

Learning From Stories about the Practice of Teacher Educators in Partnerships between Schools and Higher Education Institutions

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Abstract

This research investigated the experiences of teacher educators working in school-based practice within partnerships between schools and higher education institutions. A narrative approach was used to collect stories about challenges or dilemmas in practice from school-based teacher educators and institute-based teacher educators in the Netherlands and England. These stories about practice were developed into ‘tools’ that can be used for the professional learning and development of teacher educators, to foster reflection on practice, provoke discussion and enhance collaboration within and between partnerships. The tools were used with teacher educators in workshops in England and the Netherlands and at international conferences, in order to consider ways in which they can enable boundary crossing, and to evaluate their usefulness for professional learning and development. Early observations of the impact of using these tools revealed that teacher educators found them especially helpful when used in mixed groups of school- and institute-based teacher educators. This research-based initiative designed to improve the work of teacher educators and the collaboration

between institute- and school-based teacher educators will be further developed to provide (web-based) resources in English and Dutch for the international teacher educator community.

Introduction

Institute-based teacher educators (IBTEs) experience little opportunity for (formal) professional development (Livingston, 2014), whilst for school-based teacher educators (SBTEs) there is usually nothing beyond a course on coaching and supervising student-teachers. Also the professional development of teacher educators depends on their own initiative, there is no structure for professional development of teacher educators and from small scale research we learn that managers of teacher educators hardly play a role in their professional development (Swennen 2012). That is why it is important to develop ways of professional development for teacher educators that supports the informal nature and the direct use of the activities they engage in, like using narratives. This chapter illustrates a research-based initiative led by two teacher educators, who used insightful stories, contributed by teacher educators from partnership schools and higher education institutions, to develop tools, with, and for, teacher educators in both settings. Ways were explored in which teacher educators' stories about challenges they experience in practice could be used to support professional learning and development. The tools developed from the stories were designed to help SBTEs and IBTEs better understand and value their different perspectives and contributions to initial teacher education, and to support them to find ways to discuss and develop collaborative working practices, explore new possibilities, and enhance the quality of school-based teacher education. The tools could be employed within schools, higher education institutions and partnerships, with teacher educators from both settings, and with others involved in initial teacher education including mentors; student teachers; school leaders

and managers. A similar approach may be effective in supporting professional learning and development in other contexts where stakeholders are crossing boundaries between and within institutions.

Rationale for the Focus on Teacher Educator Professional Learning and Development

Even though teacher educators have actively facilitated the formal learning of student teachers and teachers for many years, the teacher educator profession is at an early stage of development across Europe (European Commission 2013). Policy-driven changes to teacher education in many countries have led to diversification of teacher educators as an occupational group, and increased the number of SBTEs (Musset 2010; Tatto and Furlong 2015). In the Netherlands, about 30% of student teachers are educated in school-higher education institution partnerships with shared responsibility for student teachers' education and assessment (Auditdienst Rijk 2018). This form of teacher education is known as *Opleiden in de school* (school-based teacher education); several schools and higher education institutions work together in school-led initial teacher education. The SBTEs guide the student teachers' development within the schools, working with the teacher mentors and sometimes teaching at the higher education institution (Van Velzen and Volman 2008, 2009).

In England, more than 50% of student teachers are in school-led teacher education where there may be little or no involvement of IBTEs (Department for Education 2017). Structures are decided locally for these partnerships. SBTEs have differing roles including: supervising the student teachers' school-based experience; supporting teacher mentors; liaising between partnership schools; teaching student-teachers; and quality assurance. For some this role is in

addition to teaching pupils (White 2013, 2014). Many of these supervising SBTEs do not have a traditional mentoring role with student teachers, but rather have a mentoring and coaching role for the mentors within their partnerships.

Research evidence indicates:

- the importance of recognising the roles that SBTEs carry out in initial teacher education and the value of their contribution;
- the need to develop new ways of working in collaborative partnerships that suit the new terrain; and
- the importance of providing for the professional learning and development of SBTEs (White 2013, 2014; White, Dickerson and Weston 2015; Boei et al. 2015).

According to Fullan and Hargreaves (2016), professional learning involves learning something new that has potential value, whereas professional development comprises growth in terms of who you are and what you can do, as a professional. Combining professional learning and development 'is at the heart of an effective and continuously growing teaching profession' (Fullan and Hargreaves 2016, 2). The current project embraces the need for both professional learning and development for effective teacher education, quality and sustainability of initial teacher education partnerships. The organisation and structure of school-led teacher education is becoming well established in the new partnerships (Akkerman and Bruining 2016; Mutton et al. 2018), and a priority is to find optimal, and agreed, ways of achieving high quality initial teacher education in these new contexts (Van Velzen and Timmermans 2017; Mutton et al. 2018). Burch and Jackson (2019, 2) report on third-space working where 'the school and the university work *together*, rather than *in parallel*', as a step towards a new way of envisioning teacher education. New opportunities are available for

partners to work closely to design programmes and activities that use the learning opportunities that the workplace affords more fully. Akkerman and Bruining (2016) draw attention to the brokers who enable boundary-crossing activity to facilitate this change. SBTEs who co-ordinate student teachers training within the partnership schools and IBTEs adopt this brokering role. This study focused on challenges in practice in the developing school-higher education institution partnership contexts, and how teacher educators working in those partnerships are managing their ever-changing role. In response to the research evidence outlined above, the current project was designed to help to address the need for specific professional development and resources for SBTEs around their work with student teachers within the context of school-based practice, and to support collaboration between partners. It is crucial to meet SBTEs' professional learning and development needs because of their role in high quality education of student teachers. It is also important for the IBTEs who work alongside them, as the context of their work has changed and they have new professional learning and development needs. This is essential for raising pupil learning and attainment (Murray and Kosnik, 2011; Lunenberg et al. 2014) and for the wider development of teaching both now and for the future (Timmermans, 2012).

Recent research on professional development of experienced IBTEs (n= 1158) in different countries identified a range of professional development issues and activities (Czerniawski, Guberman, and MacPhail 2017). These researchers found that participants had a strong preference for professional learning opportunities that are continuous and based around experiential learning, for example, working collaboratively; observing colleagues or experienced researchers; being mentored; and being part of a team. Dengerink, Lunenberg, and Kools (2015), reported that Dutch teacher educators (SBTEs and IBTEs) (n=268) preferred intentional informal learning such as reading literature; attending conferences;

intentionally experimenting and peer conversations rather than formal courses; again suggesting that teacher educators learn a lot in informal learning situations. The SBTEs and IBTEs in their study looked for different things in their professional development: SBTEs focused predominantly on partnership and coaching skills; and IBTEs on the pedagogy of teacher education. There is less in-depth understanding about the professional development of SBTEs in school-based teacher education (White, Dickerson, and Weston 2015), or of IBTEs who are working closely with SBTEs in these partnerships.

The current chapter reports on an international research project around the work of teacher educators working in partnerships, which draws on the acknowledged benefits of a co-operative learning approach for teacher educators across settings (Boei et al. 2015). Greater insight is required around what happens in practice within partnerships at ‘grass-roots level’ in order to identify the professional development needs of SBTEs, and the IBTEs who work alongside them. An extra dimension to this professional development is the work across boundaries between higher education institutions and schools, where types of knowledge, curricula and pedagogy differ depending of the needs of learners in the different contexts. In reality, there are differences between guiding learning in the workplace and in the higher education institution, leading to different professional development requirements (Timmermans and Van Velzen 2017). Coherence is needed across initial teacher education programmes, necessitating co-operation and communication within and across organisations.

This project focussed on designing resources to support the professional learning and development of teacher educators who work in complex situations within partnerships. It may also contribute to a greater understanding of the experience and interactions that comprise informal learning within school-higher education institution partnerships by answering

questions on the challenges that teacher educators identify in their practice, the key themes of the challenges and how teacher educators learn from them.

Rationale for the ‘Stories about Practice’ Approach

A story is a narrative with a specific shape: a beginning, a plot and an ending; or a before, a transformation and an after (Scholes 1981; Pauw et al. 2017). ‘Storying’ has been used in the field of professional development (Jarvis 2005) and stories have been used in research to analyse the professional knowledge of teachers and teacher educators for more than two decades (Carter 1993). In this project, teacher educators’ stories were collected for several reasons: they enable or encourage the projection of personal values onto the content (Scholes 1981); and they allow complexity of the phenomena being dealt with, to be captured and for ‘ambiguity and dilemma as central figures or themes’ (Carter 1993, 6). In addition, when stories are told, communication is different, making language easier to understand (Jarvis 2005).

The challenges or dilemmas that teacher educators’ experience in practice can provide a useful trigger for teacher-educators to reflect on their thinking and actions. In this project these challenges or dilemmas were captured as stories. A challenge was taken to mean a ‘task or situation that tests someone's abilities’ and a dilemma ‘a difficult situation or problem’ (Oxford Dictionary 2018). The rationale for using the terms *challenge* and *dilemma*, when working with teacher educators, was to encourage participation without judging whether a situation described was ‘severe’ enough to warrant attention. Tillema and Kremer-Hayon (2005) collected dilemmas from teacher educators around their teaching. They suggested that dilemmas may be a useful tool for professional learning to help teacher educators to articulate

their practice and examine their beliefs, and to surface strategies that they used to manage inconsistencies between beliefs and practice. The stories collected in the current project may trigger a discussion and examination of beliefs around school-based practice, when they are employed as professional learning and development tools.

Collecting and Preparing the Stories

Teacher educators, from a range of European countries, attending a workshop of the Research and Development Community on Professional Development of Teacher Educators at the conference of the Association for Teacher Education in Europe (ATEE) were invited to write a story (see text box 1).

Text Box 1

Please write a brief story below of a specific challenge or dilemma you have faced in your recent practice (using pseudonyms). Please include a beginning and a plot and an ending (if you had one!). You could start 'When I was'

What was the real challenge for you?

Where did the challenge arise?

How did you deal with it?

How did that work?

Most stories written during the workshop were not focussed on current school-based practice in initial teacher education because of the work the participants were engaged in. However, the process and feedback was used to sharpen the framework and make the task clearer. A number of participants reported that the experience of writing a story alone, and then sharing

in small peer groups was very helpful and affirming, and the activity helped to confirm that using dilemmas and challenges would be useful to teacher educators’ professional learning. Twenty Dutch and fifteen English teacher educators supplied their stories of a challenge or dilemma following a personal invitation from the authors (see table 10.1). These teacher educators, ten IBTEs and twenty-five SBTEs, work in the partnership institutions the authors engaged with, or attended conferences and workshops when the authors presented. They were provided with a form for writing their story and consented for its use in the research project. Some teacher educators were inexperienced in the practice of writing reflectively about a story of practice, and needed prompts, examples and guidance. Two examples were used from Pauw et al. (2017). The Dutch stories were transcribed into English using Google Translate, and then checked by a native speaker to ensure that the true sense of the stories had been captured through discussing face to face with teacher educators. Identifiers were removed and the stories were read, amended, abbreviated if necessary, and proof read to ensure the translations were meaningful. Wherever possible personal idiosyncrasies in the stories were retained. Both SBTE and IBTE used the stories in workshops to make sure they were ‘understandable’.

Table 10.1: Location and Settings where the Teacher Educators Were Working

Setting	England		Netherlands		Totals
	SBTE	IBTE	SBTE	IBTE	
Primary	1		8	2	11
Secondary	12	2	1	6	21
Vocational*			3		3
Totals	13	2	12	8	35

* Vocational education in the Netherlands is a form of secondary education and can be a part of the partnerships for initial teacher education. In England further education embraces vocational education (usually post-14) and less likely to be included in initial teacher education partnerships.

About the Stories

The teacher educators' stories were content analysed (e.g. Patton 2002) by each researcher separately, and then through dialogue an agreement was reached. Initially sixteen different aspects of practice were identified by repeatedly reading the stories and by drawing on feedback within workshops. These aspects were divided into four main themes (see table 10.2).

Table 10.2: Themes Relating to the Content of the Stories

	Number of incidences
Guiding and assessing student-teachers	30; in 26 of 35 stories
Assessment (judgments around pass/fail)	10
Guiding student-teachers' teaching	9
Providing learning opportunities for student-teachers	5
Teaching student-teachers	6
Professionalism, growth and well-being	11; in 9 of 35 stories
Professionalism (teacher educator)	3
Professionalism (student-teacher)	3
Personal growth/identity (SBTE)	1
Personal growth/identity (student-teacher)	2
Well-being (student-teacher)	2

Collaborative working	12; in 10 of 35 stories
Communication in partnership	3
Working in partnership across institutions	6
Working with school leadership	1
Roles of teacher educators in the partnership	2
Quality	5; in 5 of 35 stories
Quality Assurance	3
SBTE training	1
Mentor training	1

Whilst both IBTEs and SBTEs provided stories around assessment; professionalism; growth and well-being; and collaborative working; only SBTEs provided stories around quality assurance. Although the thirty-five stories may not cover the full range of challenges currently being experienced in school-based practice, they provide a useful sample to trial as tools for teacher educators' professional learning and development.

Using the Stories

The stories were used in five workshops including about 100 teacher educators altogether. The workshops included groups of IBTEs alone, groups of SBTEs alone and mixed groups of IBTEs and SBTEs. One workshop was with Dutch teacher educators, one with an international group and three with English teacher educators. The aim was to create co-operative spaces where teacher educators could explore aspects of school-based practice with the goal of improving the quality of the education of prospective teachers; an approach advocated by Boei et al. (2015) and Burch and Jackson (2018). Encouraging teacher educators

from different settings and countries to share their stories, and then using the stories with mixed groups of SBTEs and IBTEs might provide an opportunity to flatten hierarchies and develop a sense of equality and mutual responsibility between participants in teacher education. Workshop participants were informed about the research project and consented to any of their materials from the workshop being used for tool development. Different ways of using the stories were explored in the workshops (see table 10.3). Two examples are provided, to illustrate the nature of the stories and how they were used.

Table 10.3: How the Stories Were Used

Activity		Action
Key issue	What's it all about? Give the story a title	Discuss a story in pairs or triplets. What do you think are the key issues that it highlights?
Slicing	What would you do?	Read the first part where the challenge is introduced. What would you advise the teacher educator to do? Read the second part of the story and compare your solution with what happened.
Perspective taking	Suppose I was in your shoes...	Who are the participants in the story? Look at the story from their perspectives. What does each person have to gain or lose?

Positive feedback	It was helpful when you....	How do you think this teacher educator feels? What positive feedback would you give them?
Dealing with challenges	Do you recognize the challenge?	Is this also a dilemma for me? In what way do you identify with this incident? Have you experienced anything similar? What are the warning signs in the story? What did you do in the situation? What choice did you make?

Two Examples of Using the Stories

Slicing: Story One – What would you do?

This story is sliced into two parts (Text Box 2 and 3) with questions to guide the use of the stories between the text boxes.

Text Box 2: Part 1: The challenge

I am a qualified secondary teacher and a school-based teacher educator (SBTE), supervising the school-based training of all the student teachers in our school and working with a number of different initial teacher education providers.

Amanda had a strong academic record, her main initial teacher education placement was at my school. Soon after starting her placement it became quite evident there were a number of issues relating to her development as a trainee teacher. It was reported that Amanda was quite abrasive towards her mentor, department colleagues and support staff. She was overly critical in observing the lessons of experienced teachers, reluctant to accept advice and guidance, and had difficulty in accepting feedback on her classroom practice. In addition, it became apparent that Amanda was very critical of her department colleagues and the school at university and with her peers on social media although she raised very few specific issues with her teacher mentor or myself.

What would you advise the SBTE to do?

Compare your plan of action to what actually happened (Text Box 3). What are the similarities? What are the differences?

Text Box 3: Part 2: The solution

After discussions, Amanda's teacher mentor and I agreed to take on different but complementary roles in supporting and developing Amanda. Her mentor continued to be supportive, positive and encouraging with Amanda, particularly focused on developing her classroom practice, which had shown some improvement, and I, in close liaison with university staff and school colleagues, gave Amanda time and opportunity to voice her concerns while making clear and reinforcing our expectations of professional behaviour. Amanda's teaching practice did make enough improvement that enabled her to pass her first assessment point but her relationship with colleagues and the school remained difficult at times and even became abrasive with her fellow trainee teachers. Amanda remained adamant that problems were caused by the school and her department and that things would be better in her second school placement which she started in the New Year. Her mentor and I continued our dual roles, supporting each other as well as the department. Regular contact and support from university staff also helped.

Amanda found her second school placement extremely challenging, she quickly fell out with her mentor, professional mentor and department colleagues, missed nearly two weeks of a six week placement due to illness, and seriously considered leaving the course. As a result, she was at risk of failing her assessment point 2. Prior to her return to the school Amanda met with her mentor and myself to give her the opportunity to off-load some of her feelings, to set realistic expectations for her return and to offer advice and support. Amanda returned to the school and successfully completed her placement securing a newly qualified teacher post in a school outside the local area. As Amanda's confidence in her own practice grew and she accepted the clear professional expectations we had of her then problems caused with colleagues diminished.

Looking back, the key factors which enabled Amanda to successfully complete her teacher training were: patience; a focus on the positives but at the same time clear expectations of

This story is recorded in text box 4, with the provocations following the text box, for learning from the story.

Text Box 4

For many years I worked as a teacher in secondary education and a school-based teacher educator (SBTE) overseeing the placement of students in my school. Four years ago I started to work as an institute-based teacher educator (IBTE).

Somewhere mid-October I went to the first meeting of the team with SBTEs of different teaching schools with whom I work as an IBTE. This SBTE-team had already had several meetings this academic year. Only recently I received the invitation to attend this meeting.

I notice that I'm somewhat nervous. The reason is that I know that this SBTE-team has had an unpleasant experience with a colleague-IBTE of mine who attended the meetings in the past. The SBTE would rather train the student teachers alone, without cooperation of a colleague-IBTE of the teacher education institute. But that isn't what the partnership is about, so an IBTE must join with the SBTE-team. That IBTE is me! My assignment – especially directed by my institute - is to join and to NOT be the all- or better-knowing IBTE; OK – that's the role I must play. I'm a little nervous, and ask myself: will I be accepted by them?

After the introductions (who is who, and the goal of the meeting), I receive the material that's going to be used by the students in the upcoming weeks. Just to get insight into the process of how this material is developed, I ask for the minutes of the last meetings. It turned out there are none, but they seem to like the idea to make notes during every meeting and add it to a list of agreements made. So, would they live up to expectations? I'm feeling a little bit awkward, and am thinking 'I hope they don't think that I think that they aren't professional'.

attention because they didn't conform to referencing that we require the students to use, so this referencing system should also be used correctly in teaching materials for students, developed by SBTEs. Realizing that I'm instructed not to be the wise IBTE, I hesitate to mention it. I am waiting for the right moment, so I'm glad that one of the SBTEs brings up some minor things that should be changed. During tea break I tell the SBTEs 'While you have to make some changes as asked, perhaps you could also take a look at the references. A couple of books aren't referred to properly, using the referencing system. I just noticed'. One of the SBTEs says thanks. It seems OK.

After the break we discuss the material, especially the themes and contents concerning the first meeting for the student teachers at their schools. Listening to what is said I realize that they don't consider the authentic context of the school as a valuable input to learn from. That is a pity; that is one of the main reasons for workplace learning. What to do? How to act? Gosh...!! I decide to tell them how I as an IBTE work with students at the institute when these themes are on the timetable and how jealous I am of the SBTEs because they have their own authentic and rich environment (that is also the environment of the student teacher) to refer to whilst discussing the themes. One of the SBTEs gets the point and reacts: 'We could ask the students to do some observations and afterwards we can discuss what they saw with them and their mentors'. All of a sudden the SBTEs have a lot of interesting new ideas about connecting the themes to the context and the learning opportunities that the school can provide. They write them down. Their enthusiasm does take me along... The meeting ends. The SBTEs thank me. I am invited to come again. Phew!

Who are the participants in the story? Look at the story from their perspectives. What does each person have to gain or lose?

Early Observations of Teacher Educators Learning from Using the Stories

In each workshop, after carrying out an activity with a story, the teacher educators were asked to consider what they had learned personally, and to give feedback on how they found the activity. Ideas were gathered from the participants of how they would use the stories themselves. The personal learning that they identified is summarised in Table 10.4.

Table 10.4: Personal Learning from an Activity Using a Story in the Workshops

It raises questions in a bigger issue
It raises more questions
It helps to see beyond your own context
It makes clear that we all have our opinion on people
You start to get to know your biases
It pictures the students and all the people involved
Interestingly there can be different interpretations of the same story - such a variety in the way a story can be understood and spoken about. The role you have colours the narrative.
It helps perspective taking
It helps to discuss in heterogeneous groups [of SBTEs and IBTEs]
Why do the exact same issues come up repeatedly? Why aren't we learning? Why aren't we passing on our learning?
It makes more clear that it is all about asking the right questions
More explanation is needed to understand some stories
Stories can be carefully chosen for when you want to address specific issues

Some participants felt that using a story to explore a challenge or dilemma had an authenticity that might not have been apparent in a descriptive case study, and that they were able to

respond emotionally to the power of the story. It helped them to identify personally with the situation. They appreciated the time and space provided by the workshops to be able to reflect on an aspect of school-based practice with other teacher educators. Using the story of another person made it easier to talk about what was really going on rather than directly talking about his or her own situation. Discussing the stories in a mixed group of teacher educators helped them to see different perspectives and understand their own partnerships better. This view was repeated by mixed groups (SBTEs and IBTEs) and by homogenous groups (all IBTEs or all SBTEs). They could resonate with the stories as they illustrated real issues, even if the contexts were different. Where stories were used at international conferences, the participants reported that they could understand and relate to the stories, even to the extent that they were not sure which stories had originated in England and which in the Netherlands. Teacher educators from across international boundaries (England, Germany, India, Israel, the Netherlands, Wales, and the USA) and across institutional boundaries recognised the challenges and dilemmas in practice.

During the discussions it became clear that some words have different meanings between countries and within countries, between different partnerships, especially with respect to the complexities of how functions and roles are shared between teacher educators. When using the stories in specific settings workshop leaders might decide to change the terminology from IBTE, SBTE, mentor and student teacher into terms used in their setting, so that the terms do not distract from the desired learning. IBTEs and SBTEs may use different language to articulate their practice within their settings and misunderstandings can arise. Using stories in workshops may provide opportunities for a real meeting of minds, avoiding superficiality where teacher educators in a partnership do not realise they have miscommunication. This is

one of the many benefits of learning from each other and taking time to understand each other's perspective.

Significance of this Project

The challenges in practice that were identified by teacher educators working in initial teacher education partnerships in this research expand our understanding of current experiences in the field, where there has been a rebalancing of responsibilities between schools and higher education institutions. Dilemmas were experienced in guiding and assessing student-teachers; working collaboratively; and in the areas of quality of provision, professionalism, growth and well-being. It is not possible to draw conclusions about whether this is a typically representative distribution of challenges with such a small data collection, especially as the sample of participants were self-selecting. New and experienced SBTEs and IBTEs identified helpful professional learning from using the tools developed from the stories. Dialogue around stories of practice may 'allow for an understanding of different perspectives and for an understanding of how our own stories have developed in personal and cultural contexts' (Jarvis 2005, 10). Using stories in workshops provided opportunities to challenge practices, understand power relationships and consider what learning can be transferred between contexts. A story may bring participants in a workshop closer because it 'may allow us to reveal part of ourselves, either because we include ourselves as characters, or because we show personal perspectives on events' (Jarvis 2005, 7). Using stories in this way may enhanced the quality of initial teacher education by recognising and valuing the unique contributions made by the teacher educators in the partnership, supporting effective cooperation within partnerships and the development of the professional identity of the teacher educators. Stories of practice can be viewed through different lenses, to understand

cultural and institutional assumptions and teacher educators can critically analyse them together in relation to appropriate literature and apply different theoretical models.

Where teacher educators came from the same setting, the tools did not provoke the same level of discussion. Jarvis (2005) warns that some discussion groups may be too homogeneous to be able to see beyond their own professional or cultural frames and may silence minority views. For this reason, using the stories in mixed groups of teacher educators from schools and higher education institutions could help support the understanding of different perspectives in order to enable smoother boundary transitions for all involved in initial teacher education.

Planned Further Research and Development

A further larger-scale study of the variety of challenges and dilemmas that teacher educators are facing in initial teacher education partnerships would provide useful data to identify where specific professional development needs exist for IBTEs and SBTEs, and what problem-solving strategies are being employed, in order to provide for these needs and to enhance the quality of partnership working and student experience.

These workshops have helped in understanding that SBTEs and IBTEs value learning collaboratively across institutions both within their partnerships and between partnerships. This way of working helps to make the boundaries seamless, and to enable a greater understanding of the complexity of school-based practice. Within the stories of teacher educators that focus on a challenge in their school-based practice, there is the potential to look more deeply at the formation and development of teacher educator identities and to consider

how the current context can be affecting them. Further research could focus on the values the teacher educators express through the way they narrate their stories, and to explore how to open these up for discussion.

Feedback from teacher educators during this project indicated that the process of writing the stories and using them as an autobiographical self-study tool for critical reflection on practice could also be beneficial for professional learning. A similar approach was used by Jasman (2010) for her own continuing professional learning as a teacher educator; she examined her involvement in five practice-based research projects where border-crossing between different professional knowledge contexts enabled her professional learning. Writing stories about challenges and dilemmas in practice and sharing them with peers also surfaced as beneficial for professional learning.

The learning from these sessions has informed the production of a collection of stories in Dutch (web address) and in English (www.go.herts.ac.uk/FLiTE) together with guidance on effective ways of using the stories, and guidance on writing them. They are available for use by teacher educators and others involved in initial teacher education and evaluative feedback would be valued. Those subscribing to the authors' mailing list will be kept informed of further research-informed resources that become available for the professional learning and development of SBTEs and IBTEs working in school-based teacher education.

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