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# Teacher Education Advancement Network

## TEAN Conference 2024 Abstracts

This is a large document with full conference abstracts – DO NOT PRINT!

Use the hyperlink below to go to the 'at a glance' conference programme

Use author names or keywords or the presentation code number to search for specific abstracts

- Welcome and TEAN Committee: Pages 2 to 3
- Programme Overview with dates and times and rooms: Page 4
- The Venue – map: Page 5
- TEAN Sponsors – Mosaic, NASBTT, Critical Publishing: Pages 6 and 7
- [Programme 'At a glance' with presentation titles: Page 8 to 11](#)
- Keynote Speakers – abstracts: Pages 12 to 13
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- Evaluation and Research Presentations – abstracts: Pages 37 to 112

## Workshop 96 Becoming and Being a Teacher Educator: Choosing an identity trajectory

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This workshop is especially aimed at colleagues who have engaged with the TEAN online short courses 'Becoming a Teacher Educator' and 'Being a Teacher Educator' or the Becoming a Teacher Educator guidelines for induction (Boyd, Murray & White, 2021). However, it is open to all and might be of some interest to a wide range of colleagues, especially if you still have a few years work ahead of you as a teacher educator. The session is underpinned by the growing body of research literature on teacher educators, mainly on those in university-based roles but also college or school-based teacher educators (Izadinia, 2014; Kelly, 2022).

The workshop will use two seemingly simple tasks\* completed in buddy pairs to provoke thinking and dialogue around our multiple identities as teacher educators, the contribution we aim to make, and what practical choices we might make along the way. Such choices could include, for example, keeping a low profile and focusing on family, publishing professional guidance resources for teachers, completing a part-time doctorate, or pursuing a professorial track.

The aim of the workshop is to share experiences and support each other in juggling our personal values, expertise, ambitions, opportunities, current workplaces, and commitments outside of work to assertively choose a 'career pathway' or at least a way to thrive rather than merely survive. It might at least help to clarify what we personally hope to gain from engaging in the TEAN Conference over the next two days.

### Key References

Pete Boyd, Jean Murray & Elizabeth White (2021) *Becoming a Teacher Educator: Guidelines for induction* (3rd Edition). York: Advance HE. Available at: <https://www.advance-he.ac.uk/knowledge-hub/becoming-teacher-educator-guidelines-academic-induction>

Mahsa Izadinia (2014) Teacher educators' identity: a review of literature, *European Journal of Teacher Education*, 37:4, 426-441, DOI: 10.1080/02619768.2014.947025

Bethany Kelly (2022) The disappearing identity of the teacher educator? *Buckingham Journal of Education* 3: 35-45. Available at: [https://www.academia.edu/88729715/The\\_Disappearing\\_Identity\\_of\\_the\\_Teacher\\_Educator](https://www.academia.edu/88729715/The_Disappearing_Identity_of_the_Teacher_Educator)