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2nd edition

Becoming a Teacher Educator: guidelines for induction

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Preface to the second edition

The first edition of these guidelines was published in 2007. Since that date it has been used to support the induction of new teacher educators in the UK and beyond. The guidelines and the research which underpinned them also won the Sage BERA Practitioner Research Prize in 2009. But change in the higher education sector and in the field of teacher education mean that the time is now right for a second edition. This new edition has been revised in four main ways. Firstly, a considerable body of published international research focused on teacher educators has been produced since 2007 and the revised guidelines are informed by this work. Secondly, the new guidelines include the 'voices' of new teacher educators themselves gathered during our regular workshops for new teacher educators and our research projects. Thirdly, the revised edition aims to be more inclusive of all teacher educators, including those in further education. In terms of this latter group, it is informed by the limited literature available and our own research into the experiences of those teaching higher education programmes in further education colleges.

Finally, the new guidelines seek to respond in a measured way to changing policy and contextual frameworks. These include the continued intensification and increasing fragmentation of academic work and identity in the higher education sector; and the wider questioning of the contribution of higher education to professional education for teachers. The second edition uses a conception of workplace learning, for teachers and teacher educators, which is based on the research evidence and includes formal as well as informal learning. It argues that the best professional learning for new and experienced teachers includes systematic classroom enquiry at its core and therefore benefits from a more objective and critical perspective gained by engagement with the literature and application of research methods. The teacher educator's knowledge, pedagogy and research skills are therefore critical in supporting professional learning of new and experienced teachers. We hope that this second edition, like the first, will be useful to all new teacher educators and to the senior staff planning their induction programmes.

Acknowledgements

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Section 1
Introduction

1.1 Rationale

Becoming a teacher educator is an exciting and challenging experience. Because the teacher educator will usually have established a strong and successful career as a practitioner, the process involves critical changes in professional practice and identity. These guidelines aim to stimulate debate and action to improve the induction of recently appointed teacher educators based in workplace contexts that include university departments and further education colleges. The guidelines are based on our interpretation and application of current research on the experience of teacher educators and on becoming an academic. 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."
Teacher educator (based in a university)

Teacher educators teaching on pre-service or initial teacher education courses in university departments in the UK are almost always appointed with prior experience of being qualified school teachers. They usually have considerable experience of teaching and of middle or senior management in the school sector. In the further

education sector, teacher educators are often identified as excellent teachers within the college and are invited to join or gradually be absorbed into the teacher education team. Some of these college-based teacher educators continue to do some teaching in their original vocational area or subject.

On appointment, all of these teacher educators bring with them a wealth of pedagogical knowledge and expertise accrued in and through their prior teaching careers. They work within academic departments but also within educational partnerships with schools or other employers. This provides complex and challenging workplace settings. New teacher educators in the UK usually begin their 'second' careers without doctoral level qualifications or other sustained experience of research and publication processes. Some, but not all, may have previously gained a Masters level qualification. These new teacher educators present a wide diversity of starting points on their appointment to posts in higher education. These guidelines are therefore based on the principle that induction will need to be flexible and adaptable to suit the needs of individuals.

"[My teaching has] become more reading and research informed. Before, when I first started, it was very much more experience informed." Teacher educator (based in a university)

We also recognise the wide range of institutional contexts in which teacher educators are located; in particular there is a very wide variation in the expectations and pressure for individuals to engage in scholarship or produce published research outcomes. The guidelines are therefore intended to provoke and inform local review, within institutions and teacher education departments, rather than present a blueprint.

1.2 Purpose

The purpose of these guidelines is to provide a tool to support colleagues in managing their own professional development during the process of becoming a teacher educator. They will also be of use to academic leaders and other staff to inform critical review of the induction experience of new teacher educators within their institution. **Induction** is taken to mean the first three years after appointment to a higher education academic role from previous careers in schools or colleges. This timeframe deliberately goes beyond the initial year, an acknowledged time of challenge for new teacher educators, and includes time to establish identities and roles and to develop a firm basis for future professional development.

The significance of situated learning in the workplace (Lave and Wenger, 1991; Eraut, 2000; Fuller et al., 2005) means that 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 argue that it *is* possible to design structural contexts 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.

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

- 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
- acquiring the pragmatic knowledge necessary to acclimatise to their new institutions and roles.

Teacher educators working in further education colleges may experience pressure to engage in scholarly activity or research but do not usually receive the resources or time to support such work.

''We have this term 'scholarly activity' bandied around and what people will define as that is very rigid…it's if you're on a Masters programme or if you are receiving a bursary for a research activity and actually it's quite refreshing the IFL[1]…and the QAA[2] have said that the scholarly activity is actually this whole range of things that we do. It's getting the College to recognise that. It's difficult.'' Teacher educator (based in a further education college)

A considerable amount of the guidance provided here is generic, in that it could apply to new professional educators in a range of other professional fields, such as nurse or social work education. There are, however, also significant elements that are strongly tied in with the subject discipline of teacher education and informed by research within this specific field. By setting this

guidance firmly within this context we hope that academic leaders in teacher education will find it of particular resonance and practical assistance in improving the induction and early professional learning of newly appointed colleagues. Induction for these individuals needs to reflect the accepted discourses and practices of teacher education as a professional discipline in the higher education sector in addition to meeting more general institutional requirements for probation.

''I know I need to be doing it 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'' Teacher educator (based in a university)

A real challenge facing the enhancement of induction for new teacher educators is that resources (including staff time) are constrained within higher education, and some of the strategies proposed in this guidance do involve costs. Aware of these tensions, we have concentrated on the more effective application and design of structures and processes that are often already in place in many institutions. Departments and individuals will face significant challenges in prioritising induction and continuing professional development in the face of the intensification of academic life and heavy workloads. The induction experience for new teacher educators is likely to be more effective when it considers teaching and the quality of the student experience alongside scholarship and research activity. In our view supporting scholarship certainly deserves some priority in the allocation of scarce resources.

[1] The Institute for Learning   [2] The Quality Assurance Agency for Higher Education

''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.''
Teacher educator (based in a university)

1.3 Teacher educator vignettes

Teacher education as a professional field, including both initial teacher education and continuing professional learning for experienced teachers, is subject to a fast moving policy framework. In the UK, initial teacher education has been largely based in higher education, with its associated values and ways of working, but operating within different forms of educational partnership. Within higher education, however, there is considerable variation in expectations of teacher educators. For example, teacher education currently takes place within research-intensive universities, teaching-led universities and further education colleges. Forms of partnership between these universities and the schools and colleges they work with vary considerably. Some school-based initial teacher training is now operating largely independent of higher education.

Continuing professional learning for qualified teachers in the UK has for some time now used a mixture of providers, including local education authorities, private consultants and university-based consultants. Universities have also provided Masters programmes in education as part of their provision for teacher development. These developments in initial and continuing teacher education mean that some teacher educators may be isolated, or in contexts that do not support their professional development and scholarship.

In addition, some university teacher education departments are now creating teacher educator roles that are different from traditional academic posts (lectureships), including employing practising 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, contract, teaching workload and expectations for published research outputs.

The professional learning, career development and identities of teacher educators are emerging research areas (Swennen, Jones and Volman, 2010). There is considerable diversity in terms of the professional journeys which individual teacher educators undertake and the opportunities which they encounter in their work. Some of this diversity is illustrated in the vignettes set out 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 some ideas 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 Masters in Education by part-time study. She has 12 years' experience as a university-based teacher educator, mainly teaching on postgraduate primary teacher education programmes. Leah has now completed her doctorate and built up a portfolio of journal publications, academic books and research grants. She has recently gained a post as a Reader.

Clive taught in schools for 15 years and enjoyed occasional supervision of student teachers during their placements in his school. He now has 5 years' experience as a university-based teacher educator. He teaches on a postgraduate programme for secondary mathematics teachers and contributes to a range of subject enhancement courses. He also works 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 Masters in Business Administration and after 8 years was invited to contribute to teaching on a teacher education programme within her college. Eventually she moved into the teacher education team and no longer teaches in her original subject area.

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. He now leads a teacher education undergraduate course. He has successfully completed a Masters 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.

Susan taught in schools for 15 years and has 15 years' experience working in higher education. After working on teacher education programmes and an undergraduate special educational needs course at her 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.

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.

The next section briefly considers research on workplace learning and specifically on teacher educator experiences. Section 3 then aims to provide practical advice on planning for academic induction.

Section 2
The work of teacher educators

2.1 Workplace learning

The literature on workplace learning is useful for understanding the experiences of teacher educators and also provides powerful tools for understanding and developing the learning of student teachers. Teacher educators need to develop and manage a complex pedagogy in which their student teachers are both **'learning to teach'** and **'teaching to learn'** (Loughran, 2006). This means that formal teaching sessions on teacher education programmes often adopt a 'layered' approach with multiple purposes (Boyd and Harris, 2010) and an element of modelling by the teacher

educator (Swennen, Lunenberg and Korthagen, 2008). This formal teaching and any assignments associated with it provide an opportunity for student teachers to reflect critically on their practice in the classroom and to evaluate and apply learning theory. Workplace learning theory provides useful tools for analysis of the complex work of teacher educators, of their own professional learning and pedagogy.

Professional knowledge is strongly situated and pragmatic (Blackler, 1995) so that mentor teachers' practical wisdom is invaluable for student teacher

learning but is closely bound to their educational setting. The teacher educator's role is to introduce a significant element of externality, a more objective and critical perspective, including supporting student teacher engagement with learning theory, research and professional literature. This role of the teacher educator is underpinned by scholarship, research and a wider perspective across the range of different school or post-compulsory contexts in which their student teachers may need to work in the future. Teacher educators also need to have high-level skills and confidence in practitioner research, so they can support their student teachers in enquiry and action research activities.

Scholarly and research activity is seen in these guidelines as an integral part of the complexity of teacher educators' work and their professional expertise as **'second order practitioners'** (Murray, 2002) who are involved in teaching about teaching. In a discussion of teacher educators' roles, Cochran-Smith (2005:219) asserts that *"part of the task of the teacher educators is functioning simultaneously as both researcher and practitioner"*, and she refers to the: *"reciprocal, recursive and symbiotic relationships"* between scholarship and practice as *"working the dialectic"*. From her perspective, such symbiotic relationships have 'fed' and enriched teacher education. These guidelines reflect a similar commitment to the integral place of scholarship and research in the work of all teacher educators.

Situated learning theory (Lave and Wenger, 1991; Wenger, 1998) emphasises informal learning in the workplace, although the contribution of formal programmes to shape that learning is acknowledged (Fuller et al., 2005). This emphasis

on informal learning is supported by studies of new academics (Trowler and Knight, 2000) and of university-based teacher educators (Murray, 2005a). The limitations of trying to improve induction for teacher educators through formal processes and structures need to be borne in mind. The conclusion of Trowler and Knight is pertinent, that the *"quality of communication and relationships in daily practice is more significant than centrally determined induction arrangements"* (2000:37). We consider, however, that a centrally provided formal element of academic induction for teacher educators is valuable, because it may promote networking across subject discipline or professional boundaries.

In their analysis Evans et al. (2006) argue convincingly that, in trying to improve workplace learning, there is a need to find a balance between considering the perspectives of individuals and aiming to influence workplace culture. The concept of an **'expansive learning environment'** was developed by Fuller and Unwin (2003) building on work by Engestrom (2001). An expansive learning environment is one that presents wide-ranging opportunities for learning, and a culture which promotes such learning. The expansive–restrictive continuum for workplace learning environments has been further developed in the context of school teachers (Hodkinson and Hodkinson, 2005; Evans et al., 2006) and is presented in a modified form in Figure 2. The continuum provides a useful conceptual framework for critically evaluating the workplace learning environment of teacher educators. It is important to note in considering Figure 2 that the individual members of staff themselves are a significant part of the workplace context, helping to create a more expansive or more restrictive learning environment.

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

To be effective, the induction of new teacher educators will need to strike a balance between the needs of the individual and those of the employer. Professional learning will need to be viewed as an essential and integrated aspect of day-to-day work, rather than the achievement of short-term, easily measurable outcomes (Evans et al., 2006). Teacher educator workplaces need to deliberately cultivate 'informal' workplace support for new teacher educators (Wenger, McDermott and Snyder, 2002).

This needs to include:
■ day-to-day interaction
■ local collaborative work
■ support for scholarship and research
■ external networking opportunities (Murray, 2008; Boyd, 2010).

Teacher educators need to work in expansive workplace environments, as do their student teachers.

2.2 Research on teacher educators

There is a growing body of published research on the induction and further professional learning of teacher educators, as well as on their identities and practices. Some engagement with this literature will be helpful to new teacher educators and to those who support them. Only a brief and selective introduction to this research is provided in this section; much of the highlighted work refers to teacher educators in the UK, a decision justified on the grounds of relevance and congruence with the overall aims of these guidelines. It is important to note that most of the work reviewed here is concentrated on teacher educators who have been formally appointed to university posts and who are training teachers for the school sector. As Noel (2006) notes, there has been limited research into the experiences and perspectives of teacher educators based in further education colleges.

Studies of new teacher educators show that individuals often experience the change from school teaching to higher education work as challenging and stressful (see, for example, Murray and Male, 2005; Boyd et al., 2006; Boyd and Harris, 2010; McKeon and Harrison, 2010). Identified areas of stress include:

- uncertainty about the exact nature of their new professional roles
- difficulty in adjusting to the pedagogical skills needed to work with adult learners
- concerns about the adequacy of the professional and academic knowledge bases necessary for higher education work.

Some teacher educators and those with responsibility for their induction may assume that knowledge and understanding of teaching acquired in the school sector can be 'transferred' to higher education with few problems. But the research indicates that teaching in teacher education often requires the development of new pedagogical skills and knowledge for working with adult learners and developing professionals. Without adequate support for developing these new forms of pedagogy during induction, new teacher educators may struggle to come to terms with working in the university sector (Murray, 2005b; Boyd, 2010).

There is a small amount of literature on teacher educators in the post-compulsory sector based in universities or further education colleges. Like other teacher educators, they are involved in mediation of centralised policy in terms of the content of their teacher education programmes and the professional assessment of their student teachers (Maxwell, 2009; Lawy and Tedder, 2009). They also emphasise reflective practice and debate around educational theory as central to teachers' initial training and continuing professional development (Harkin, 2005).

Through supervision of student teachers or part-time involvement in teacher education, these teacher educators (including those appointed to formal

academic posts in universities), may move gradually from teacher to teacher educator roles. In a study of teacher educators based in further education colleges, Noel (2006) found that they are often recruited to teacher education in an informal way, perhaps by being recognised as an effective teacher by institutional managers and asked to help out in the teacher education team. Noel also found that as a group these teacher educators were more white, middle class and female than further education teachers as a whole. Noel argues that a more formal approach to recruitment would be helpful.

The available research indicates that the most influential professional learning for teacher educators, across all sectors, appears to take place in informal workplace settings and interactions in the department or team (Murray, 2008; Harrison and McKeon, 2008; Boyd and Harris, 2010; Barak et al., 2010). A nationwide survey (Murray, 2008) of induction showed that provision may be uneven, and at times inadequate in supporting individual learning. Key areas for support of professional development include assessment processes in higher education and the development of scholarship and research activity. New teacher educators appointed to roles in university departments are increasingly required, alongside other new academics, to complete formal programmes on teaching and academic practice, often a postgraduate certificate or diploma. New teacher educators may find these useful for their content focused on adult teaching and learning in higher education and also for the experiential learning, networking and framework for academic writing that they provide (Murray, 2008; Boyd and Harris, 2010).

A key characteristic of higher education is that teaching is underpinned by scholarship and research. This presents a significant challenge for teacher

educators because of the expectations for scholarship and research activity. This pressure also falls increasingly on teacher educators based in further education colleges and other settings. Engagement in research into personal practice may have particular resonance for teacher educators because classroom enquiry is often a significant element of teacher education programmes. This means that practitioner research or self-study have sometimes been proposed as effective pathways to research induction or to build scholarship in teacher education (Murray, 2010; Williams and Ritter, 2010). It should be acknowledged, though, that this kind of work may be perceived as having low value in the context of national research audits. A focus on the writing of scholarly texts (Dye et al., 2010; Shteiman, Gidron and Batia, 2010) or text books is another form of scholarship proposed for teacher educators. These forms of scholarship may also conflict with expectations driven by the research quality audit in many UK universities.

To support the research development of individual teacher educators, institutions and departments need to provide effective support using mentors and collaborative projects and to set realistic targets (Griffiths, Thompson and Hryniewicz, 2010). New teacher educators based in universities often feel pressure to pursue their doctorate and to publish research, but this may conflict with the priority given to quality of teaching and partnership work (Murray, 2008; Boyd and Harris, 2010). Across the body of work on teacher educators there is evidence that many teacher educators, in a range of workplace settings, are not able to find or prioritise the time they feel they need for scholarship and research activity. Cultures within university education departments vary considerably with regard to scholarship and research and create different expectations and possibilities for academics (Deem and Lucas, 2007).

For teachers based in further education colleges, including teacher educators, scholarly activity may be viewed as preparation for teaching (Harwood and Harwood, 2004; Jones, 2006). Partnership with a university offers some potential support for professional development and especially scholarship, but the relationship may sometimes be focused on quality assurance (Trim, 2001) and its nature and quality varies considerably at the local level (Avis, Kendal and Parsons, 2003).

''There's a lot of opportunities that I think we've gained through our partnership with the University that we wouldn't have had through our own Institution.''
Teacher educator (based in a further education college)

Teacher educators need to be proactive in developing their professional identity in ways that reflect their roles, institutional contexts and personal aspirations. Studies focused on the identity and sub-

identities of university-based teacher educators (see, for example, Swennen, Jones and Volman, 2010) suggest a range of possibilities that may be foregrounded. Teacher educators' personal identities may include elements of:
- ◼ (still) being a school or college teacher
- ◼ being a teacher in HE
- ◼ being a teacher of teachers
- ◼ being a researcher.

The particular workplace context of a teacher educator will impose certain priorities, including unwritten rules and ways of working, around what a teacher educator 'should' be and what is valued by the institution and department (Boyd and Harris, 2010). Even teachers in schools who take on teacher educator roles need to go through a considerable shift in identity (Clemans, Berry and Loughran, 2010) and their induction is an area for concern in the UK (House of Commons, 2010). It is therefore important that leaders in teacher educator workplace settings have realistic expectations and provide identity role models that teacher educators might work towards.

Section 3
Using these guidelines to influence policy and practice

The purpose of this section is to discuss the ways in which ideas within these guidelines might be used to influence policy and practice within institutions in order to improve the academic induction of new teacher educators.

3.1 Planning a strategy for induction of new teacher educators

Although we have broken down the induction of new teacher educators into several themes here, in practice these areas overlap and a cohesive approach is required. There is a need to find a balance between provision of induction support at the different levels of:

■ subject discipline networks

■ institutional central provision

■ departmental and teaching team activity

■ one-to-one mentoring by a colleague.

In the case of teacher educators based in further education colleges, the partnership with a university department is particularly significant and should be viewed as a critical professional development resource. However, as college teams will often be small in size, networking with other local college-based teacher educators is also likely to 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.

3.2 Working with heads of department

Academics, such as heads of department, responsible for the induction and professional development of new teacher educators have an important role in mediating institutional policy (Helawell and Hancock, 2001). Because of their focus on teacher education, they may be somewhat sceptical about induction centrally provided by the university (Clegg, 2003), but, as stated earlier, we see such provision as having some value and importance. It may be useful to establish a clear view of induction for new teacher educators as an integrated process involving departmental activity and non-formal learning, as well as centrally provided induction. A **'middle-up-down'** approach (Nonaka and Takeuchi, 1995) to leadership seems appropriate. In this approach, those planning induction provision play a role in narrowing the gap between the strategic vision of top management and the reality experienced by academic staff in their departments or teams.

A structural tension exists for heads of department, between their responsibility for allocating teaching and administrative duties to academics and their role in protecting new staff and creating time for induction activities. Planning for the development of induction needs to deal with this tension explicitly. The review of job design set out in Section 4.1 is a key area in which this tension is played out in practice. Also significant is the careful selection and development of mentors assigned to support new teacher educators.

3.3 Mentors for new teacher educators

Mentors have the potential to play a key role in the induction of new teacher educators and it is important that they are selected carefully and supported in their role. There may be significant advantages in having a mentor who is not also responsible for evaluating 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). If the evaluator does act as mentor, then this might provide a more direct route to gaining additional resources but it may have a price to pay in terms of the structural power difference introduced into the mentoring relationship (Tenner, 2004). More realistically perhaps, for the generally competitive academic environment in research-intensive contexts, Johnson and DeSpain (2004) focus on mentoring in support of writing for publication and adopt a pragmatic approach to power within the relationship.

There have been attempts to create more collegial frameworks for mentoring, for example, within postgraduate certificate courses for newly appointed staff with teaching responsibilities (Mathias, 2005). Barkham (2005) analyses her own experience of mentoring during her first year as a teacher educator and suggests qualities required of the successful mentee. She broadly supports the value of mentoring but argues that the mentee needs to take significant responsibility for the development of the mentoring relationship and that power should be negotiated between the mentee and mentor.

Depending on the nature and quality of the professional relationships developed between mentor and mentee, formal approaches to mentoring may have some value. However, it is likely that new teacher educators will also need to find other non-formal mentors and informal support groups and the workplace culture needs to encourage this (Eraut, 2007). Multiple mentor or mentor network approaches are in use (Sorcinelli and Yun, 2007) and some schemes enable mentees to choose their mentor (Bell, 2011).

3.4 Induction as an individualised three-year process

As we have indicated earlier in this document, the existing research in the UK context (Boyd & Harris, 2010; McKeon & Harrison, 2010; Murray, 2005a; Murray & Male, 2005) indicates that although their first year as a teacher educator is a time of rapid learning and acquisition of new forms of knowledge and understanding, very 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.

This same body of research also indicates that 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 need 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.

Some key questions on appointment of a new teacher educator are:

- What attitudes and aspirations does the new teacher educator have for their new role?

- What do they see as priorities for their development within their new role?

- What strengths do they bring from teaching pupils (and perhaps adults)?

- What knowledge of educational leadership and administration do they bring?

- What specialist knowledge in education do they bring?

- What strengths in scholarship and research do they bring?

- How might any strengths across the areas above be applied and further developed?

- What are the expectations for scholarship and research activity and outputs?

- What are the probationary requirements and does the induction address these?

- What is the timeframe for probation?

- Are expectations realistic?

- For part-time colleagues, how will they gain access to formal and non-formal support?

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 professional biographies, dispositions and practices. 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. These guidelines therefore recommend creating an **entry profile** soon after appointment that details 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.

Key questions to inform planning of induction for a new teacher educator over a three-year period:

- How might the new teacher educator's role and focus change between year one and year three?
- What are their career aspirations over this timeframe and beyond?
- What resources and ways of working are available to support them?
- What support will enable them to work most effectively in year one?
- What support will enable them to work and develop most effectively in years two to three?
- Will induction form a sound basis for professional development beyond the third year?

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

Possible teacher educator priorities within this timeframe	**Within about one year of appointment** ■ '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 on the journey of becoming an active researcher by extending their existing knowledge through scholarship in a selected area of expertise. ■ Ensuring that 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 considerable scholarship.
Possible teacher educator priorities within this timeframe	**Within two to three years of appointment** ■ Developing deeper level knowledge of the institution and how it works. ■ Extending the range of pedagogical knowledge and skills used in teaching teachers underpinned by pedagogical scholarship. This should include growing awareness of wider debates and practices in other institutions and a critical perspective on current teacher education policy and practice. ■ Building up scholarship in area(s) of expertise. Using scholarship to inform personal development as an active researcher. ■ 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.
Career progression as a teacher educator	**Consequently** 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.
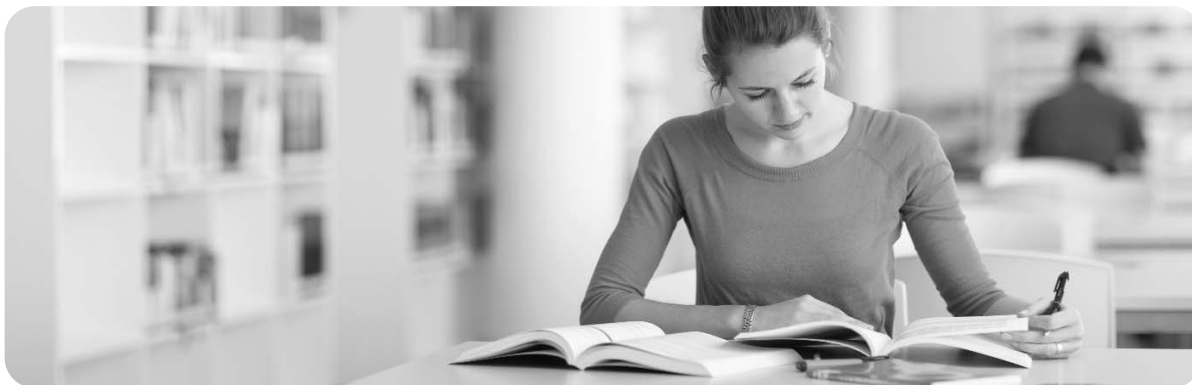
3.5 Workload management and priorities

Some teacher educators may experience their workload as heavy and find that, in practice, the workplace priority is often strongly focused on managing the quality of the student experience on a day-to-day basis. While the contribution of scholarship and research activity in maintaining medium- or longer-term quality and their own professional learning may be accepted by teacher educators, it often does not get prioritised within their working lives.

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 identity as a teacher educator that they wish to pursue. Once these general priorities (in Covey's terms personal 'principles') have been identified, then they provide a basis for planning work effort.

Identifying personal principles helps teacher educators to plan for as much effort as possible to be focused on important but non-urgent goals. Covey (2004) argues that this will help to prioritise activities that:

■ are principle-centred
■ strongly support personal mission

■ prevent crises
■ build long-term relationships
■ involve planning
■ recognise new opportunities.

Covey proposes that weekly planning, rather than using daily lists, is more likely to enable prioritisation of this kind of work: *"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.

A recent study of the working lives of 13 university-based teacher educators (Ellis, Blake, McNicholl and McNally, 2011) used a combination of work diaries, work shadowing and interviews to investigate their day-to-day activities. This study identified **'relationship maintenance'** as a time-consuming activity that featured most strongly in the day-to-day work of teacher educators. Relationship maintenance involves work on communicating with partnership employers, in this case schools, about students on placement. It also involves individual student teachers' wellbeing. It consists of time spent communicating by email, telephone, formal and informal conversations and sometimes travelling. It is important to note that this work category **does not include teaching or tutoring individuals**. Investing time in relationship building is worthwhile but it should be purposeful.

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

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:

■ Avoiding over-generalisation and developing a chosen area of expertise to underpin research and knowledge exchange activity.

■ Being prepared to rely on colleagues to produce shared resources and expertise in other areas of teaching.

■ Respecting the practical wisdom of workplace based mentor colleagues and delegating to them significant elements of programme content.

■ Avoiding over-preparation for taught sessions. This can occur due to pressure to maintain credibility as a teacher or to respond to the accountability context that places such high value on student evaluative feedback. This may end up with spoon-feeding of student teachers rather than challenging them to do the work and developing them as independent critical thinkers.

■ As an individual and within teams ensuring that support staff are well deployed. This helps to avoid being swamped with work that is more reliably and efficiently handled by an administrative colleague.

Student teachers, and ultimately their pupils/students, are entitled to support from teacher educators who maintain their professional development through scholarship. Despite constraints within some institutional contexts, teacher educators will have some autonomy and ability to influence workplace practice and culture and to prioritise their own work effort.

Section 4
Areas for review and development

This section sets out six areas that may need to be reviewed and developed by individual teacher educators or by those who support them in their workplace. It is important to consider the links between and across these areas to create a coherent induction framework.

4.1 Role design

4.2 Organisational learning

4.3 Pedagogy of initial teacher education

4.4 Work-based learning

4.5 Formal courses for new academics

4.6 Scholarship and research activity

Key questions for each area:

◼ What is the current situation in this area?
◼ How might this area be developed?
◼ How does this relate to other areas and to the overall coherence of induction?

4.1 Role design

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

The individual work situations of new teacher educators will vary considerably even within one institution or department. This means that it may be valuable to consider the design of their role carefully.

- **Strengths:** New teacher educators will bring with them a wide variation in prior experience and expertise. The role design will need to take note of the initial audit and aim both to make use of the strengths and develop the areas of relative weakness or inexperience of the new teacher educator. This planning will need to begin as early as possible, preferably soon after appointment, because it may have implications for other staff and require a considerable amount of negotiation.
- **Induction:** The potential for designing the role of new teacher educators will be constrained by the available staffing resources. There may be considerable pressure for new teacher educators to carry a heavy teaching workload and to expect them to take on a fairly full role from day one of their appointment. It is important that some space is created for reflective learning and for the additional induction activities required of newly appointed colleagues.
- **Expectations:** Clear expectations may be established through discussion between the new teacher educator and the head of department or evaluator and mentor around the job description and the likely annual cycle of work. Exit interviews of teacher educators leaving the institution may be a useful source of information.
- **Team membership:** Within large teacher education providers there is a need to balance carefully a new teacher educator's membership of different teams. Membership of too many may lead to overload, but belonging to a single small team may also constrain professional development opportunities for day-to day-interaction and informal sharing of practice and mentoring.

- **Workload:** It is important to accept that as a professional group, teacher educators need to address workload issues (see Section 3.5). New teacher educators may be tempted by requests and offers to become involved in a range of projects and additional duties. They may need support in politely but clearly saying 'no'.
- **Isolation:** There is a need to identify potential isolation of the new teacher educator even where they appear to be joining a reasonably-sized team. This may be caused for example by geographical location of a work base or by the nature of a specific role. 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.
- **Observation:** Consideration of the role of the new teacher educator in terms of visiting and observing student teachers in their teaching placements is important (see Section 4.4).
- **Networking:** Providing opportunities for networking across boundaries within the institution or educational partnership may be possible through participation in a formal course such as a postgraduate course for newly appointed teaching staff (see Section 4.5).

4.2 Organisational learning

"It's understanding the procedures and understanding the regulations of the higher education institution to inform decisions." New teacher educator (based in a university)

Here, the term **organisational learning** refers to how new teacher educators find their way around the systems and language of their department and institution. New teacher educators may feel reluctant to ask for advice in areas that they feel they should already know. For example, they may feel too awkward to ask for acronyms to be explained during a team meeting.

- **Overload:** It is important to avoid overload of organisational information in the early days of induction; a more appropriate approach is to aim for provision of information 'at point of need'. In the case of further education teacher educators moving departments within the same institution, it is important to recognise the need for induction.
- **Time management:** Time management is critical. 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, scholarship and so on. Using a diary for workload planning may be novel for new teacher educators where they have previously worked to very structured schedules.
- **Specialist language:** The use of specialist language, including acronyms and abbreviations, may undermine the confidence of new teacher educators and make them feel isolated. A glossary from the institution and from the subject discipline area might be useful here. Developing a shared language is important in developing a sense of

belonging. Acronyms and other specialist language need to be fully explained during formal and non-formal discussion when new teacher educators are present.
- **Assessment and quality assurance processes:** The organisation of assessment and quality assurance processes is a key area of learning for new teacher educators. The public accountability element of this may be perceived by new teacher educators as threatening and they will appreciate careful briefing in relation to their role and responsibilities.
- **E-learning:** Most higher education programmes involve some element of e-learning and use of virtual learning environments. This may be a particular area of development required by many new teacher educators.

4.3 Pedagogy of initial 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 (based in a university)

"Because if you think about it…what are we asking [student teachers] to do in their teaching? We're asking them to be a school teacher…we're asking them to be a Sixth Form [16–18] teacher…we're asking them to be a further education teacher with the adults and we're asking them to be a higher education lecturer." Experienced teacher educator (based in a further education college)

New teacher educators need to be supported in their development of pedagogy suitable for adult learners and for the subject discipline.

- **New pedagogy:** New teacher educators bring a considerable repertoire of teaching skills from their previous teaching experience in schools or colleges, but most still report needing support in developing a pedagogy for teaching in higher education (Murray, 2005a and 2005b; Boyd and Harris, 2010). Most new teacher educators in the same studies reported considerable professional learning in relation to teaching adults in higher education through non-formal learning in the workplace, but also through formal postgraduate courses.

- **Formal courses:** If new teacher educators are required to complete a postgraduate course, it is vital that this engages them in critical consideration of generic pedagogical issues in adult and higher education. This would include, for example, design and facilitation of blended learning and strategies to develop students as critical thinkers and independent learners. However, it must also engage them in the pedagogy of teacher education as a professional field (for example Korthagen et al., 2001; Loughran, 2006; Korthagen, Loughran and Russell, 2006; Korthagen, 2010).

- **Educational policy:** New teacher educators need to be supported in developing a critical engagement and perspective on educational policy frameworks concerning schooling, curriculum and teacher education itself.

- **Modelling:** One of the particular aspects of initial teacher education is its layered nature – it is teaching about teaching. This creates a complex learning environment and new teacher educators need to engage with conceptions of 'modelling' within their teaching practice (Loughran and Berry, 2005; Swennen, Lunenberg and Korthagen, 2008).

- **Autonomy:** New teacher educators should have some freedom to plan their own teaching and to contribute to collaborative planning for teaching by teams. They need to be helped to take opportunities to observe other colleagues teaching and to co-teach.

- **Assessment:** 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 design of assessment. 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.

4.4 Work-based learning

''I think the hardest thing is when you've got people [student teachers] who are identified in a training role and they don't have the luxury of having a cohort [of students] who they are going to see each week for a long period of time…[for example] Police Trainers…it is so varied and their roles are so different.'' Experienced teacher educator (based in a further education college)

The role of a new teacher educator will usually include facilitating work-based learning in partnership with colleagues who provide mentoring for the student teachers in schools, colleges and other settings. This work involves collaboration in assessment and moderation of teaching standards. Despite prior experience of mentoring that new teacher educators may bring, this is a complex role and it would be wrong to assume that little induction support is needed in this area.

- ■ **Partnership:** Partnership in pre-service teacher education courses is a complex idea in part because at its heart is "the complexity and contestability of professional knowledge" (Furlong et al., 2005:19). Current models of teacher education partnership in the UK mean that working in placement settings has organisational, epistemological, ethical and pedagogical complexities for teacher educators (Furlong et al., 2005; Murray, 2007). New teacher educators need time, space and guidance to come to terms with these complexities.

- ■ **Pedagogy of guidance:** The work of teacher educators in supporting student placements and mentors includes adopting what Guile and Lucas (1999:212) have termed a **'pedagogy of guidance'**. There are tensions but also tremendous learning opportunities in the tripartite arrangement between student, work-based mentor and university-based tutor.

- ■ **Theory and practice:** particularly when visiting student teachers on placement, teacher educators will engage with the tension between what are often (mis)characterised as 'educational theories' (based loosely around the foundation disciplines of education) and 'practice' (including practical wisdom and personal theories generated from practice). New teacher educators need to be given the opportunity to reflect on this tension, to discuss it with colleagues and to consider how it should be handled in their professional relationships with school-based colleagues and student teachers.

- ■ **Peer review:** Teacher educators in further education will often be teaching their workplace colleagues because some of their student teachers will be teaching in the same college setting. This creates some challenge not least because marking and giving feedback on assignments becomes a form of peer review.

- **Priorities:** The teacher educator may need to manage a tension in work-based learning where the priority of the setting providing a placement for a student teacher is focused on the achievement of the pupils/students, rather than on the learning of the student teacher. There will sometimes be difficult issues for new teacher educators to tackle, including failing students, disagreement over assessment, or lack of quality of a placement.

- **Strategies:** Strategies for supporting the new teacher educator in their school-based work might include: an information pack; a workshop session; shadowing an experienced colleague; and joint observations with experienced colleagues.

4.5 Formal courses for new academics

''I've found the PG [postgraduate course for new academics] useful. I'm finding the MA [Masters 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 (based in a university)

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).

- **Teaching qualifications:** A key question is about institutional policy on mandatory completion of a postgraduate course in learning and teaching in higher education: should new teacher educators, who will invariably already hold a teaching qualification, be expected to gain a formal qualification on teaching and learning in higher education?

- **Formal programme:** Evidence emerging 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).

- **Higher education:** Some new teacher educators will bring considerable experience of delivering professional development for experienced teachers. This may be useful adult education experience but it may not have included critical elements of higher education such as formal assessment.

- **Flexibility:** The flexibility of a postgraduate course in terms of providing for the individual needs of different new teacher educators is important. Above all the course needs to support them in critical engagement with subject specific pedagogy (see Section 4.3).

- **Partnership:** Close co-operation between the postgraduate course and the teacher education department is important. Strong two-way communication links through mentors and heads of departments will help to establish an effective partnership approach to the academic induction of new teacher educators.

- **Practitioner research:** If a postgraduate course adopts a practitioner research approach to learning and teaching, and includes within this an element of research methodology and skills, this may be particularly appropriate for teacher educators because of its relevance to the subject discipline.
- **Masters level credits:** New teacher educators may be appointed before gaining a Masters level qualification and for these individuals completion of the postgraduate course should provide credit towards their Masters award. A Masters level dissertation will provide a structured opportunity for a significant research project.

4.6 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)

Scholarship and research activity are seen in these guidelines 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 as a teacher educator. Enhancing scholarship is a key issue during academic induction (Murray, 2005b).

The level of scholarship and research activity is a distinguishing factor of higher education partnership approaches to teacher education, and it is critical for the quality of the student experience. It is important that new teacher educators 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 in both university and further education college workplace settings.

It may be helpful to see progression in scholarship and research activity as moving from **inquiring into** an area of expertise related to teaching, learning and/or teacher education through to **contributing actively** to it (Association of Teacher Educators, 2003).

- **Inquiry** aims at a thorough knowledge of the area and may be achieved through processes such as sustained reading, personal reflexivity on practice and involvement in small-scale research projects.
- **Contribution** involves engagement in writing, publication and dissemination of some form of original research and aims to make develop new knowledge within the area.

In Boyer, Altbach and Whitelaw's (1994) terms it may also help to consider induction into scholarship and research as a process of moving from the **scholarship of application** (integrating theory with practice) to the **scholarship of discovery** (the production of original research). This is a progression which requires sustained support from the beginning of year one through to the end of induction in year three and on into mid-career development. It is important that expectations of progression are realistic for the workplace context and that they take into account the starting points and career aspirations of individuals.

Key questions

- What experiences and strengths in scholarship and research does the new teacher educator bring?

- What attitudes and aspirations about scholarship and research do they have?

- What do they see as their 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 the new teacher educator's development over the first three years?

- What resources and established ways of working are available within the department and the institution to support their development as scholar and researcher?

Issues and strategies to consider

- **Realistic expectations:** Ensuring that expectations for scholarship and research are realistic, especially for the first year in post. Setting rising expectations over the three-year induction period for new teacher educators to acquire increasing levels of expertise and to reflect this growth by making the move from **inquiry** to **contribution.**

- **Clear messages:** How might clear messages about the priority for scholarship and research be made explicit through the practical arrangements taken to promote it? To make scholarship and research more feasible, consider how these might be reviewed and adjusted:

  - workload allocation

  - the structure and staffing of teacher education programmes

  - timetabling

  - planning of scholarship time by individuals

  - practical arrangements in place for providing cover for the teaching of colleagues.

- **Support:** Supporting conventional research induction and development routes (for example, research training, and enrolment for Masters or doctorates) but allowing for realistic timeframes. Where new teacher educators are not enrolled for formal qualifications such as doctorates, providing research mentoring or support groups to ensure that the new teacher educator has access to research capacity-building support.

- **Accessible opportunities:** If the opportunities for research support, funding and dissemination are fragmented across the department, institution and subject discipline, considering how these can be drawn together and made accessible for the new teacher educator.

- **Group membership:** Considering what opportunities are provided for the new teacher educator to join formal and informal research groups and projects which would help to build confidence and skills in empirical research and writing for publication. These may be within the department or wider groups within the subject discipline community.

- **Action research:** New teacher educators might be encouraged to initiate or join collaborative action-oriented practitioner research on learning and teaching in higher education, including aspects of teacher education partnership. This may form a useful route into research activity for academics in general (Kember, 2000). Although sometimes contested in terms of value as formal research outputs, action research approaches may be particularly appropriate for teacher educators because of their congruence with the field of teacher education (McNiff and Whitehead, 2002; Loughran, 2006).

- **Academic writing:** It may be appropriate to encourage early attempts at academic writing. These might be related to production of learning resources, and to consider how non-formal mentoring might support the key challenge of developing writing and achieving publication (Johnson and DeSpain, 2004).

Section 5
Looking ahead

Enhancing induction for newly appointed teacher educators is a significant systemic challenge. It has implications for all members of education departments; and potential benefits for the creation of more effective learning communities for both new and experienced members of staff. Meanwhile, individual teacher educators will need to use these guidelines as support and be proactive in making the best use of available resources within their workplace and relevant wider networks.

The challenge for induction of teacher educators appears to be not to devise set induction programmes that will equip them with a 'bag of tricks' full of generic pedagogical and research skills for higher education work. Rather, they should have the time, space,

support and opportunities to reflect on and analyse their emerging practice as teacher educators and the questions, issues and dilemmas it raises. As Eraut (2000:133) states: "Tidy maps of knowledge and learning are usually deceptive."

The development of such an induction process and learning environment faces real challenges in the current accountability-led systems of higher education, where senior academics and external agencies may seek simplistic measures for the outcomes of professional learning. Teacher education teams need to contribute to challenging and developing this policy framework at institutional and national level and practitioner evaluation and research may produce useful evidence to drive change.

There may be unhelpful aspects of central institutional policy and practice that need to be mediated in the short term, but concerted efforts may bring about change and improvement in the longer term. Driving through change and developing the learning architecture of the institution (Dill, 1999; Boyd, 2010) to enhance induction will be challenging, but it may provide rich rewards. It might be helpful to seek the involvement and support of the learning and teaching unit and to frame the changes identified into the wider framework of the institution and the corporate plan. It is particularly appropriate for a teacher education department to seek to influence institutional policy on academic induction. The UK National Framework for Professional Standards for Teaching and Supporting Learning (Higher Education Academy, 2006) may be useful to institutions and education departments in building a suitable structure for professional learning activity, including academic induction. Professional standards developed for teacher educators in other countries may also be of interest and use. See, for example, Association of Teacher Educators (2003) in the USA.

Given the fast pace of change in schools and colleges and within teacher education, it seems likely that the professional field of the teacher educator will continue to develop at speed. This means that working on teacher education courses, based in universities and colleges, will pose challenges to all teacher educators and particularly to the next 'generation' of teacher educators entering this area of work. We would argue that this context is a strong reason why education departments should pay attention to enhancing workplace learning for all teacher educators. We very much hope that these guidelines will make a contribution to that process.

Key professional and scholarship web sites for teacher educators

Institute for Learning (IfL): www.ifl.ac.uk

Higher Education Academy (HE Academy): www.heacademy.ac.uk

Universities Council for the Education of Teachers (UCET): www.ucet.ac.uk

British Educational Research Association (BERA): www.bera.ac.uk

Teacher Education Advancement Network (TEAN): www.tean.ac.uk

Teacher Education in Lifelong Learning network (TELL) via www.teachology.org.uk

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