Looking back and looking forward at Info-TED - Reflecting on purpose, progress and challenges

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*Introduction*

InFo-TED is the International Forum for Teacher Educators’ Development which was started in 2013 by four experienced teacher educators, Mieke Lunenberg from the Netherlands, Jean Murray from England, Kari Smith from Norway, and Ruben Vanderlinde from Belgium. When meeting at international conferences we shared a frustration over working in a profession which was vaguely defined, under-researched, and its praxis was mainly the practice of the individual. We worked in a profession which could well be called a ‘hidden profession’ (Livingstone, 2014), or a Black Box**,** which is **a system for which we can only observe the inputs and outputs, but not the internal workings (Card, 2017). The input, the students, were educated inside the black box of teacher education, and the output** was qualified teachers. The input and the output were clearly observable; however, less was known about what had taken place during the process, and what work had been done by those who educated the teachers, the teacher educators. Not only was the profession’s praxis unclear, but there was also a vague understanding of who were involved in the praxis. To put it differently: Who are the teacher educators and what constitutes their identity? The European Commission broadly defines teacher educators as all those ‘who actively facilitate the (formal) learning of student teachers and teachers’ (European Commission, 2013, p. 8). In InFo-TED we use the term, ‘teacher educator’ as an overarching concept, “…. a generic and inclusive term, encompassing all types of people who are professionally involved and responsible for initial and on-going education of teachers” (Kelchtermans et al., 2018, p.121).

The black box of the praxis of teacher educators becomes even blacker when the vague definition of teacher educators is added. The career trajectory into teacher education has changed since Murray & Male’s (2005) study on challenges met by novice teacher educators in their first years of teaching teachers. In their study, the subjects mainly came with a background in school teaching and were often head-hunted into teacher education. Berry (2007), in her self-study of her own career shift, presents tensions she felt as a novice teacher educator coming from school teaching, and the many challenges she experienced defining her new role. However, today teacher educators are more a mixed group, some enter teacher education with a Ph.D. in education or in other disciplines without experience from school, whereas others might not have a doctorate, and have been head-hunted from primary and secondary school (Murray & Male, 2005). However, this latter group typically feel pressured to engage in doctoral work to be able to meet institutional and national requirements for teacher educators and for academic promotion (Smith et al. 2021). Other teacher educators enter the field with both teaching experience and a doctorate, perhaps a desired combination (Ulvik & Smith, 2018; Tack, Rots, Struyven, Valcke, & Vanderlinde, 2017). There are even teacher educators who have been recruited from outside of education (e.g., social work, companies, etc).

In the last decade, an increasing understanding of the work of teacher educators and who they are, is emerging, especially since teacher educators themselves have started to open the black box in their own research. Smith (2011) discusses the diverse roles of teacher educators, being a role model in teaching about teaching, administrator, and researcher. Sometimes these roles are in conflict with each other. For example, the ‘expert’ teacher does not always align with the role of administrator, which is often dictated, and at times overtaken, by external factors. Following Smith’s (2011) work, in 2014, Lunenberg et al. presented an overview of the roles of teacher educators as they had found in the literature. They described six roles: 1) teacher of teachers, 2) researcher, 3) coach, 4) curriculum developer, 5) broker and 6) gatekeeper. Whereas the two first roles, teacher of teachers and researcher are often discussed in the literature (Tack & Vanderlinde, 2014; Smith and Flores, 2019) the other roles are less explicit, however, not less relevant. Cochran-Smith et al. (2018) refer to teacher educators as reformers and “… argue that within the broad phenomenon of teacher educators themselves working as agents of teacher education reform, there are multiple competing approaches that involve different institutional actors and are based on markedly different assumptions, values, and strategies” (p. 572). Teacher educators themselves should not only be subjects of reform but also, be owners and shapers of reforms that impact their profession.

Another line of research opens the black box as regards the professional development of teacher educators. Here InFo-TED itself has been active in examining the professional development needs of teacher educators (Czerniawski et al., 2017; Guberman et al., 2021) pointing at the need to develop their research competence, and at the same time to find ways to balance the institutional pressures of research and publication with their ongoing efforts to improve their own teaching practice. Moreover, protected time for collaboration with colleagues in their own institutions and beyond, has been found to be highly valued as a means to support teacher educators’ professional development; “working collaboratively within such designated time slots will help teacher educators to create their own distinct and coherent professional identity (rather than through policy makers’ enforced reforms) and further develop their profession” (Czerniawski et al., 2017p. 138). Tack & Vanderlinde (2019) explore the affective aspects of professional development of teacher educators, and they conclude that when teacher educators are satisfied with their work conditions and the way they are treated, their experienced work pressure and development opportunities are perceived as manageable and positive.

The above backdrop explains the current relevance of the work of InFo-TED, an international forum placing teacher educators and their professional development in focus, and the enthusiasm and commitment of its members keeps InFo-TED going. In the rest of the chapter, two of InFO-TED founders will talk about their own career trajectories into teacher education, why they became involved with InFo-TED, their experiences, and how they see the future of InFo-TED.

*How and why did you become a teacher educator?*

*Kari- Norway*

I just read a recent paper by Richter et al. (2021) in which they report on a large-scale study on motives for becoming teacher educators. They identified four main reasons: career aspirations, social contribution, escaping routines, and coincidence as the main motifs for becoming a teacher educator. When looking at my own career trajectory, I think I can identify with two of Richter et al.’s reasons, starting with the last, coincidence. I really enjoyed my initial teacher education and experienced meeting great teacher educators, and those who taught English teaching methodology were all previous schoolteachers. They were updated on research from that time; however, they were not involved with research themselves. Their primary expertise was teaching (Murray & Male, 2005). After a couple of years teaching in primary and secondary school, I was asked by my former teacher educators to host student teachers in my classes, and thus I became a school-based teacher educator. I enjoyed school teaching and was happy to share my classroom and my experience with teachers to be. I also felt I learned a lot from the student teachers. Little by little, I became hungry for further academic knowledge and started on my master’s degree at the same time as I was holding a full job teaching in school. At this time, I could say that Richter et al.’s (2021) first motif for becoming a teacher educator, career aspirations, started to play a role, yet I was unaware of it at that time. I started my second degree mainly out of curiosity, more than out of career aspirations. But working on my masters, I had to engage in research, and that really caught my interest. I was given tools to seek answers to the many questions I had asked myself as a teacher, mainly about assessment and how I could develop as a teacher. Then, towards the end of my masters I was approached by the teacher education institution where I was educated, to teach English teaching methodology for secondary school, so I was in a way ‘head hunted’ (Murray & Male, 2005). I happily agreed but did not want to give up school teaching which I so thoroughly enjoyed. I had a combined position for nearly ten years and found it worthwhile as I earned credibility among my teacher education students. However, I walked around with a bad conscious, feeling as though I was not doing a good enough job in either place, as I constantly rushed from school to college and vice versa. So, when I was asked to take on the position as Head of the Teacher Education Department, I quit school teaching, to my great regret. Now, career aspirations took over from the coincidence motif, and I engaged, as the Head of Teacher Education Department, in my doctorate studies. I am afraid to say that social contribution was not a reason for me to become a teacher educator, neither was it an escape route from school. I really enjoyed school teaching, and it has to a large extent formed me as a teacher educator.

*Ruben - Belgium (Flanders)*

Compared with Kari, I have a totally different background and career trajectory before becoming a teacher educator. My career entry into the profession is from research, and not from schooling. After studying Educational Sciences at university, I immediately started my career as an in-service educator. I worked in several institutions and organisations, such as a centre for in-service teacher training. During my first years as an educator, I was also highly involved in educational policy making, and I worked, for instance, as a staff member of the Flemish Interuniversity Council, as a staff member following all teacher education discussions. But as a young professional, I felt the need to have a deeper and more thorough understanding of education, and I switched from educational practice to academia. At the university, I developed a typical research career from research assistant, to postdoctoral researcher, to tenure track professor, and associate professor. Within this research career, teacher education and professional development was always at the heart of my research interest, clearly illustrated with the founding of the research group ‘Teacher Education & Professional Development’ ([www.lopo.ugent.be](http://www.lopo.ugent.be)) at Ghent University. After my Ph.D., I also started to teach at the university with a teaching assignment in the Master of Educational Science on the one hand, and the Teacher Education program on the other hand. From the beginning, I clearly felt that teaching in those two programs was so different that I needed to rethink my whole teaching activities. In this context, the work of Murray and Male (2005) and the work of Loughran (2001) have been influential to my teacher educator practice. The whole idea of being a second-order teacher, of modelling, and of explicating practice had a major impact on me; and still shapes my identity as a teacher at the university, meaning that different aspects of my teaching identity are foregrounded or backgrounded when I teach in the Master of Educational Science program, or when I teach in the Teacher Education program. In this context, Boyd (2014) provides a framework for modelling based on the literature that also helps to inform and develop my work as a teacher educator. Boyd defines four levels of modelling: 1) implicit modelling using congruent teaching that models strategies and values, 2) explicit modelling of critical reflection on practice, 3) building from explicit modelling the teacher educator relates their practical wisdom to public knowledge, and 4) building from explicit modelling the teacher educator encourages reconstruction by student teachers. This framework is helpful for me as it gives insight in the complexity of modelling making it possible to implement different ways of modelling while I’m teaching.

In addition to my teaching as teacher of teachers, I’m also heavily involved in teacher education policy, at the faculty, the university, and within the Flemish region. Mine is probably not the most typical career path for a teacher educator, but I believe that teacher educators should voice their messages more strongly in the public debates about the future of education. Again, these policy responsibilities have an impact on my teacher educator practice, especially in my strong belief to educate the next generation of teachers with strong and informed views about teaching.

Both my career trajectory and Kari’s, illustrate how different career stories of teacher educators can be. Within InFo-TED, and more specifically within the organisation of our Summer Academies (see later in this chapter), we also try to bring these different career trajectories to the foreground by drawing on our own storylines (Oolbekkink, Marchand, Meijer, Lunenberg, 2021). Storyline methodology fits in a narrative research tradition in which the importance of personal stories is emphasised; and in Info-TED, we use this methodology with teacher educators to literally draw their own professional story, to have dialogues with each other on these stories, and the link theory and research with these stories or career trajectories (see Oolbekkink 2017 for an illustration of two storylines of teacher educators).

*How and why did the idea of InFo-TED develop?*

*Kari*

Personally, I had felt a need to further develop as a teacher educator without really knowing how to go about it by myself, besides reading and critically studying my own values and practice. When meeting colleagues at international conferences, and especially at the International Study Association on Teachers and Teaching (ISATT) conference in 2013 in Ghent, it became clear that some of us shared the same feelings, that there was an aspiration to establish a European open learning dialogue about teacher educators and their work. The optimism for a stronger focus on teacher educators by policy makers was ignited following the European Commission’s report (2013) *Supporting Teacher Educators for better Learning Outcomes,* and the EU Presidency conference, *Integration, Innovation and Improvement – the Professional Identity of Teacher Educators* in Dublin, in February 2013 where I had the honour of being a keynote speaker discussing the issue of teacher educators being a profession, or not. However, we did not see a serious follow up from European and national politicians*.* I became aware that the profession itself, we, the teacher educators, had to be active in opening the black box, and that we would create a stronger voice by working collaboratively. The four founding members of InFo-TED shared their personal narratives about their professional learning through InFo-TED (Lunenberg et al. 2016). We also collected the few national initiatives for teacher educators’ professional developments in our respective countries, to learn from each other and to develop a European framework for how to further promote professional learning (Lunenberg et al., 2017). We could say that we wanted to create a forum for collaboration and sharing of experiences of teacher educators and started to look for colleagues who would like to join us. At this time, the only resource was our personal enthusiasm, which I dare claim is still the main force driving InFo-TED.

*Ruben*

As founding members, we were meeting each other at conferences (ISATT 2013, in Ghent and the American Educational Research Association (AERA) 2013, in San Francisco) and we started to develop our idea - as Kari explained - of establishing a European dimension in thinking about teacher educators’ professional development. At that time, I was also responsible for a professional development initiative at my own university to support teacher educators’ professional learning (see Tack, 2017). Although this professional development initiative was highly important, I also recognised that professional development for teacher educators is mostly organised on an ‘ad hoc’ basis (Berry, 2016). Indeed, our professional development initiative was organised as a single initiative without a long-term engagement. I felt that as a community of teacher educators we needed to collaborate more strongly to put a more organised approach to teacher educators’ professional development on the agenda. And, not only on the agenda of our own universities, but also on the agenda of our different national contexts. From the very beginning, we shared the idea that InFo-TED could act here as a lever to move from ‘ad hoc’ initiatives to more structural initiatives embedded in our different cultures and structures. But this embeddedness in our different cultures and structures, also immediately brought up that we needed to develop a common language to understand each other when talking about teacher educators’ professional development. As such (see also later), one of the first things we did as InFo-TED, was to develop a conceptual model to understand what we mean when speaking about teacher educators and professional development for this group.

*What is the focus of InFo-TED*?

*Kari and Ruben*

The overall focus of InFo-TED has always been to understand and promote the work of teacher educators in Europe and beyond. We wanted to explore what are generic features of teacher educators’ work and what factors are more nationally, institutionally, and not least, personally dependent. We wanted to learn about the differences between teacher educators’ work and needs, and a major motivation was to learn from each other. We often discussed how to act locally, but impact globally. We aspired to disseminate the value and the needs of the profession beyond our universities and conferences. At the start of InFo-TED, we did not really understand how huge the task was. We began to realize the size of the challenge when, in one of the first meetings of InFo-TED in Amsterdam, we decided to develop a comprehensive, yet not exhaustive model for teacher educators’ responsibilities and development needs. After long and intense discussions, spending hours drawing numerous versions of possible models, the InFo-TED model for teacher educators’ professional development was created, and with ongoing minor revisions, this has been the heart of our work since then. Our model conceptualises teacher educator’ professional practices, taking those practices as its starting points. We contrast our approach with previous work on the development of professional standards, arguing that the latter approach risks over-looking the complexity of teacher educators’ professional work. The first publication of the model was in a joint book chapter (Vanassche et al., 2015[[1]](#footnote-1)) in Cheryl Craig and Lily Orland-Barak’s (2015) edited book, *International Teacher Education: Promising pedagogies.* Prior to that, the model had been presented at international conferences such as European Conference on Educational Research (ECER) in Porto in 2014, as well as at the ISATT conference in Auckland in 2015, and at ECER, Teacher Education Policy in Europe (TEPE) and Association for Teacher Education in Europe (ATEE) conferences the same year. This model is still the main message of InFo-TED and it has been widely disseminated, internationally. Another, more recent focus of InFo-TED’s work has been to learn more about the professional learning needs for teacher educators internationally as well as in our respective countries.

*How did InFo-TED grow?*

*Kari and Ruben*

As already mentioned, we talked about InFo-TED at conferences and in our own networks, and more and more teacher educators became interested, especially since the focus was on teacher educators and our work, and not teacher education in terms of structures and organization. The InFo-TED Forum members numbered approximately 15 after one year and formed a kind of convenience group. We wanted to have a European Forum, however, we also realized that voices from other contexts were valuable. In Israel, the Mofet Institute was, perhaps, the only governmental funded institute which focused only on teacher educators and their development, and we learned that their knowledge and experience were important to us. Thus, they were invited to join the Forum. We also realized that the Forum would benefit from American as well as Australian input, and subsequently collaboration was created with Frances Rust from USA, and Amanda Berry from Australia. In addition, the four founding members, from Belgium, England, the Netherlands, and Norway each asked a colleague from their own country to join, and later Ireland and Scotland became active in the Forum in the first years. So, the founding group had developed into a Forum of 15 enthusiastic teacher educators who willingly invested time and money to attend meetings and to disseminate the claim that the black box of teacher educators’ praxis and practice should be opened and defined by teacher educators themselves.

“InFo-TED represents a relatively unique outcome of what can be understood as new, promising forms of international scholarly collaboration, research, policy development and innovative practices. It not only acknowledges difference and diversity of contexts and educational systems, but actually embraces them as sources for intellectual, political, and practical action on a common, public interest: the professional development of teacher educators” (Kelchtermans et al., 2018, p.131)

*What changes took place when you got some funding through Erasmus +?*

*Kari and Ruben*

InFo-TED worked without funding for three full years before we decided to apply for Erasmus+ funding, as the financial strain put a limit to our meeting opportunities and to our many ideas for reaching out to teacher educators outside our own contexts and countries. Writing the application became the focus of our activities in 2015, and a core group of three people did most of the work, however, in constant dialogue with the whole Forum. When funding was secured in 2016, we were able to have biannual meetings and four regional seminars to which colleagues in our own and neighbouring countries were invited. We organised a European Summer Academy for teacher educators in Trondheim, Norway which was a huge success and new European networks were created. A second, well-attended Summer Academy was hosted online by the University of Limerick in Ireland in 2021 (due to Covid-19 restrictions?), and we hope to be able to continue with the Summer Academies for teacher educators in the future.

Another major factor supporting the dissemination of InFo-TED’s message and work was the creation of our website [www.info-ted.eu](http://www.info-ted.eu). We invested in a professional website creator from the hosting university of InFo-TED, and the success of the website was happily surprising. In addition to information about the Forum, the website has an interactive blog, the model is presented, and the various areas for professional development mentioned in the model are illustrated by brief informative texts, short video clips and suggestions for readings. All InFo-TED’s publications are presented on the website, including presentations at various conferences. The significant international attention that the website received reconfirmed the need for teacher educators internationally to have a place which nurtures their own professional development.

Because we had funding from the Erasmus+ grant, there were more opportunities for meetings, and InFo-TED members had time to discuss how we wanted to examine the need for teacher educators’ professional development more closely. A group of dedicated Forum members, in close collaboration with the whole Forum, designed a survey questionnaire which was administered to 1158 higher education-based teacher educators from Belgium, Ireland, Israel, the Netherlands, Norway and the UK. The findings indicate that teacher educators are only moderately satisfied with their professional development experiences and opportunities, however, they have a strong desire to expand their professional learning (Czerniawski, Guberman & MacPhail, 2017). Findings from the respective national contexts have also been published (Ulvik & Smith, 2018; Czerniawski et al., 2018), as well as a further qualitative exploration of teacher educators’ professional learning needs (MacPhail et al. 2019). Moreover, the survey questionnaire is being used for surveys in other contexts beyond Europe. InFo-TED is currently analysing data from a similar survey examining school-based teacher educators’ professional learning needs. The supported opportunities to meet to develop the research instruments as well as discussing the findings have been essential to the dissemination and advancement of InFo-TED’s work.

*What are the plans for the future of InFo-TED?*

*Kari and Ruben*

When the funding period ended in 2019, InFo-TED members all expressed a desire to continue the work, even though now it was back to the unfunded conditions we had during the first three years. However, we also decided to seek further funding, and again an Erasmus+ application seemed to be the best opportunity. This time a different university acted as the host university, however, the application writing, efficiently led by the host university, was again a joint assignment for the Forum as a whole. In addition, the Forum was expanded, with Finland, Austria, and Portugal as new active members. Unfortunately, we were unsuccessful in securing funding from Erasmus + in 2020, however, a new application was submitted in 2022, and we are currently waiting for the outcome. In our new application we strongly focus on diversity, inclusion and social justice as we feel in our practice and policy work that these huge and important themes are not always on the agenda of teacher education institutions, and that teacher educators feel unprepared in dealing with these themes.

Covid 19 invaded the world in March 2020, and all InFo-TED activities became online, which was not too bad for us as we did not have any means to travel to meetings or conferences. However, the worked continued, and especially the writing by InFo-TED members increased, reflecting the work of the Forum. We had time to complete the InFo-TED book with contributions from Forum members, and from USA, Japan and Australia. The four founding members of InFo-TED are the editors for the Routledge book: *Teacher Educators and their Professional Development: Learning From the Past, Looking to the future* (Vanderlinde et al. (eds.), 2021). During the Covid 19 pandemic, we continued our work and organized three online worldwide accessible webinars: one on conceptualizing teacher educators’ professional development, one on the professional learning needs of teacher educators, and a final one about the professional identities of teacher educators in diverse contexts.

The sustainability of InFo-TED is promising as it attracts younger teacher educators and researchers. Some of the initial Forum members are retiring, and even though they will follow the work of InFo-TED, a new generation is now taking the lead in continuing to open up the black box of teacher educators’ praxis, which have become even more complex due to the unforeseen future of the world, education and teacher education. An important future task for the InFo-TED group is to have a clear voice in exploring the new norms in teacher educators’ work, and to learn from their experiences during COVID-19, in order to create stronger teacher education, reflecting the uncertain future we foresee. We think that here teacher educators themselves can act as ‘good practices’ by presenting their innovative practices of hybrid learning, blended learning approaches, but also their ways of supporting informal learning. Again, Info-TED has the ambition to act as a Forum in bringing together research and practices.

*Conclusion*

In this chapter we have called the praxis of teacher educators a hidden profession (Livingstone, 2014), and a black box (Card, 2017) profession. We have pointed at the lack of clarity about the work and responsibilities of teacher educators, referring to various authors who have discussed different aspects of teacher educators’ work (Smith, 2011; Lunenberg et al, 2014; Cochran-Smith et al. 2018). An additional and ongoing challenge is defining who the teacher educators are, both those based at the university or colleges of higher education and those based in schools. The definition of who teacher educators are, is, perhaps, in itself, not the main issue, however, it is useful when exploring their professional learning needs, and not least, in preparing teacher educators for their specific roles. Different types of teacher educators will have specified learning needs tailored to their particular responsibilities as teacher educators. The vague perception of our profession led to the establishment of InFo-TED. The InFo-TED Forum was founded by experienced teacher educators who were motivated to learn more about their own profession. We realized that teacher education is a combination of generic as well as contextual factors, and by sharing experiences and practices we developed a model for our work (Vanassche et al. 2015).

There is still a lot to uncover in the black box of teacher education. In InFo-TED, we have acquired some knowledge about teacher educators’ learning and development needs (Czerniawski et al., 2017; Guberman et al., 2021), however, this research is only in its beginning phase, and needs to be continued and supported. InFo-TED has found that in many contexts, the research and publication aspects of teacher educators’ responsibility is a challenge, however, we still know little about how to empower teacher educators as researchers, even though some work has been done in Belgium on this topic (Tack & Vanderlinde, 2014). The work of the Mofet Institute in Israel, as well as the work of the National Research School in Teacher Education in Norway (NAFOL) (Smith, 2022), are examples of successful practices related to empowering teacher educators as researchers. These initiatives are, however, few, and they are deeply contextualised, mainly due to national needs, and not less, to secure funding.

The praxis of teacher educators goes far beyond external requirements to conduct research. Czerniawski et al. (2017) found that teacher educators first of all see themselves as teachers and educators, preparing teachers for coming generations. Yet, knowledge about how teacher educators themselves are prepared, if they are prepared at all for the complex role as teacher educators, is scarce. InFo-TED’s future task could be to focus on developing new knowledge about the preparation of members of our profession by collecting and sharing experiences from teacher educators globally, and perhaps suggesting a framework for the education of teacher educators which is open enough to be adjusted to national and local contexts. Within such a framework, attention should also be drawn to the induction of new teacher educators, how they are inducted into their new role in the workplace, what kind of support systems exist, (e.g., mentoring). Also here, the research is scarce, yet a study from Norway points at the lack of support for novice teacher educators (Langøren & Smith, 2018).

We, two of the founders of InFo-TED, have added a modest contribution by sharing our individual narratives of becoming teacher educators, and why we became involved with InFo-TED. We have discussed the InFo-TED Forum’s work as well as its future. As we have both experienced acting as coordinators of InFo-TED, Kari as the first and Ruben as the current, we find there are two main challenges InFo-TED faces when planning for the future; (i) to secure long-term funding and, (ii) changing InFo-TED from a Forum to an association. As we see it, these the two issues might well be linked to each other. As a Forum we are a group of enthusiastic people who can focus on our main interest, to strengthen the profession of teacher educators. We have no bureaucratic regulations to follow, as we have no income, and we pay the expenses ourselves. However, this might not be sustainable in the future, just as we felt when we received the first Erasmus+ grant. The bureaucracy increased, external accountability required a very strict reporting system, which allowed us to work more systematically and to widen our activities and reach out to more colleagues internationally. However, we also spent valuable time reporting, time which could have been spent promoting teacher educators’ professional work, especially since most of the Forum members do not include their work for InFo-TED as part of their official job descriptions. Any financial support would, rightfully so, require detailed reports on how the money is spent. The question is, do we want this or not?

The second issue, if we move from a Forum to an association with open paid memberships that might well secure funding, however, this will also require a great deal of bureaucracy, for example, registration, taxes, and full accountability to the association’s members. An association would be more inclusive than the current Forum, which is, as mentioned above, is a rather convenience-based group. The impact of an association is likely to be much stronger than the current Forum, and thus, strengthen our professional group globally. We are, however, also afraid that the essence of our message, ‘*How I teach is the message’* by being critical and inquiry oriented, self-regulated, caring, contextual responsive, and research informed (InFo-TED conceptual model, https://info-ted.eu/knowledge-bases/) might be lost in administrative issues and bureaucracy, if we become too big. Neither of us has the answers to these challenges, yet we strongly believe they must be discussed. A major goal of InFo-TED is to clarify the distinction between the structure of teacher education and teacher educators’ work by strengthening the voices of the profession itself to prevent policy makers taking over and defining the profession. As such, we clearly plea again for all teacher educators to have stronger voices and to engage in the public and political debate on education and teacher education (Vanderlinde, et al, 2021).

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1. Vanassche et al’s chapter has been included as an additional reference in this Handbook. [↑](#footnote-ref-1)