Contents

1 **Introduction** 1
1.1 Introduction 2
1.2 How This Book Came About 3
1.3 Structure of the Book 6
References 8

2 **Duoethnography to Explore the Work and Lives of Teacher Educators** 9
2.1 Introduction 9
2.2 Wandering Towards Duoethnography 10
2.3 Understanding Autoethnography 19
2.4 Embracing Duoethnography 20
2.5 Ethics and Duoethnography 21
2.6 Creating This Duoethnography 24
2.6.1 The River Journey Metaphor 24
References 26

3 **Our Educational Journeys** 29
3.1 Introduction 29
3.2 Early Family Influences 30
3.3 Kindergarten and Nursery 34
3.4 Primary School 35
3.5 High School 37
3.6 University/Polytechnic 41
3.7 Teaching 43
3.8 Transitioning into Academia and Becoming a Teacher Educator 47
3.9 Conclusion 48
References 50

4 **Becoming a Teacher Educator** 51
4.1 Introduction 52
4.2 Transitioning from Teacher to Teacher Educator 53
References 66

5 **Policy and Educational Contexts of Teacher Education** 69
5.1 Introduction 70
5.2 Teacher Education Policy Landscape in Australia and England 70
5.3 Professional Standards for Teachers 76
5.4 Performance Standards for Academics 79
5.5 Frameworks for Effective Teacher Education 85
References 89

6 **Collaboration and the Work of Teacher Educators** 93
6.1 Introduction 95
6.2 Collaboration in the Journey of Becoming a Teacher Educator 95
6.3 Collaboration Through S-STEP Community and Becoming Teacher Educators 98
6.4 Collaboration Beyond the Self-Study Community 104
References 109

7 **Working with the Teaching Profession** 113
7.1 Introduction 114
7.2 Teachers and Teacher Educators Working Together 114
7.3 Working Together to Provide Professional Experience 115
7.4 Learning from Working with the Teaching Profession 123
References 126

8 **Developing Pedagogies of Teacher Education** 129
8.1 Introduction 130
8.2 What Is Meant by 'Pedagogies of Teacher Education'? 130
8.3 Context Matters: Journeys of Evolving Pedagogies in Diverse Settings 138
8.4 Exploring Our Pedagogies of Teacher Education Through Autobiographical Writing and Self-Study 142
8.5 The Influence of Life Experiences on Pedagogy as Teacher Educators 146
References 150

9 Constructing an Identity as a Teacher Educator 153
9.1 Introduction 154
9.2 Voice, Self and Identity 154
9.3 The Meaning of Identity and Constructing a Professional Identity as a Teacher Educator 155
9.4 The Role of Early Life Experiences in Identity Construction 156
References 167

10 What Does 'Becoming a Teacher Educator' Mean? 169
10.1 Introduction 169
10.2 What Does It Mean to Have a Career as a Teacher Educator? 175
10.3 What Have We Learned from Undertaking This Duoethnography? 178
10.4 Looking Back on the Writing Process as Research 182
References 184