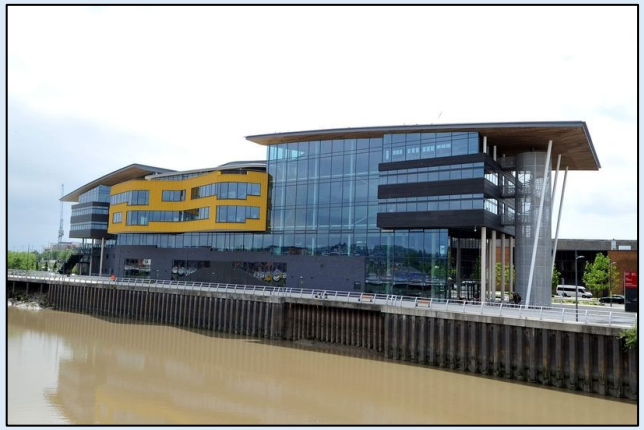
Part insider/part outsider - Identity confusion in collaborative Initial Teacher Education partnerships









The challenges of transitioning from teacher-to-teacher educator in a university setting have been the subject of extensive research which suggests a complex of factors that mitigate against the development of research roles and identities (Boyd, Murray and White, 2021).

The Project

This paper is a case study based on interviews and focus groups with teacher educators who have moved into higher education at a time when boundaries and roles have become blurred.

Using a Theory of Change (ToC) methodological approach (Laing & Todd (2015) it focuses on individuals who are core to that change. The sample is a group of teacher educators who have moved from schools to higher education.

Semi-structured, recorded interviews of approximately one hour are being conducted with each case study participant, giving participants opportunities to answer questions while also discussing unanticipated issues of importance to them.

'Sense-making' discussions are taking place between interviewer and interviewee based on the interview transcript, This is followed by a focus group discussion. This discussion will be based on images that participants choose to illustrate their perception of their identity.

The analysis aims to provide insights and changing attitudes to to identity, roles and responsibilities, and the challenges of feeling part outsider/part insider in an ITE HE/Schools partnership.


HELLO, THIS IS NED SCHNEEBLY.





Who am I?


What's on my to-do list today?
Oh right.
EVERYTHING.





Part insider/part outsider - Identity confusion in collaborative Initial Teacher Education partnerships

- The challenges of transitioning from teacher to teacher educator in a university setting have been the subject of extensive research which suggests a complex of factors that mitigate against the development of research roles and identities (Boyd, Murray and White, 2021).

- The search for credibility as a new employee in the HEI setting (Boyd and Harris, 2010) leads some to seek to retain a teacher identity that supports self-efficacy in this environment, privileging this over the research dimensions of the role. This is challenging enough but the move to more extensive partnership working models between Initial Teacher Education (ITE) and schools has added additional complexities concerning teacher educator identity.

- Teacher educators' identities have been defined as multiple and shifting (Davey, 2013):

...identity is not a singularity but is better conceived of as overlapping, dynamic, unstable, and relative. It involves multiple 'selves,' each continually reconstructed and re-expressed in the various personae and responsibilities take[n] on during our course of work (p. 117).

- Extensive research points to teacher educator identities as multi-faceted (Lunenberg et al 2014), with dominating features being related to the affective and professional aspects of teaching student teachers and partnership work with schools.

Complex factors...what are they to you?



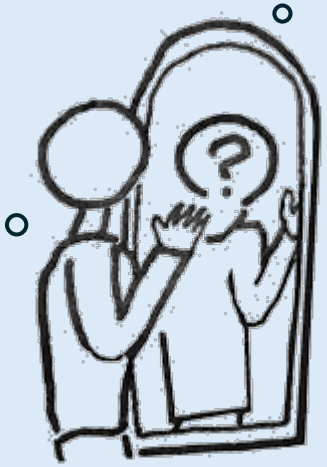
Vevox session code: 112-607-752

Imposter syndrome

Routines

Daily structure

Professional development



Responsibilities: welfare of children v adults

Academic knowledge

Expectations

Professional progression structure

Cynefin

Reflections on identity in the transition between sectors within the same professional world



Clearly defined roles in school structures

The need for credibility with schools



Partnership model – beneficial but blurred boundaries

Navigating the transition into HE

Self-doubt about moving from school to an academic career

Not belonging in either school or university

Challenges in adapting to new roles and responsibilities within a partnership



What's in a name – teacher or lecturer?

What is the role of the lecturer/teacher educator in an ITE partnership in Wales

Positive role model for the teaching profession

Imposter syndrome

Identity shift, adapting to a new role, and finding balance

Perception of being a teacher educator compared to an academic in another subject area

Strong identification with the profession

Transition from teacher-to-teacher educator

"…identity is not a singularity but is better conceived of as overlapping, dynamic, unstable, and relative. It involves multiple 'selves,' each continually reconstructed and re-expressed in the various personae and responsibilities take[n] on during our course of work." Davey (2013)

Transition can generate 'expert-novice tension' Murray (2010)

Many teacher educators may prioritise what they see as their primary role (i.e. teacher of teachers) – above that of carrying out research" (p. 48). Czerniawski (2018)

…high degree of serendipity in the ways teachers become teacher educators and then develop as researchers. 'Imposter syndrome'. White (2017)

Collaborative approaches to research, mentoring and critical self-reflection can support the development of teacher educator identity. Amott and Ang (2020)

'Close to Practice Research' has a long history in teacher education, in forms of action research and practitioner inquiry. BERA (2018)

Rich pictures

Rich pictures are situation summaries. They are an attempt to encapsulate the real situation through a no holds barred, cartoon representation of things that you perceive in the situation – objects, layout, connections, relationships, influences, cause and effect, structures, processes, issues, arguments, and so on. They should also, as far as possible, depict subjective elements, such as character and characteristics, the different points of view, prejudices, and spirit of those involved.

(Checkland, 1981; Checkland and Scholes, 1990; Checkland and Poulter, 2020)



PUBLIC / CYHOEDDUS



Food for thought…



At what point do the scales of identity change?

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