



The Professional Development of Teacher Educators

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This book makes a significant contribution to a hitherto much neglected area. The book brings together a wide range of papers on a scale rarely seen with a geographic spread that enhances our understanding of the complex journey undertaken by those who aspire to become teachers of teachers.

The authors, from more than ten countries, use a variety of approaches including narrative/life history, self-study and empirical research to demonstrate the complexity of the transformative search by individuals to establish their professional identity as teacher educators. The book offers fundamental and thoughtful critiques of current policy, practice and examples of established structures specifically supporting the professional development of teacher educators that may well have a wider applicability.

Many of the authors are active and leading persons in the international fields of teacher education and of professional development.

The book considers:

- novice teacher educators, issues of transition;
- identity development including research identity;
- the facilitation and mentoring of teacher educators;
- self-study research including collaborative writing, use of stories;
- professional development within the context of curriculum and structural reform.

Becoming a teacher is recognised as a transformative search by individuals for their teaching identities. Becoming a teacher educator often involves a more complex and longer journey but, according to the many travel stories told here, one that can be a deeply satisfying experience.

This book was published as a special issue of *Professional Development in Education*.

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