



Learning from the past to shape the future

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Learning from the past to shape the future

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Abstract

This paper is a personal narrative of a journey from teaching to teacher educator, and researcher. The first part of the paper tells the professional story which at first glance is a rather common trajectory into teacher education, whereas changing contexts has formed development, perceptions and actions. The story is followed by a discussion of the underlying principles that have served as a personal guide throughout my career. Next, the paper briefly presents some of the lessons learned from the long experience before finally some views on future directions for teacher education are mentioned. The main argument throughout the paper is that limiting the discussions to the structure of teacher education is not enough. Building strong relations through collaborations in the near and far context is essential to all working to improve education.

Introduction

My personal journey into teacher education is probably a rather common one, from teacher, to mentor for student teachers, to part time position as a methodology teacher, then full time position, doctorate student and graduate, researcher, and leader. The step from teacher to teacher educator is not easy and has frequently been researched and discussed. Murray & Male (2005) found that it takes between 2-3 years to get used to the new role, and the main challenges were replacing classroom pedagogy with a pedagogy of teacher education and meeting the requirements of being research-active. A pedagogy is, according to Loughran (2013), about the relationship between teaching and learning and goes beyond the mere transmission of information/knowledge. The pedagogy of teacher education is therefore not only transmitting information about teaching to student teachers, but to combine “teaching about teaching and learning about teaching” (p. 3). Its complexity relates to “the interplay of examining, describing, articulating and portraying teaching” (p. 3) to teachers-to-be. Smith

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3 (2005) found that one of the main differences in teachers' and teacher educators' professional
4 expertise is the articulation of tacit knowledge. Berry (2007 a) has honestly described the
5 difficult process she went through when starting to work as a teacher educator, and her work
6 points at tensions many teacher educators experience; tensions related to being true to your
7 own beliefs or giving in to the contextual constraints (Berry, 2007 b). The change of identity
8 from being teacher to becoming a teacher educator is a process during which the new identity
9 is being constructed, however, the role as a teacher educator is enacted the first day in the job
10 (Dinkelman, Margolis & Sikkenga, 2006).
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19 In this paper my personal professional journey is presented before I discuss the principles which
20 have guided me as a teacher educator and researcher. Ongoing reflections have led to
21 important lessons learned, and which I find valuable in future planning of teacher education
22 and research, not only within my own context, but hopefully also beyond.
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27 *My personal journey*

28 A common trajectory

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32 My own transition from teacher to teacher educator which took place nearly 20 years prior to
33 Berry's publications, was a gradual process from being a mentor for student teachers for a
34 couple of years before I was invited to teach a methodology course in the same institution from
35 which I myself had graduated about five years earlier. I had these hybrid positions in school and
36 a teacher education institution for more than 10 years with an increasing load at the tertiary
37 level. White (2013) found in a study of seven English teachers holding the dual role of being a
38 teacher and a teacher educator that the participants saw several advantages in the hybrid
39 position such as professional growth in terms of knowledge and skills, strengthened motivation
40 and increased confidence. Challenges were, f. ex., experiencing conflicts between wanting to
41 do the best for the pupils and for the students, and managing the time, how to share it
42 between the two contexts. For me personally, these challenges amounted, and I felt it became
43 difficult to be fully present, physically and mentally in two places, and I constantly walked
44 around with a feeling of not doing a good job in either place. There were meetings I could not
45 attend, extra-curricular and social activities that clashed, and when I became Head of the
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3 English Department, I found it impossible to keep my position in school, and gave it up. Even
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5 though it was difficult after 20 years of school teaching to leave the classroom, I still believe it
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7 was the right thing to do. However, the school experience has formed the educational views I
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9 brought with me into teacher education, and not least, guided my work as a researcher.
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11 12 13 Education and career in a foreign country and culture 14

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16 As much as my story is a common trajectory into teacher education there are still some
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18 particulars that might be worthwhile mentioning. Being born and bred in Norway I went to
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20 Israel as a volunteer to a kibbutz at the age of 18. The intention was to have a gap year before
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22 starting my economics studies in Norway. Well, life is stronger than plans, and after four years
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24 in Israel, the kibbutz was in need of an English teacher and I was asked (told) to start my four
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26 years BA degree in English language and literature combined with teacher education. I
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28 thoroughly enjoyed my undergraduate studies and upon completion started teaching English in
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30 upper secondary and elementary school. I had done as the kibbutz wanted, and becoming a
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32 teacher became meaningful to me, so there was no feeling of having sacrificed my own plans.
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34 When looking at the plentiful literature on motivation to become a teacher (Watt et al., 2012,
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36 among others) the most common motifs are internationally found to be altruistic, social utility
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38 and intrinsic (Watt, Richardson & Smith, 2017). For me the motif was a kind of social utility
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40 related to the society in which I lived, the kibbutz. I became a teacher because it would serve
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42 the community. However, I shall be honest enough to say that part of it was purely extrinsic, as
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44 English would be easier for me than to study economics in Hebrew.

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46 After about six years of teaching, I became thirsty for more knowledge and started my
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48 graduate studies in a large university about 100 km away. At this time I enjoyed being a mentor
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50 for student teachers of English, and the studies and the teaching mutually drew on each other,
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52 as practice and theory jointly enriched my professional knowledge as a teacher and a very
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54 beginning researcher. I started teaching in the same teacher education institution where I was
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56 educated, and I became more and more caught by research, to learn more, especially about
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58 assessment, and how to encourage learners to take responsibility for their own learning
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3 through self-assessment. At the same time I became Head of the English Department, and I felt
4 it would be right to have a doctorate to hold a leadership position in teacher education.
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7 Therefore, the increased research interest and the job responsibility drove me to start a Ph.D.
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9 at yet another university. During my Ph.D. studies, I accepted the position as Head of the
10 Education Department, which meant a rather busy life on all fronts for some years.
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13 My personal trajectory contains multiple and rather frequent shifts of professional identities,
14 from planning to become an economist, then teacher, school-based teacher educator,
15 university-based teacher educator, researcher and academic leader. Clarke, Hyde & Drennan
16 (2012) claim that a person's professional identity is complex and dynamic and shaped by
17 contextual factors. This seems to be relevant to my personal narrative, the different contexts
18 formed my professional self, and as I shifted context, the identity developed. As I analyse my
19 professional journey, the professional identity did not completely change, I would rather say
20 that it expanded as layer after layer was added to the basic identity as a teacher. Similar
21 reflections are presented by Henkel (2000) who suggests that the personal story of the
22 professional interacts with the person's moral and values and the extent to which they are
23 acknowledged by the professional community. Thus, professional identity entails individual as
24 well as social aspects which underpin the professional practice and performance (Kogan,
25 2000).

26 27 28 29 30 31 32 33 34 35 36 37 38 Research interests

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41 My research was first focused on assessment in teaching English as a foreign language, and my
42 doctorate entailed an examination of self-assessment in relation to teacher and external
43 assessment in Arab and Jewish schools in Israel. At this time I was active in the International
44 Association for Teachers of English as a Foreign Language (IATEFL) and served as the
45 coordinator of the testing and assessment special interest group (Smith, 1989; 1991; 1998). I
46 became interested in portfolio as an assessment tool, not only in English, but more as a means
47 for professional development in teacher education and school leadership. Much of this work
48 was done jointly with a Dutch colleague, and in retrospect we have often discussed our shared
49 journey as researchers of the value of portfolio which accumulated in a book, *Portfolios for*
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3 *professional development- A research journey* (Smith & Tillema, 2006) including most of our
4 joint published papers on portfolio. Our perception of the function of professional portfolio
5 mainly as a professional development tool and the teacher or teacher educator decided on the
6 content of the portfolio, was challenged by the summative function which we noticed when it
7 became a frequently used assessment tool. The content of the portfolio was often decided
8 without involvement of the portfolio composer, and we found, in our last studies, that the
9 focus was more on meeting external requirements for summative assessment purposes and
10 less a dynamic development artefact. This is yet another example of the extent to which
11 assessment seems to drive learning (Boud & Falchikov, 2006).
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21 As the Head of the Education Department I had the possibility to introduce new courses in the
22 teacher education programme, *Assessment as a Pedagogical Tool* and *Teacher as Researcher*.
23 There was a need to provide student teachers with a solid understanding of, and possible tools
24 for practicing assessment for learning, or what I at that time called *complementary assessment*,
25 not accepting the more common term at that time, *alternative assessment*. My view was that
26 formative assessment tools should not be an alternative to summative assessment (tests), but
27 that formative as well as summative approaches to assessment need to complement each
28 other to promote individual learning, and at the same time serve as quality assurance for
29 certifications at the end of an education program. My interest in and understanding of the role
30 of assessment in education was, and still is, strongly influenced by the work of the Assessment
31 Reform (ARG) group in UK. I support the directions in which some of ARG's earlier members
32 have taken assessment forward, e.g. Louise Hayward in her 2015 paper in which she argues
33 that assessment is learning, and that we should dispose of the prepositions as in assessment of
34 and for learning. In the practice of assessment, I learned, however, that unless the formative
35 component is given a stronger weight than the summative component, summative assessment
36 is likely to dictate learning as well as teaching. I found good dialogue partners in the special
37 interest group on Assessment and Evaluation (SIG 1) in the European Association for Research
38 in Learning and Instruction (EARLI) where I had the honour to serve as the SIG 1 coordinator for
39 four years. It has been, however, a lost fight of mine during the years to persuade policy
40 makers that increased accountability does not support learning at any level of education
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3 (Smith, 2007; 2009; 2011; 2015). In Norway assessment for learning is, indeed, an educational
4 focus, and extensive resources have been put into the implementation of assessment for
5 learning in Norwegian schools. Nevertheless, in practice the policy makers send out conflicting
6 messages as the numbers of standardised national tests are increasing, and teachers
7 experience the tension between practicing assessment for learning and meeting accountability
8 requirements such as preparing students for external tests and exams.
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11 The other new course in the teacher education programme I introduced in Israel, *Teacher as*
12 *Researcher*, was developed in alignment with my increased interest in professional
13 development and strong belief in action research as a professional development tool (Smith &
14 Sela, 2005). Cochran-Smith & Lytle's book from 1993, *Inside/outside: Teacher research and*
15 *knowledge* was a real eye-opener with regard to my understanding of the importance of
16 teachers' engagement in active research on their own and their school's practices. If the goal is
17 that teachers shall be systematic and informed reflective enquirers, they need to learn how to
18 become research competent in teacher education. My attraction to self-studies and action
19 research as professional and school development tools has been strengthened during the
20 years, and I truly believe teacher educators benefit from doing research jointly with teachers
21 and not only on teachers and teaching. In this respect I closely link my views on action research
22 to McNiff's (1993) and McNiff and Whiteheads' (2011) work, but at the same expand the view
23 to practitioner research, which goes beyond the specification of teachers as researchers
24 (Cochran-Smith, & Lytle, 2009). Another term that aligns with my own research is the term
25 practice-oriented research defined by Bleijenbergh, Korzilius, & Verschuren (2011):
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44 "Our definition of practice oriented research is that it involves all research that is
45 performed with the primary aim to support a practical problem to be solved or a
46 decision to be taken. With a practical problem, as contrasted to a theoretical problem,
47 we mean a problem that calls for an intervention or a new artefact, in order to change
48 reality in a desired direction" (p. 146).
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3 Without ignoring the importance of theoretical research, to better understand and enhance
4 teacher education, I have tried to engage in research that is oriented towards the practice field
5 (Smith, 2007; Smith, 2010).
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10 The current practice turn /ref) in teacher education places the mentors, or school-based
11 teacher educators, in focus, as well as their roles as teacher educators. Supported by Cochran-
12 Smith's claim (2005) that part of teacher educators' responsibilities is to be involved with
13 research, and the question is if they are research competent. In contexts where initial teacher
14 education is at a graduate level and a research based master thesis is required, it might be
15 expected that school-based teacher educators are involved with supervision of the student
16 teachers' research projects.
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23 Going back

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26 Already from the beginning of my academic career I had worked internationally and had
27 developed a global network of colleagues. Yet, when I returned to Norway in 2005 and took up
28 the position as a Chair (Professor) of teacher education in one of the main Norwegian
29 Universities, I experienced a culture shock even though I returned to my home country, culture
30 and language. My whole academic education had taken place in Israel in Hebrew and English
31 and my career had been within a demanding and dynamic context. In Norway I soon discovered
32 that Norwegian teacher education had, at that time, not been widely internationally oriented,
33 and that professional discussions and publications were mainly in Norwegian. Research was
34 local or at best national, but there was little networking or research cooperation in teacher
35 education that crossed the national borders. My impression is supported by an extensive
36 evaluation of Norwegian educational research by the Norwegian Research Council in 2004
37 (Norsk forskningsråd, 2004). Today the situation is different, to a large extent because the
38 Norwegian Research Council, acting on a governmental assignment in 2005, issued a call for
39 researchers to apply for funding for practice oriented research projects. This resulted in
40 numerous research projects which engaged practitioners at a tertiary as well as at the school
41 level. PRAKUT was in 2010 replaced by the programme Research and Innovation in the
42 Educational Sector (FINNUT), "a long-term programme for research and innovation in the
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3 educational sector. The programme funds research on a wide spectrum from early childhood
4 education and care to higher education and adult learning”

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7 (https://www.forskingsradet.no/prognett-finnut/Home_page/1253990820560). These
8 initiatives have noticeably enhanced and strengthened Norwegian educational research.
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11 When I first applied for PRAKUT funding I realized that I had to learn a completely new
12 professional language, even though my mother tongue is Norwegian. The language used in
13 teacher education is strongly influenced by the context in which it takes place, and an example
14 is that the strong emphasis on ‘danning’, German bildung, the cultural, moral and ethical
15 aspects of education, was unfamiliar to me as a highly anglo- oriented academic. I was familiar
16 with the concept from my own school days in Norway, but I was not able to place it into the
17 academic context. Moreover, the dynamic character of the Israeli academic world was in strong
18 contradiction to the traditional and rigorous Norwegian academy where new ideas were first
19 accepted with scepticism, and if embraced, the implementation progress was long and tedious
20 to comply with national and institutional regulations. I remember becoming the Head of a
21 section which did a wonderful job as teachers in teacher education, but who were not used to
22 participating in international conferences, and did very little, if any, systematic research.
23 However, the resources for research were much greater than anything I could dream of in
24 Israel, both in terms of time as well as opportunities for seeking funding. Most of my research
25 in Israel had been small scale research which had not required external funding and most of it
26 was done in my spare time or ‘in-between’ what I then, called my real work, teaching and
27 leading teacher education programmes. This is the situation for multiple teacher educators
28 working in contexts without time for research in the job description, and teaching and
29 administrative responsibilities take up most of the time. Research and publication is a main
30 criterion for promotion and academic acknowledgement (Korthagen, Loughran & Lunenberg,
31 2005, Murray and Male, 2005) and this is a challenge for teacher educators who do not have
32 access to resources necessary to conduct research.
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54 Moving to Norway was the beginning of a fascinating phase in my career in which I, and my
55 Norwegian colleagues, were subjected to a steep learning curve. I had to learn about the
56 Norwegian education system and the academic culture, and my colleagues were pushed into
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3 research, getting their doctorates, presenting at international conferences and publishing in
4 international peer-reviewed journals. The section was proud to host the 2012 EARLI SIG 11
5 conference on research in teaching and teacher education. Some achievements during this
6 period were that the five years teacher education program for secondary school teachers
7 became more integrated and practice periods were built into the program from the very first
8 semester. For schools to be prepared to take on the students and to provide a progressive
9 practicum component over five years, the university established partnerships with selected
10 schools through an application, selection and contracted partnership. The school principals and
11 the mentors were invited to several hotel seminars, where the content of the practicum,
12 criteria for assessment and responsibility for assessment were discussed (Smith, 2016). This
13 came in addition to the more separated cooperation with practice schools. Zeichner (2010)
14 argues that to improve teacher education and create spaces where academic and practical
15 knowledge meet (third spaces) universities have to establish democratic and inclusive
16 relationships with schools. This is found to be challenging in many contexts mainly due to issues
17 related to the logistics of enacting the partnerships alongside lack of resources in terms of time
18 and funding often create conflicts. Not least, the differences in the academic and in the school
19 culture contribute to potential obstacles (Bartholomew & Sandholtz, 2009). Moreover, when
20 more responsibility for educating future teachers is left to school and the mentors (school
21 based teacher educators), it becomes essential to assure that student teachers' receive high
22 quality mentoring during their practice teaching.
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41 An awareness of the value of quality mentoring for students and for novice teachers has
42 emerged in Norway and mentor education courses of 30 European Credit Transfer and
43 Accumulation System (ECTS) points are centrally funded. The majority of teacher education
44 institutions in the country offer courses. This very positive development was related to the
45 international and national recognition of the challenges novice teachers meet in their first years
46 as teachers (Fantilli & McDougall, 2009). Clusters of institutions joined forces in securing
47 funding for regional support networks for novice teachers. As the Head of the university's
48 teacher education program, I was fortunate to be deeply involved in the planning of these
49 exciting developments, and subsequently also in teaching some of the courses. In this period
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much of my research and publications, in cooperation with colleagues, relate to mentors and novice teachers (Ulvik, Smith & Helleve, 2009; 2016). In our work we argue against a white or black perception of the first years of teaching, it is so much more complex and the strengths and resilience found in the majority of novices are sometimes forgotten in the discussion of all the challenges. As regards mentoring, co-researchers and I found that there are some generic characteristics of how mentoring is perceived in a variety of international contexts, such as the importance for mentors to be good communicators and be able to support students teachers' acquisition of teaching skills as well as to provide emotional support. There are also contextual aspects that form the mentors' as well as the mentees' perception of mentoring (Tillema, Smith, & Leshem, 2011), especially in the perception of what is good teaching. Mentoring is a profession within the teaching profession (Smith, 2015,b), and we still have much work ahead of us to be able to define the professional knowledge of mentoring, a prerequisite for developing good mentor education

National Research school in Teacher Education (NAFOL)

In 2009 I was invited by the Norwegian National Council for Teacher Education to chair a discussion and planning group of how to develop a doctoral program in teacher education. The initiative rested in the criticism of the quantity as well as the quality of research in Norwegian teacher education, and the teacher education community realised that extensive initiatives had to be materialized. A preliminary plan was presented to the Ministry of Education, which immediately asked the Norwegian Research Council to issue a call for a national research school in teacher education. Instead of competing with each other with separate applications, the vast majority of the country's teacher education decided to establish a network and to jointly apply for funding for the research school. It was difficult to reject a joint application from, at that time, 24 institutions. The national research school, NAFOL, (Norwegian: Nasjonal forskerskole i lærerutdanning) was established in 2010 with a first cohort of 19 students, all practicing teacher educators who had a four years scholarship (75% research, 25% teaching) to complete their Ph.D. dissertation. The initial plan was to accept four cohorts of 20 students with a project end in 2016. Today, the project period has been extended till 2021, and nine cohorts of above 20 students have been, are or will be

1 supported by NAFOL. Currently we have about 100 Ph.D. students in four cohorts, and four
2 cohorts of 97 candidates have already graduated from NAFOL. There is much to tell about
3 NAFOL, and I invite the interested reader to learn more from the NAFOL website,
4 <http://nafol.net/>, or from Østern's (2016) informative paper. In an extensive evaluation of
5 NAFOL by a contracted researcher, one of the questions examined was the perceived impact
6 of NAFOL on teacher education after six years. The findings suggest that NAFOL plays a
7 central role in developing national and international networks in teacher education in that it
8 reaches beyond disciplinary, institutional, and national boundaries. The findings also point at
9 NAFOL's contribution to strengthening a teacher education identity at an individual as well
10 as at an institutional level (Vattøy & Smith, 2015).

11 Yet- another move

12 As NAFOL is not administered by what was, at that time, my university, I quit my previous
13 position and moved to the host institution of NAFOL. Currently, all my work is at the doctorate
14 level, and in addition to NAFOL, I am responsible for the Educational Department's Ph.D.
15 program. I supervise quite a few Ph.D. students myself, and am involved at the national and
16 institutional level of improving the quality of supervision at the doctorate level in Norway. Most
17 of our doctoral students have experience as teacher educators or as teachers (I can see myself
18 in many of them), and this has awakened a keen interest in the professional development of
19 teacher educators- Who are they? How do they learn the job? What development needs do
20 they have? Until recently this is a rather under-researched area (Lunenberg, Dengerink &
21 Korthagen, 2014), however, researchers (Phuong, Cole, & Zarestky, 2017; Kelchtermans, Smith
22 & Vanderline, 2017) as well as policy makers (European Commission, 2013) are now alert to the
23 need for more research about and how best to support those who teach teachers.

24 International Forum for Teacher Educator development (InFo-TED)

25 An international group of experienced teacher educators with a shared interest in learning
26 more about the profession they represent, established in 2013 the International Forum for
27 Teacher Educator Professional Development (InFo-TED) of which I am the coordinator. Our
28 mission is

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3 " to bring together, exchange and promote research, policy and practice related to teacher
4 educators' professional development" (Lunenberg, Murray, Smith & Vanderlinde, 2016, p. 559).

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7 InFo-TED meets twice a year, and we have ongoing research projects and publications trying to
8 understand more about the complex role of being a teacher educator (Czerniawski, Guberman,
9 & MacPhail, 2017). We have also successfully applied for funding from ERASMUS + to launch an
10 online professional development program for teacher educators and to organize a five days
11 European teacher education academy summer 2018 in Trondheim, Norway.
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14 Accumulated research portfolio

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17 To conclude this shortened version of my professional journey, it seems natural to mention the
18 main research projects I am currently involved with; Responsive pedagogy in teaching
19 mathematics (RespMath), a research and development (R&D) project on how to empower
20 math teachers in providing feedback which strengthens self-regulation, self-efficacy and math
21 achievements (Smith, Gamlem, Sandal & Engelsen, 2016). Much time is spent on learning more
22 about teacher educators, induction into teacher education, how they perceive their roles, and
23 their own development from an international and a national perspective. Last, yet not least, I
24 am keen to learn more about why teachers leave teaching; is it always because of bad
25 experiences and lack of resilience, or are there other factors at play (Smith & Ulvik, 2017)?
26 When writing this, I realize that I have not given up any of my research interests that have
27 accumulated during the years; I have just expanded them. I am still researching issues relevant
28 to my past and current practice. Practice relevant research has been one of several guiding
29 principles that have followed me throughout my career.
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45 *Guiding principles*

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48 I have worked in several and quite different environments with situated cultures, structures,
49 and relationships. This has been enriching and taught me the skill of being adaptive and flexible,
50 and trying to understand why things are as they are in a specific context. The Merriam-Webster
51 Dictionary (<https://www.merriam-webster.com/dictionary/assimilate>) suggests several
52 definitions for the concept to assimilate, and when reflecting on my story, two definitions seem
53 to be illustrative of how I interpret my own experiences: a) *to take into the mind and*
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3 *thoroughly understand*. Whenever I was welcomed in a new context I tried to learn as much as
4 possible about it by asking questions, observing and becoming familiar with documented
5 regulations and the implicit culture hidden in the walls. It did not mean that I agreed with
6 everything I learned, but I always tried hard to understand the underlying reasons. *b) to absorb*
7 *into the cultural tradition of a population or group*. It was important for me to be absorbed, but
8 more in the sense of being accepted than becoming similar, so a third definition by Merriam-
9 Webster, *c) to make similar* does not agree with my self-inquiry. I wanted to be agent for my
10 personal beliefs and not a conformist who totally took on the contextual identity, and lost the
11 individual self. Thus, I strived to be true to the principles by which I wanted to work, close to
12 Kelchtermans' (2009) concept of professional self-understanding and enacting my personal
13 (subjective) educational theory.

24 Not one school- changing institutions

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27 The alert reader will have noticed that my academic studies took place at three different
28 institutions of higher education. It was not because of dissatisfaction with any of them, but
29 more because I believed I could learn more by becoming acquainted with a new context, new
30 people, and not least, new schools of thoughts. I was against the inbreeding of new academics
31 who completed the three degrees in the same institutions under the same supervisors, with the
32 danger of ending up with an academic ideology instead of rich and varied academic knowledge.
33 Horta (2013) concludes from reviewing previous research and referring to his own Portuguese
34 study that there is a negative relationship between academic inbreeding and academic
35 productivity, and inbred faculty established fewer networks outside their own institution.
36 Knight (2015) points at the importance of international experiences in a more and more
37 globalized approach to higher education where the exchange of knowledge among academics,
38 institutions, nations and domains becomes an essential asset to the academy. Today in Norway
39 international exchange is highly recommended and supported at all levels of higher education,
40 yet we do still find quite a lot of inbreeding of 'the golden scholars'. The good undergraduate
41 students are encouraged to continue to graduate studies and the successful graduate students
42 are encouraged to apply for Ph.D. positions in the same department.

Combination of individual and collaborative work

Another principle of mine has been to find a good balance between working alone and working in teams, and this would be evident in the publication list. At times, I find it most useful to think, collect data, and write the paper by myself. This happens often when I question my own work and seek answers to questions deeply related to practice with which I am currently involved. However, the experience of working with others, institutional, national and international colleagues has, perhaps, been the most valuable aspect of my work. The discussions, learning and aiming to understand different perspectives, getting access to new knowledge, and the social relationships developed have enriched me professionally and socially throughout my academic life. Sometimes I would take the initiative, other times somebody else invites me to join, and often a new idea is created over a cup of coffee. Whereas the benefits of cooperation are widely acknowledged, less is known about how a supportive collaborative environment can be established. Kezar (2005) recommends academic institutions to work according to eight basic guidelines: (1) to have an explicit mission of collaboration, (2) to encourage networking within and beyond the immediate context, (3) to integrate collaboration in the organisational structure, (4) to offer rewards and incentives, (5) to prioritize collaboration at a leadership level, (6) to encourage staff to participate in external collaborations, (7) to develop shared values- specifically about student centeredness, and (8) to provide for cross disciplinary and cross institutional meeting places. Looking back, I realise that several of the above points have affected my work. I have had the opportunity to establish networks nationally and internationally, and been financially supported to maintain the widespread collaboration through conference participations, for example. In my current as well as in the previous university, the organisational structure is built around cooperation either in teaching teams, research groups or disciplinary units. When seeking promotion reviewers would look at individual as well as collaborative work, and today in Norway it would be very difficult to get a grant without national and international collaboration. Perhaps I started off with a personal principle of balancing individual and collaborative work, yet the enjoyment of collaboration has intensified with experience. This takes me to the next principle I try to follow nowadays.

Educating a new generation of researching teacher educators

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4 As a senior professor with a long and rich career I see it as my privilege and responsibility to
5 engage in the education of a new generation of researching teacher educators. Currently the
6 work at the doctoral level provides me with multiple opportunities to do just that. Much time is
7 spent on supervision and commenting on texts, on having an attentive and empathetic ear, and
8 to be demanding when that is needed. It is with pride I now see several of my doctoral students
9 as professors, collaborating widely in Norway and beyond, getting grants, and taking on
10 leadership roles. In a current research project we are seven researchers, including two senior
11 professors, and the five others are previous Ph.D. students of mine, one of them already a
12 professor. The younger researchers are encouraged to take the lead in the writing of papers,
13 and we, seniors, provide support as co-authors, but are not the leading authors. Sometimes I
14 think that it is the teacher in me that guides the work with junior researchers, and the
15 pedagogical belief in student centeredness is enacted at advanced levels of education.
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26 Meaningful research, relevant to practice

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29 The final principle to be mentioned here relates to research. It has been important to me to
30 engage in research which is meaningful and relevant to the practice field. In a way teacher
31 education practice and research have been complementing each other since the very beginning
32 of my career. I remember how this first came to mind as a graduate student. I wrote a seminar
33 paper on the use of combined adjectives (e.g. red-headed, long-legged) in English, Hebrew, and
34 Norwegian. The course professor of comparative linguistics tried to convince me into
35 developing the theme into a master thesis, eagerly claiming that "nobody has done this". Well,
36 after some thinking I remember asking myself "So what?- What value does such a study have?"
37 I decided to examine the effect of external exams on secondary school students' motivation for
38 learning English, instead. This was meaningful to the school system (kibbutz school) in which I
39 worked as there were heated and ongoing discussions about moving from a non-testing school
40 to introducing the external national exams at the end of secondary school. Since then I have
41 mindfully aimed at making my research meaningful. Cochran-Smith and Lytle (2009) claim that
42 practitioner research is central in political and academic discussions of how to make
43 educational changes. They do, however, make specific requirements of applied research such
44 as relevance beyond the local contexts, methods used should be epistemologically grounded
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3 and instruments and data validated. The double role of the researcher needs to be critically
4 addressed (Cochran-Smith & Lytle, 2009). Zeichner (1999) argues that practitioner research,
5 self-studies, for example, is one of the most significant development in teacher education
6 research. The professional identity of being a teacher seems, in retrospect, to be central
7 throughout my career and is reflected in the way I approach teacher education and research in
8 teacher education. The relevance of the work to the practice field and by the end-of-the day to
9 the pupils, has been a guiding principle in my work.

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11 A principle is a rule or code of conduct (Merriam- Webster: [https://www.merriam-
13 webster.com/dictionary/principle](https://www.merriam-
12 webster.com/dictionary/principle)) and the selected principles discussed above have been
14 guiding me since my days as a teacher and graduate student. Together with additional, more
15 personal principles, they have given me a feeling of safety and direction in my professional
16 learning.

27 28 29 *Lessons learned*

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31 In full awareness of the space limitations this section will be rather short.

32 33 34 Work hours- leisure time- impossible to separate

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36 A non-surprising, yet not irrelevant lesson learned is that with an academic career it is possible
37 to enjoy the advantages of flexible working hours as well as flexible places of work. I can work
38 from home or in my office, and often in hotel rooms. The drawback is that as the work pressure
39 increases, the number of hours often exceeds the regular work hours and days. Work and
40 leisure time melt into each other, the job becomes a hobby. Perhaps this is not the best way to
41 model academic life to a new generation of researchers, quality of life is probably more than
42 just work. In a Finnish study of in-depth interviews with 40 academics, Ylijoki (2013) found that
43 three different patterns of work-leisure time division; “total commitment involving the work-
44 life equation, boundary between time for real work and wasted time, and boundary between
45 work and life” (p.242). Time becomes a rare resource which many find difficult to handle.

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47 However, having said this, the opportunities to travel, meet new people, making new friends,
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3 and the relative freedom to work with what I like, are aspects of academic life that to a certain
4 extent outbalance the long hours.
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7 8 Constantly seeking new challenges, new directions 9

10 To maintain motivation and enthusiasm for the job, I learned early on that it suits me to
11 constantly be seeking new challenges, to move out of my comfort zone whenever I felt the
12 slightest danger that I would continue in the same routine. It has not only been about changing
13 institutions, it has been about getting engaged in new research areas with new people, and to
14 try out new ideas and projects. Some have been successful, such as NAFOL and InFo-TED, and
15 others have been less successful, either because of external constraints or simply because the
16 idea was not good enough. However, all new moves have been worthwhile and have provided
17 me with unique opportunities for new experiences and new knowledge. The love for the job
18 has not been lessened throughout a long career.
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27 28 Developing good relationships in the close and distant community 29

30 The most important lesson I have learned as a teacher, teacher educator, researcher, and
31 leader is the fact that the quality of our work depends on the relationship we establish with
32 people whether these are students, respondents, or colleagues. It is a question of respect and
33 trust, empathy, and ethics that are at the heart of the work of educators. When strong
34 relationships have been created, learning opportunities are endless. Relationships are therefore
35 the main issue to bring into the following discussion about future teacher education.
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42 43 *Future teacher education* 44

45 Initial teacher education (ITE) consists of four components, subject matter -, methodological-
46 (didactics), pedagogical knowledge and practical skills. The practice of teaching is, however, a
47 combination of it all, and the integration is what the Finnish experienced teacher educator,
48 Sven-Erik Hansén (2008) calls *teachership*. Current ITE does not succeed in sufficiently
49 integrating the four components and many students perceive their ITE to be fragmented with
50 little contact between the people they meet in the various components (Darling-Hammond,
51 2006, 2012; Grossman, Hammerness, & McDonald, 2009). In the future it might be useful to
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3 seek ways to strengthen the relationships between all those engaged in teacher education. It is
4 a question of acknowledging various types of expertise realising that the students are in need of
5 being supported in integrating the various components of teacher education in order to
6 develop teachership. In educational contexts coloured by competition between the various
7 units, the experience of fragmentation is strong and might even be harmful to the students. In
8 the future we can be wiser and look for creative ways to cooperate in teacher education. It
9 could be through co-teaching, joint exam assignments, off campus venues, shared project
10 supervision and joint research projects. The integration, through improved relationships will
11 hopefully be at the faculty level, and moreover, between the university and the practice field.
12 There is an increasing awareness of the importance of creating spaces where students meet
13 theory and practice and are exposed to the complexity of teaching. Students are likely to
14 benefit from actively participating in learning dialogues about how theory and practice
15 complement each other. The argumentation for creating third spaces in teacher education is
16 not new (Bhabha, 1990; Zeichner, 2010), but there are still challenges which make it
17 problematic to implement in many contexts (Klein, Taylor, Onore, Strom, & Abrams, 2013), and
18 also in Norway (Lillejord & Børte, 2016). One of the main challenges with educating teachers in
19 fully integrated contexts, similar to what Korthagen (2011) calls realistic teacher education, is
20 that curricula will have to be less based on pre-planned lectures and reading lists. The topics
21 discussed are likely to develop from concerns, experiences and questions raised by the
22 participants, and the 'teaching' is likely to become more spontaneous, requiring rich and deep
23 knowledge made accessible to the students. This might make ITE more relevant to the school
24 of today, yet not become merely practical. To my mind, developing and integrating multiple
25 third spaces based on mutual respect and acceptance of different types of expertise in the ITE
26 curriculum is a major challenge for future teacher education.
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49 For a truly integrated teacher education to work, policymakers and the teacher education
50 community need to realise the importance of creating a strong infrastructure, not only as
51 regards the structure of the programs, but also in widening the concept of who is a teacher
52 educator and what qualifications are required to be a teacher educator. Content professors
53 who teach in ITE or in In-service teacher education who see themselves as teacher educators,
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3 explicitly model good teaching and are familiar with how the subject of their expertise is taught
4 in schools. Similarly, school-based teacher educators, mentors for student teachers and novice
5 teachers are entitled to be supported in understanding their dual roles as teachers and teacher
6 educators, and encouraged to engage in professional learning of what it means to be a teacher
7 educator. Too long has supervision been left to experienced, hopefully successful teachers, yet
8 today there is an increasing awareness of the importance of educating the teachers of teachers.
9 If the current practice turn in teacher education is to improve teacher education in the future, it
10 is worthwhile investing resources in creating a solid infrastructure of how teacher education
11 can become a fully shared responsibility between the university and the practice field. Just to
12 shift ITE from higher education to the practice field without developing third spaces and a
13 strong infrastructure will, as I see it, prevent a positive development of the relevance of teacher
14 education to the current and future school.

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27 The changing perception that teacher education is not mainly related to initial education, but to
28 a career-long education, could be a useful direction to develop further in the future. The first
29 years in the profession is an induction phase during which the learning curve is steep, and the
30 novices' on-job learning is in need of quality support, not only by a qualified mentor, but by the
31 whole school. Promising initiatives are found in a number of countries, and Scotland, New
32 Zealand and Israel are just a few examples. During the induction phase it is mainly learning-by-
33 doing, and to avoid fragmented ad-hoc learning, carefully planned induction programs can be
34 further developed. In my own country, Norway, we have much work ahead of us. The attrition
35 of novice teachers is too high in Norway (Christoffersen, Elstad, Solhaug & Turmo, 2016) as well
36 as in many other countries (Clandinin et al. 2015). It is high time more effort and resources are
37 put into the importance of induction and in-service education of teachers. The concept career-
38 long teacher education goes beyond the letter, and becomes built-in in spirit and in practice for
39 those responsible for teacher education at the policy and implementation level.

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52 Not only novice teachers who are in need for support during induction, but also teacher
53 educators might experience an easier induction to the role as a teacher educator if they had
54 been properly inducted into the profession. There is lack of clarity about who is a teacher
55 educator, there is also little shared understanding about what knowledge and skills are needed
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3 to do the job, and how such knowledge is acquired. In brief, we know little about being a
4 teacher educator. Most current reforms suggest changes in the structure of teacher education,
5 and in the future we have much to learn about those who practice teacher education. Perhaps
6 It is time not only to argue that 'teachers matter' (OECD, 2005), but that teacher educators
7 matter. Today we do not know enough about what matters and how to empower teacher
8 educators to become researching teacher educators. This is another challenge for the future,
9 and there are interesting initiatives in Belgium, The Netherlands and in Norway. NAFOL as well
10 as INFO- TED are exiting examples that have provided useful experience and new knowledge,
11 and can serve as good practices for other contexts and in different ways.
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20 21 *Conclusion*

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23 When reflecting on my professional life, I realise what a fascinating journey it has been. The
24 complexities of teaching, teacher education and research are providing continuous challenges,
25 and when I have felt something has been accomplished, a new idea or initiative is already
26 knocking on the door. Stretching beyond the comfort zone and into a learning zone has been
27 my motivation alongside the recognition that I have tried to work according to my principles,
28 first and foremost, respect for others and creating trustful relationships. This is not always easy
29 in an increasingly competitive academic world. My main regrets are rooted in all the things I
30 have wanted to do and change, but I did not succeed or the circumstances were not right. I
31 would want to develop a system which successfully integrates formative and summative
32 assessment with a shared goal of enhancing learning for assessors, assesses and the system,
33 and reduce the increasing accountability pressure in education. The notorious gap between
34 practice and theory is still a major problem, and a future vision is to make teacher education a
35 truly integrated professional education, which will be experienced by the students as a 'whole'
36 education. For that to happen genuine collaborations need to be established among all
37 stakeholders in education, including stakeholders outside the field of education. I wish to see
38 real collaboration based on mutual respect and trust. However, most of all, I foresee a new
39 generation of researchers who will take us into currently unimaginable worlds of knowledge
40 and skills.
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