include time and resources to support your continued professional learning, including induction and scholarship and research activity.

Workload: it is important to acknowledge that excessive workload pressure is a challenge for the teacher education sector. As a new teacher educator, you may be tempted by frequent requests and offers from colleagues to become involved in a range of projects and additional duties. You need to rehearse how to politely say 'no'. For example: "That is an exciting and important project, and I am grateful for your invitation to contribute. However, at present I must prioritise x, y and z and my academic induction commitments, so I will have to say 'no' on this occasion".

Membership of teams: within large teacher education providers, there may be a need to balance your membership of different teams. Membership of too many teams may lead to overload but, on the other hand, belonging to a single small team may constrain professional learning opportunities. If you find yourself within a small team for much of the time then look for wider networking opportunities, perhaps a formal professional development course. If you find yourself in a large, fragmented team then identify one or two critical friends and look for a focused project in which you can build closer relationships with a smaller group of colleagues.

Working with colleagues in partnership organisations: as a university-based teacher educator your role in visiting partnership schools to observe student teachers or work with experienced teachers is an important element of your work. In addition to the practical tasks involved, such as student teacher coaching and assessment, this is a key opportunity to stay in touch with school policy and practice. If you are school or college based, then you should seek out opportunities to visit your partnership university or join in online events involving university-based teacher educator colleagues. This is your chance to gain some understanding of higher education ways of working and perspectives. When you visit a partnership organisation across the university-school boundary you may tend to foreground relevant identities, seeking credibility as a schoolteacher. However, it may also be helpful to wear the other hat and visit a school as a scholar, an academic teacher educator, showing respect for the situated practical wisdom and expertise of the teachers. Bring something else, your scholarship, as an offering, rather than attempting forlornly to maintain credibility as a schoolteacher when you have not taught pupils for a year or more. So, reflect on and clarify your role and identity when crossing boundaries within your partnership.

Networking: it is possible to feel isolated as a new teacher educator, even when part of a large team. This may be caused, for example, by the geographical location of a work base or by the nature of a specific role in a team. It may also be caused by the busy nature of departmental life. Both formal and non-formal interventions may be needed to counter such isolation. Look for opportunities to network across boundaries within the institution or educational partnership or to subject associations. It may be possible to build your networks through participation in a collaborative project or a formal course such as a postgraduate course for newly appointed teaching staff.

Prompt questions on my role as a teacher educator

+ what are my current strengths and priorities for development in this area?
+ what are my longer-term targets and next practical action steps in this area?
+ how do these targets and actions connect to other areas to create a coherent induction?
+ how do my targets and actions in this area support my mission statement?

Now consider and make any amendments required to your developing mission statement and action plan.

4.2 My organisational learning

> "It's understanding the procedures and understanding the regulations of the higher education institution to inform decisions."
>
> *(New teacher educator)*

Here, the term organisational learning refers to how new teacher educators find their way around the systems and language of their department and institution and also the educational partnership in which they are working. New teacher educators may feel reluctant to ask for advice in areas that they feel they 'should already know'. Identify one or two trusted colleagues and use them as sounding boards and translators of institutional jargon. Many new teacher educators find an informal mentor through simply sharing an office or a kettle.

4.2.1 Information overload

If, in becoming a teacher educator, you have moved from a school to a university setting then you are likely to be initially overwhelmed by new organisational information related to the higher education sector. This information is partly written down policy and partly tacit knowledge involving values and ways of working. A useful approach is to aim for provision of information 'at point of need'. If you become a teacher educator but remain within a school or college institutional setting, then the challenge requires you to be proactive in finding ways of working and learning within your teacher education university partnership.

The boundary-crossing role of all teacher educators makes organisational learning and staying in touch with practice in both university and schools an ongoing challenge. The use of specialist language during meetings and informal communications in a new organisational setting, including acronyms and abbreviations, may undermine your confidence. Developing a shared language is important in developing a sense of belonging; keeping on top of changes in policy and the associated jargon will be an ongoing challenge for you. Try to avoid 'acronymitis' in your own writing and insist that an acronym or key term is defined at its first use in a meeting or document. Create a folder with sub-folders to download and store key policy documents or your concise notes including the weblink to the original document.

4.2.2 Time management

Time management is significant. At the centre of this, in a practical way, is that new teacher educators are likely to benefit from using a diary to plan on a weekly basis and for the academic year, so they can set aside time for marking student teacher work and engaging in scholarship. Using a diary for workload planning may be somewhat novel for new teacher educators where they have previously worked to very structured schedules in school or college teaching. Marking student work is a key activity that needs a considerable time set aside, so ask colleagues and get this into your diary at an early stage. Having an explicit mission statement and action plan for induction will help you to prioritise your time. Aim to include at least one session that is 'mission critical' in your schedule each week (Covey, 2004).

Some more mundane practical strategies to help you manage your time are:

+ handle emails or messages using 'do it, diary it, ditch it'
+ switch off email and mobile phone until midday
+ create a folder of 'standard' response emails for use, with minor edits, with regular issues
+ diary slots for online moderation and 'office hours' when you are available for students
+ leave a TNT (The Next Thing) post-it when you leave your desk or laptop
+ diary two-hour blocks of 'writing time' then isolate and avoid distractions
+ attend 'writing retreats' to get some scholarly writing done in a supportive network
+ use red ink instructions to yourself (outlining) within your draft writing so that when returning to it you can choose a section and get straight down to work.

Delegation is a key element of workload management. It raises some complex and overlapping tensions for teacher educators, with at least five possible areas of delegation to consider:

As a professional educator you do need to have some knowledge in a wide range of areas but rely on colleagues and target your in-depth scholarship and research on a focused area.

Be flexible and collaborate with colleagues to develop shared teaching resources rather than re-inventing the wheel.

Respect the practical wisdom of workplace-based teacher mentor colleagues and delegate significant elements of programme content to them, with some support.

Avoid over-preparation for taught sessions. This may lead to spoon-feeding student teachers rather than challenging them and developing them as self-regulated learners.

Take care to engage with and respect the expertise of support staff in your setting and seek to delegate administrative tasks or at least collaborate to develop efficient systems.

Adopt a critical perspective on what is given priority within your workplace and what tends to be neglected. You will need to comply to some extent but do not be drawn into bad habits. Despite the constraints and restrictive learning environments within some workplace settings, all teacher educators will have considerable agency and some access to resources and networks through which they can plan and manage their induction and ongoing professional learning.

4.2.3 Assessment and feedback process

In considering assessment in higher education is important to distinguish between quality standards and academic standards. Quality standards are about processes, for example 'did the students receive written feedback on their assignments within 15 working days?' Academic standards are about the quality of students' work, which is an output of higher education rather than a process. In general, universities have tended to put too much effort and resources into quality standards rather than focusing on academic standards. Assessment in higher education is highlighted by new teacher educators as a particular area where support is required; many find it stressful, confusing and time-consuming. Generic workshops or guidance from a central unit might be of use in aspects such as assessment design. However, these need to be in addition to individual support within the teaching team on marking student work, and help during the assessment process, including second marking and moderation meetings. If you are presented with 100 student scripts to grade, then ask a critical friend colleague, preferably a co-tutor on the same module or programme, to blind mark three of them against the assessment criteria and debate the grades and feedback with you. This will save time in the medium run and help you to develop a shared understanding of academic standards and assessment processes. There are tensions between the multiple purposes of assessment, for example between assessment for learning and assessment of learning. But assessment is also used for accountability, for example using student grades as crude proxy measures for quality assurance purposes. Assessment has a powerful influence on the approach to learning of students and formative assessment has considerable learning power, therefore assessment is a crucial element of developing a pedagogy for teacher education, as developed in section 4.3.

4.2.4 Quality assurance

As a teacher educator you are likely to face a double dose of quality assurance regimes. University-based teacher educators manage higher education quality assurance systems, largely at institutional policy level, as well as teacher education quality assurance including the national level inspection regime, for example in England this is Ofsted. If you are a school or college-based teacher educator you will face quality assurance of your first order practice, teaching, and of your second order practice of teacher education. Managing quality assurance as a professional educator, even within a tightly controlled framework of teacher education policy, does not mean abandoning your vision and values in order to merely adopt compliance with national policy frameworks and 'get a good inspection result'.

Arguably during the era of neoliberal education policy in England, 1980 to 2020, teacher education along with the school system has experienced marketisation, fragmentation, centralisation and hyper-accountability. Within that context, especially during the transition to a new era, it is particularly important for educators to maintain a critical perspective on their context and develop a strong vision for teacher education and the teaching profession and to pursue that within their practice. This means, for example, going beyond the mediocre technician model of teaching set out by the 2011 Teachers' Standards in England, perhaps looking to the more ambitious vision for the profession in Scotland or in other ambitious European nations such as Finland. It is important that you become part of the solution

rather than part of the problem when policy is flawed. Looking back and arguing 'we went along with it because we had to get a good inspection report' is simply not good enough. Systems change in part due to practitioner pressure and teacher educators and teachers have agency and always some room to mediate flawed policy to minimise its worst intended or unintended consequences.

Prompt questions on my organisational learning:

What are my current strengths and priorities for development in this area?

What are my longer-term targets and next practical action steps in this area?

How do these targets and actions connect to other areas to create a coherent induction?

How do my targets and actions in this area support my mission statement?

Now consider and make any amendments required to your developing mission statement and action plan.

4.3 My pedagogy for teacher education

> "I was surprised how the students wanted to have things said to them, that they were almost waiting there to have the information given to them, and I think at first I was willing to do that."
>
> *(New teacher educator)*

Teaching as telling is a powerful metaphor for traditional 'lecturing' in university and this quotation gives some insight into how a newly appointed teacher educator, reading a great deal of new material, might fall into that trap. As a teacher educator, critical engagement with theory, research, policy and practice on the pedagogy of teacher education is a key area of work and development for you to focus on during induction and beyond. The pedagogy of teacher education is a contested area internationally and this section will introduce some of the key issues to inform your action planning for induction. There are at least three key areas of tension in current debates about teacher education. They are: the framing of workplace learning; the social justice responsibilities of teachers; and educational research literacy of teachers and policymakers.

Pedagogy is political because it has implications for social justice and because policymakers influence it. For example, it has been argued that the lack of an explicit pedagogy for teacher education in England allowed a confused and erratic education minister appointed in 2010 to distort and fragment the teacher education system (Boyd, 2014). The shift was towards a 'teacher training' system preparing teachers through a reductive view of workplace learning as technicians to apply evidence-based practice and deliver a prescribed curriculum to 'all' children with a flawed assumption of meritocracy. Through your own advanced scholarship and agency as a teacher educator you have a professional responsibility to contribute to the development of effective pedagogy and curriculum content for teacher education. We aim to provoke your thinking by arguing in this section that teaching is complex, so that initial preparation for the profession requires a more sophisticated pedagogy than merely observing and copying local practice in schools.

4.3.1 Teacher knowledge

It is reasonable to begin by focusing on the knowledge that teachers need, then we can begin to understand the knowledge and skills that teacher educators require. Teachers require both curriculum content knowledge and 'pedagogical content knowledge' (PCK) which Shulman defines as knowing how best to teach a curriculum subject to children (1986). Teachers also require knowledge of learners and of their educational context. They also need knowledge of educational purposes and values as well as some element of research literacy in the field of education. This basic list of the types of knowledge required by teachers is formidable and highlights the complexity of teaching and the challenge for teacher education.

4.3.2 A realistic clinical practice model

Internationally, student teachers generally experience learning in two settings. In schools and classrooms, they benefit from work-based learning by observing experienced teachers and by planning, teaching and evaluating their impact on learning. In a university, college or professional development room setting they engage in a series of taught sessions, generally workshops, that introduce them to theory, research evidence and professional guidance. There are considerable issues in making each of these two elements effective and in linking them together to create a coherent learning experience. A clinical practice model highlights clinical reasoning based on interpretation of research evidence (Kriewaldt and Turnidge, 2013). A teacher education programme employing a clinical practice model focuses on teachers' core practices and creates sequences of learning through enactment in school. The student teacher follows a sequence of inquiry in which they plan, teach and then evaluate their impact on learning, with the evaluation including engagement with theory and research evidence to understand why (Grossman, Hammerness and McDonald, 2009). Such a pedagogy for teacher education places value on teachers' practical wisdom and professional judgment but also acknowledges the ambition to develop research-informed practice. A clinical practice model, with considerable variation, has been adopted in a relatively small but significant number of teacher education programmes internationally (Burn and Mutton, 2015). In a small number of education systems, for example Finland, it has been developed into an inquiry-based teacher approach that includes professional development of experienced teachers (Sahlberg, 2015).
The clinical practice model for teacher education has arisen through adoption from the field of medicine and a high dependence on randomised control trial (RCT) research evidence (Philpott, 2014). Education is a multi-disciplinary and multi-paradigmatic field, there are competing ways of viewing issues, and so is more comparable to the field of 'healthcare' or even perhaps of 'mental healthcare' than a natural science or the field of medicine (Philpott, 2017). Teachers' research literacy needs to include an understanding of the limitations of evaluating classroom interventions using experimental research designs (Philpott and Poultney, 2018). We would also argue that teacher education needs to be responsive to student teacher classroom experiences and priorities (Korthagen et al, 2001; Korthagen, 2011). Therefore, we propose a 'realistic clinical practice model' as a possible pedagogy for teacher education (Boyd, 2016).

4.3.3 Modelling

A distinctive aspect of initial teacher education is its layered nature – it is teaching about teaching. As a teacher educator you will underpin your first order pedagogy (teaching children) with scholarship, but you will be developing your second order pedagogy (teaching teachers) through enactment and inquiry (Murray and Male, 2005). In the same way that we would expect an effective teacher to model 'being a learner' for their pupils, we would expect an effective teacher educator to model 'being a teacher' for their student teachers. It sounds complicated and it is, but many teacher educators claim to be modelling to some extent when teaching teachers (Boyd, 2014; Swennen, Lunenberg and Korthagen, 2008; Loughran and Berry, 2005). Modelling can be implicit, for example teacher educators may simply use congruent teaching – demonstrating the values and strategies that they anticipate might be used by the student teachers in their classrooms. Alternatively, modelling can be explicit, so that the teacher educator creates a pause within a taught workshop session and takes an opportunity to focus the student teachers on how they are learning and how the teacher educator is teaching. In this explicit modelling the teacher educator might use interactive dialogue to tease out what values, skills or strategies they are demonstrating and encourage the student teachers to evaluate their impact. The teacher educator might then explicitly consider the research evidence base on which their teaching strategy is predicated. Finally, the teacher educator might ask the students to consider if they have observed or used the same values and strategies in their school placements and how they might be useful for their future teaching (Lunenberg, Korthagen and Swennen, 2007). We would recommend that you explore explicit modelling as part of your approach to developing a pedagogy for teacher education.

4.3.4 Education studies

We use the general term 'education studies' to mean student teacher engagement with interdisciplinary educational theory and research that underpins school and classroom practice. Many initial teacher education programmes have squeezed the time devoted to education studies that student teachers need to critically understand their position and influence in socialisation and in the wider community and society. Student teachers, especially on short postgraduate programmes, may be reluctant to engage with a series of lectures on the sociology of education, as they may find them difficult to relate to more immediate issues of what to teach and how to teach it in their lessons tomorrow. However, student teacher inquiry can include a focus on social justice issues and link closely to classroom practice and impact on learning. If student inquiry is linked to children who have experienced social disadvantage then close partnership work with schools and teachers may be required to unpick existing assumptions (Burn et al, 2016). As a new teacher educator, you will need to develop a critical understanding of schooling in society, of educational policy frameworks, and of social justice issues. Your scholarship and your teaching of teachers must extend beyond the 'techniques of schooling'.

4.3.5 Assessment

Research on new teacher educators reveals that assessment is a key issue, grading student work, writing feedback on assignments and developing a shared understanding of academic standards (Boyd and Harris, 2010). Assessment, both formative and summative, is a powerful driver of learning and of student teacher approaches to learning. Therefore, assessment and feedback in higher education is a key area for your professional learning. A key research finding on summative assessment in higher education is that there is considerable variation in grading by tutors of student work on complex university assessment tasks. It is useful to distinguish between 'assessment criteria', which describe a property or characteristic of student work, and 'standards', which refer to the level of quality. In the university the 'standards' are normally set out in a 'grade descriptor' which describes the requirements for award of different grades at each level of study. Despite the development and use of explicit assessment criteria for assignments, both tutors and students can only develop a shared understanding of academic standards by grading exemplars of student work and then engaging in dialogue to try to reach consensus on the strengths and weaknesses of the work and the appropriate grade. Developing this 'evaluative judgment' (Tai et al, 2018) and a shared understanding of academic standards is an important element of becoming a member of a learning community and it is something that both teacher educators and student teachers should pursue. An accessible overview of research-informed practice in assessment in higher education is provided by Sections 1 and 2 of the Advance HE report 'A marked improvement' (Advance HE, 2012).

Formative assessment of workplace learning is ongoing throughout initial teacher education, through observation of practice and feedback. Your role as a teacher educator is likely to be one of quality assurance, support and guidance for the student teacher and the experienced teacher mentor, through visits and indirect support. Summative assessment of student teacher work-based learning is often through a portfolio of evidence. Your role may be one of assessing or moderating the assessment of this evidence through a professional conversation with the student teacher and mentor. Making judgements regarding the quality of students' teaching, their attributes, skills and knowledge, and their readiness to enter the profession is complex (Aspden and McLachlan, 2017). When you first undertake visits to workplace settings you can expect to have an experienced buddy to learn alongside. Both teacher educators and mentors experience a tension between the assessing and supporting roles needed for mentoring student teachers (Tillema and Kremer-Hayon, 2007). There will sometimes be difficult issues for new teacher educators to tackle, including failing student teachers, disagreement over assessment, or a workplace experience lacking quality.

4.3.6 Learning with and from technology

Higher education provision has long involved some elements of blended learning and use of virtual learning environments, but it is fair to say that, before the pandemic lockdowns of 2020 /2021, technology still had an uncertain place in teacher education programmes. For example, a review of research into online learning practices in teacher education pre-pandemic identified a range of strategies and activities in use, but the overall usage was summarised as fragmented (Dyment and Downing, 2020; see also Murray and Kidd, 2016). But, during 2020 as both universities and schools closed their physical premises, an enforced shift to online learning created rapid development and innovations in online learning, with many teacher educators showing their 'pedagogical agility' in implementing online pedagogies (Kidd and Murray, 2020; Ferdig et al, 2020; Moorhouse, 2020).

The importance of all teacher educators developing sophisticated understanding and application of technology to support their pedagogies is now crystal clear, as technology enhanced learning has become part of what Shulman (1986) would see as teacher educators' pedagogical content knowledge. For some teacher educators, both new and experienced, this may be a particular area of professional learning, involving enhanced familiarity with complex virtual learning environments and their nuances and opportunities, the future development of pedagogical strategies specifically for modelling practice online for student teachers, and the creation of new and effective ways of working in partnership with schools, mentors and student teachers in classrooms. Diana Laurillard's book on Teaching as a Design Science (2012) offers an excellent starting point for such work.

4.3.7 Teachers' research literature

As long ago as 1975 Lawrence Stenhouse argued, in a chapter entitled 'The Teacher Researcher' that a teacher operating as an "extended professional" should demonstrate "a capacity for autonomous professional self-development through systematic self-study, through the study of the work of other teachers and through testing of ideas by classroom research procedures" (Stenhouse, 1975, 144). It seems reasonable to expect that a teacher should be able to pursue professional inquiry to evaluate their impact on learning and as part of that have a reasonable level of 'research literacy' meaning: "Demonstrating a reasonable understanding of the contested nature of 'ways of knowing' (epistemology) within the field of education, including appreciation of purposes and values and the interplay between research and practical wisdom in deciding what and how to teach effectively, as well as practical skills in critically evaluating different sources of research evidence as an element of professional inquiry into practice" (Boyd, 2021, forthcoming). Although only a few teachers, at any point in time, will be directly involved in doing research, we would argue that all teachers require a level of research literacy. This has implications for initial teacher education. A teacher education programme must include development of research literacy and a teacher educator team must include at least some who are experts in educational research (Boyd and White, 2017).

4.3.8 Partnership

At the heart of partnership in teacher education is "the complexity and contestability of professional knowledge" (Furlong et al, 2005,19). As a visitor to schools you may feel that you need to foreground your practitioner experience and credibility as a school teacher, but actually the teachers are the experts in that setting and they may want something else from you, such as expert knowledge of relevant theory and research. Current models of teacher education partnerships mean that work-based settings have organisational, epistemological, ethical and pedagogical complexities for teacher educators (Furlong et al, 2005; Murray, 2007). Your role includes guiding workplace learning of student teachers (van Velzen et al, 2012). Rather than a 'theory-practice gap', a more helpful metaphor is of 'interplay', a power knowledge struggle, between two domains of knowledge, 'public published knowledge' and 'teachers' practical wisdom' (Boyd and Bloxham, 2014; Boyd, Hymer and Lockney, 2015). Professional inquiry approaches support 'interplay' and your aim is to support students, during initial education and ongoing as part of their professional contribution to develop 'research-informed practice'. Despite any prior experience of mentoring that you may bring with you, managing partnership boundary-crossing roles and relationships is a complex role and it would be wrong to assume that little induction support is needed in this area.

4.3.9 Formal postgraduate courses

> "I've found the PG [postgraduate course for new academics] useful. I'm finding the MA [Master's in Education] useful. It's enabling me to think with greater clarity and develop arguments orally and in writing but [also] in terms of actually doing my day to day job."
>
> *(New teacher educator)*

As a newly appointed academic you will often be invited, or even required, to complete a postgraduate course in teaching and learning in higher education. We would strongly advise you take up this opportunity for at least three reasons. First, you will gain some valuable experience of contemporary higher education as a student learner, including blended learning and online assessment. Second, you will critically engage with generic theory and research in higher education, as well as with the literature on teacher education, and this will broaden your general pedagogical knowledge for adult education. Third, you will be able to build a network with lecturers from a range of subject disciplines and other professional fields which will help to broaden your understanding of becoming a rounded academic with multiple identities as university teacher, consultant, researcher and leader. In re-assessing key concepts in workplace learning, Fuller et al (2005) argue that formal courses might make a significant contribution to shaping informal workplace learning and they stress the significance of how such courses are valued within the organisation. Well-designed formal courses may promote or even provoke workplace learning by participants. Tacit knowledge is often developed, acquired and used 'unobserved' in the "interstices of formal learning contexts" (Eraut, 2000, 133). Evidence from studies of new teacher educators does suggest that there is support from those who have completed a postgraduate programme for the value of such a course as part of academic induction (Murray and Male, 2005). In addition to the value of the course content, participation in a formal programme is

seen by new teacher educators as providing opportunities for networking and experiential learning as a higher education student (Boyd and Harris, 2010). Some new teacher educators will bring considerable experience of delivering professional development for experienced teachers. This may be useful experience of adult education, but it may not have included critical elements of higher education such as formal assessment. If a postgraduate course adopts a practitioner research approach to learning and teaching, this may be particularly appropriate for teacher educators because of its relevance to the subject discipline. New teacher educators may be appointed before gaining a master's level qualification and for these individuals, completion of the postgraduate course should provide credit towards their master's award. A master's level dissertation provides a structured opportunity for a significant research project.

4.3.10 Prompt questions on my pedagogy for teacher education

This important section on pedagogy for teacher education has introduced eight key issues: teacher knowledge; a realistic clinical practice model; first and second order practice; modelling; foundation studies; assessment; technology; teachers' research literacy.

+ what are my current strengths and priorities for development in this area?
+ what are my longer-term targets and next practical action steps in this area?
+ how do these targets and actions connect to other areas to create a coherent induction?
+ how do my targets and actions in this area support my mission statement?

Now consider and make any amendments required to your developing mission statement and action plan.

4.4 My scholarship and research activity

> "In a couple of years of time I worry that I will be out of touch and hopefully I will be able to say 'look guys listen to me. I kind of know what I'm saying because I've done some research in this area."
>
> *(New teacher educator (based in a university))*

In these guidelines we view scholarship and research activity as an integral part of the complexity of teacher educators' work and their professional expertise. In some ways all that has come before is a preamble to dealing with this issue because it is at the heart of professional development and learning as a teacher educator. Enhancing scholarship is a key issue during academic induction (Murray, 2008). The level of scholarship and research activity is a distinguishing factor of higher education partnership approaches to teacher education, and we would argue that it is critical for student teachers, especially in relation to equipping them to become critical active professionals contributing to distributed leadership of change in practice towards research-informed teaching.

It is important that new teacher educators based in universities have a clear understanding of the definition and expectations of scholarship and research within their institution and of how that is interpreted and mediated within the teacher education department. This is a contentious issue and area of challenge for teacher educators based in universities and is related to their contract, which may be 'teaching only', but also to wider expectations for credibility as an academic including advanced scholarship, masters or doctoral qualifications, and publication of research. Institutional and wider sector expectations for scholarship and research activity also have a strong influence on teacher educators based in further education college settings or in schools.

In the terms outlined by the BERA-RSA Inquiry into the Role of Research in Teacher Education (2014, 5), there are four types of research engagement:

+ first, including research-based knowledge and ways of knowing within the content of teacher education programmes
+ second, using research to inform the design and facilitation of teacher education programmes
+ third, being a discerning consumer of research, which requires a level of teachers' research literacy
+ fourth, conducting research, individually or collectively contributing new knowledge through the production of research.

As a new teacher educator, you will already have developed some expertise as an active and critical 'consumer' of research capable of drawing on your scholarship to design and inform teacher education programmes. It is helpful initially to consider the essential knowledge required by teachers and teacher educators. This can be extended to include 'ways of knowing', meaning that teachers and teacher educators cannot afford to simply know how to teach, they must also have a critical understanding of theory and research to understand why. This requires an epistemic dimension, ways of knowing in the field of education, which can be captured by the term 'research literacy' (BERA-RSA, 2014, Appendix 2). Research literacy may be defined as:

> "Demonstrating a reasonable understanding of the contested nature of 'ways of knowing' (epistemology) within the field of education, including appreciation of purposes and values and the interplay between research and practical wisdom in deciding what and how to teach effectively, as well as practical skills in critically evaluating different sources of research evidence as an element of professional inquiry into practice."
>
> *(Boyd, 2021 forthcoming)*

Teachers and teacher educators might develop research literacy through study, but it is also helpful to pursue some research and so learn through the experience of doing research. This explains why many master's level advanced professional education programmes for teachers include an action research dissertation. Smith reviews international attempts to draw up professional standards for teacher educators, before investigating the perspectives of student teachers and teacher educators (2005). In summarising attempts to develop standards, she identifies four key areas: modelling of excellent teaching and professional values; systematic inquiry contributing new knowledge in teaching and teacher education; contributing to leadership in teacher education; and continuing their own professional development. This leaves open the question of what the level of the 'systematic inquiry' standard means, ranging from reflective practice and improving local teacher education programmes through professional inquiry, self-study or action research to becoming a professional educational researcher publishing in international journals.

Teacher educator and teacher practitioner research, action research and self-study are well-established practices, and they form a key element of the pedagogy of both initial and advanced teacher education. An early influence on this approach was Lawrence Stenhouse, with chapter 10 of his famous red book entitled 'The teacher as researcher' (1975). Action research professional guidance for teachers might suggest that they ask questions of two types, one in each cycle of their inquiry, first: what is going on? And second: what if? This second question implies that they have taken action, developed a second cycle change in practice intervention informed by their findings from the first cycle (Baumfield, Hall and Wall, 2013). Another influential text from the USA by Cochran-Smith and Lytle demands that teachers (and teacher educators) adopt 'inquiry as stance' and engage with social justice issues within their inquiries (2009). This expands the required knowledge base for teachers and teacher educators. In addition to pedagogical knowledge, including a personal awareness of the influence of our own education and our own experience as a schoolteacher, a teacher educator requires considerable contextual and sociological knowledge in order to prepare teachers to tackle social disadvantage and address equity and diversity though education (Goodwin and Kosnik, 2013). As Zeichner points out, just transmitting to student teachers how to teach well does not provide a sufficient pedagogy for teacher education (2005).

You will need to strengthen your research literacy and are likely to need sustained support to be become a 'producer' of research. Formal programmes at master's or doctoral level provide useful support for a research project or you may be able to find and join an existing interest group or project in progress. Beyond that it is usually helpful to collaborate, even if it is merely to identify an experienced and published colleague who is willing to listen to ideas and read proposals and draft writing and offer critical friend support. A basic first step is to draft a focused literature review in your area of interest; this review might become a teaching resource for your student teachers. A typical starting point may be "to investigate the impact of particular interventions or to explore the positive and negative effects of educational practice" *(BERA RSA, 2014, 5)*. Within your institutional context, you will need to manage expectations of progression in research production and formal publication which, quite frankly, are often unrealistic.

The institutional expectations in universities often fail to take into account the starting points and career aspirations of individual professional educators who are appointed based on their practitioner expertise rather than on research qualifications or experience. The professional standards framework for academics (UK PSF) and the VITAE researcher development framework introduced in Section 3.1 provide useful tools for your planning. Using and referring to these frameworks will strengthen your negotiation or application for professional development time and resources. Set yourself realistic expectations for scholarship and research development. The first year in particular is likely to merely involve 'getting up to speed' with key readings for the programmes on which you teach and some engagement with literature on learning, teaching and assessment in higher education and on the pedagogy of teacher education. Set yourself rising expectations over the three-year induction period to acquire increasing levels of expertise and reflect this growth by making the move from inquiry to contribution.

Practitioner and action research: as a new teacher educator you might consider initiating or joining collaborative action-oriented practitioner research on learning and teaching in higher education, including aspects of teacher education pedagogy and partnerships. Practitioner research approaches, including self-study, seem particularly appropriate for teacher educators because of their congruence with pedagogy for initial teacher education, for professional development of teachers and for leading change in practice in schools (Boyd and White, 2016; Baumfield, Hall and Wall, 2013). Alternatively, you might pursue collaborative action research with teachers into school-based issues. There are some tensions between national research audit and practitioner research and action research. It is possible in the UK research audit, currently known as the Research Excellence Framework (REF), to submit practitioner or action research papers that are judged to be high quality. They need to be well-theorised, include full details of a rigorous methodology and contribute to new knowledge. However, it is also true to say that it is normally easier to produce a research paper that will be judged to be of the highest 'world-leading' quality in a large-scale funded research study. As a teacher educator your commitment to practitioner research into higher education or collaborative action research with teachers should be part of your career development planning. In many universities, with an increasing focus on the quality of teaching, there are pathways to become a professor with a focus on teaching, learning and assessment in your subject discipline, but it is important to note that these usually require a doctorate and a record of publication of educational research journal papers and texts.

Key questions
What experiences and strengths in scholarship and research do you bring as a new teacher?
What attitudes and aspirations about scholarship and research do you have?
What do you see as your future area of expertise?
What are the institutional/departmental expectations of scholarship and research?
Are there probationary requirements? If so, over what timeframe do these take place?
What are the institutional/departmental expectations of scholarship and research for experienced teacher educators?
How will these frame the institutional view of Your professional development over the first three years?
What resources and established ways of working are available within the department and the institution to support your development as scholar and researcher?

Academic writing: as a new teacher educator you might be able to identify an early opportunity to write for publication, perhaps on an area of your practitioner expertise and working with a more experienced co-author or a supportive editor. A typical contribution might be a chapter in a professional guidance text for teachers or specifically for student teachers. You will already be engaging in scholarship to underpin your teaching and development of teaching materials, but a chapter or article will require more systematic and in-depth scholarship. All academics, even the most experienced, continue to learn about the complex and challenging art of writing. You will be coaching your student teachers in academic writing and assessing their writing so it is an important area to get to grips with. Traditional socialisation or skills approaches to academic writing tend to adopt a deficit approach and it is worth engaging with a third approach of 'academic literacies' which recognises the significance of institutional context, subject discipline and power around writing (Lee and Street, 1998). In your writing it is always helpful to have a critical friend who is willing to give you honest feedback on drafts. If possible, it should be a colleague who is already published and whose writing you admire. Look out for opportunities to observe or join taught sessions or workshops on academic writing and for opportunities to write short pieces and get peer review feedback, for example as part of teaching materials or formal courses. Writing shapes your thinking, so although it may seem daunting to make a start, it is generally best to just get on with it and then review with critical friend support. We strongly recommend that you buy a copy of Helen Sword's brilliant book 'Stylish Academic writing' if only to bust a few myths you may currently hold about academic writing conventions and as a model for excellent writing of professional guidance (Sword, 2012). Engaging in some academic writing and receiving peer reviewer feedback will help you to develop some empathy for students and perhaps help to ensure that your written feedback on student assignments is encouraging, clear, dialogic and emphasises ways to improve the work (Nicol and Macfarlane-Dick, 2006).

If you are beginning doctoral study, then we would also recommend Rowena Murray's book 'Writing your thesis' (2011) and if you are supervising doctoral students then 'Helping doctoral students to write' by Barbara Kamler and Pat Thompson (2006) is excellent.

Some useful weblinks for you to begin exploring possible scholarly and research networks, conferences and online resources are:

Advance Higher Education (formerly the Higher Education Academy, the HEA) – a key resource for all areas of academic policy and practice but perhaps start with teaching, learning and assessment development resources at: www.advance-he.ac.uk/guidance/teaching-and-learning

Association for Teacher Education in Europe (ATEE) – a welcoming association for teacher educators focused on policy, innovative practice and research across Europe and beyond with specialist R&D groups: https://atee.education/

British Educational Research Association (BERA) – the key UK network for educational research with special interest groups in different areas of interest: www.bera.ac.uk

European Educational Research Association (EERA) – offering a large network focused on educational research with specialist networks: https://eera-ecer.de/

Info-TED – an international professional development network for teacher educators with useful open access resources: www.info-ted.eu

Teacher Education Advancement Network (TEAN) – a supportive UK network for professional development of teacher educators including innovative practice and research: www.tean.ac.uk

Teacher Education Policy in Europe (TEPE) – a friendly association for teacher educators focused on policy and practice underpinned by scholarship and research: https://tepe.wordpress.com/

Universities Council for the Education of Teachers (UCET) – a key network especially for policy in teacher education: www.ucet.ac.uk

The European Association for Research on Learning and Instruction (EARLI) – is an open and accessible organisation with strong emphases on practitioner research, pedagogy and teacher education: www.earli.org

Scholarship and research activity need to underpin your practice as a teacher educator and be at the heart of your professional development. It is important to remain up to date with practice in school teaching but unless you are a dual practitioner, continuing to teach in school part-time, then you need to become a broker of theory and research for the student teachers and experienced teachers you are working with.

Prompt questions on my scholarship and research activity

+ What are my current strengths and priorities for development in this area?
+ What are my longer-term targets and next practical action steps in this area?
+ How do these targets and actions connect to other areas to create a coherent induction?
+ How do my targets and actions in this area support my mission statement?

Now consider and make any amendments required to your developing mission statement and action plan.

5 Looking ahead

Planning your academic induction as a newly appointed teacher educator is a significant task. Implementing your plan will be the next challenge and it is important for you to be proactive and assertive in the face of heavy workload and other constraints. Hopefully, if you have reached this section of the guidelines, then you have already developed a reasonable draft action plan for your academic induction. You should seek the support and advice of peers, line managers, mentors, critical friends and networks to refine and begin to implement your plan. Your plans should remain flexible and will inevitably be messy – as Michael Eraut (2000, 133) points out: "Tidy maps of knowledge and learning are usually deceptive". You should continue to refine your personal mission statement and your action plan and negotiate as far as possible to align your role and responsibilities with them.

The period 1980 to 2020 has been distinguished by the dominance of neoliberal policy in education, an ideology of marketisation involving high levels of accountability and teacher performativity with high stakes inspection and league tables based on proxy measures including national test results. The Covid-19 pandemic has arguably exposed issues of inequality, poverty, a flawed assumption of meritocracy, underfunded public services, under-valued key workers, institutional racism and the failure of quasi-free markets to resolve societal issues. As a new teacher educator, you need to contribute to a new era, with a personal mission that is founded on professional values and a proactive and critical approach that pursues excellence and social justice through the development of teaching and teacher education. Go for it!

6 References

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