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Chapter 13: Cinderella Academics: Teacher Educators in the Academy

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Overview

Teacher educators are a diverse and essential part of the university workforce particularly in post-1992 universities in England. The majority of teacher educators have enjoyed successful careers as teachers and senior leaders in schools. However, their transition from school to university is fraught with difficulties. Inadequate induction to academia, particularly to academic research, coupled with their lack of experience of conducting research, renders them vulnerable within the performative culture of universities (Ellis, McNicholl, Blake, & McNally, 2014). The research landscape within higher education in England is competitive between and within universities.

Research is a key element of teacher education (e.g., Burn & Mutton, 2013) and so it is vital that teacher educators engage with and become research active to advance knowledge of all aspects of education. However, new teacher educators are insufficiently supported to start their research journeys within higher education, leaving them on the margins of academe. This chapter reveals the findings of in-depth qualitative semi-structured interviews conducted in one university in North-West England illustrating the dilemma of teacher educators in higher education. The participants in the study explicate the ways in which their presence could be legitimated, for example, through the support of a mentor to lift their status to become research active academics and gain recognition and legitimation in academe.

Introduction

The first half of this chapter examines the role of teacher educators in university-based teacher education in England. University-based teacher education fulfils a vital role in the preparation of future teachers. The erosion of teacher professionalism via successive teacher education policy changes initiated by different governments over the last decade have resulted in decreased time within the university for pre-service teachers. The impetus to improve standards and accountability via the inspection system[1] to demonstrate value for public funding has led to significant changes in teacher education. These changes have imposed a greater burden on university-based teacher educators and affected their role and

[1] The Office for Standards in Education (Ofsted) is the government body responsible for inspecting all education provision in England.

working lives leading to a bifurcation of teaching and research focussed responsibilities. Researchers (Murray, Campbell et al., 2009; Tanner & Davies, 2009) have argued for research-informed teacher education as the raison d'être of university-based teacher preparation and more importantly to prevent cleavage between research, the initial and continuing professional development of teachers.

The neoliberal marketisation of teacher education has led to greater competition amongst providers of initial teacher training and education (ITT/E). This, alongside the pressure to improve performance in university and teacher education league tables, the pursuit to improve Ofsted ratings of ITT/E provision, the need for greater accountability and increased focus on the care and satisfaction of students has led to increased workloads. We contend that these multiple drivers have wrought a toll on the working lives and career progression of teacher educators.

Smith (2003, p. 203) defines teacher educators as, "people who work in institutions of higher education, colleges and universities and whose job it is to educate and train future teachers". They usually are not trained for the role, are required to teach, maintain strong relationships with schools and colleges and expected to undertake research in order to advance and develop knowledge about education. A substantial aspect of the teacher educator's role is to provide guidance and support for student teachers to develop into competent classroom practitioners (Koster, Brekelmans, Korthagen, & Wubbels, 2005). As opposed to school-based ITT teacher educators, it is an expectation and requirement for teacher educators based within higher education (HE) institutions to undertake research. Thereby adding another dimension to the role of teacher educators in academia. Research has shown that teacher educators employed in universities are tasked with multiple priorities: to teach and care for student teachers to improve student outcomes and attain high student satisfaction scores within the national student survey (NSS); to meet internal and external

quality benchmarks; to maintain high quality working relationships and collaborations with schools and colleges to maintain the ITE Partnership which provides practicum placements and to undertake educational research to further boost the standing of their education department against local competitors and improve the department position in national league tables (Ellis, McNicholl, & Pendry, 2012; Ellis et al., 2014; Gleeson, Surgue, & O'Flaherty, 2017).

Bell (2010, p. 21) notes, "social justice involves social actors who have a sense of their own agency" and that oppression can manifest within systemic institutional processes which can serve to disadvantage groups and limit their development and self-determination. In this chapter, we argue that given the pervasive climate of competition within teacher education, the expectation of universities for staff to be research active against the multiple challenges of their role creates an oppressive environment. In the face of this oppression, teacher educators' agency is diminished which can often leave them feeling side-lined within the academy.

In the second half of the chapter, we report on our findings from in-depth qualitative semi-structured interviews conducted in one university in North-West England. This allows us to illustrate the dilemma of teacher educators in HE where their labour is used to teach, care and support student teachers, gain excellent Ofsted results for their institution but due to the lack of doctorate qualifications, research mentoring and support, they can, mistakenly, be considered as "second class" academic citizens. Thereby in terms of the metaphor employed in the title of this chapter, they labour hard in the shadows unable to go to the academic ball to improve their status within the academy. There is a lack of mentoring in HE to facilitate the transition of teacher educators from teachers who enter universities to prepare future teachers, to becoming fully-fledged academics who contribute to the advancement of knowledge as active researchers in the field of education. The participants in the study

explicate the ways in which their presence could be legitimated through the support of a mentor to lift their status to become research active academics and gain recognition and legitimation in academe.

Teacher Educators in the University Landscape

The British Educational Research Association (BERA) delineates a wide range and variety of educational research on learning in formal settings from early years to adult education to informal education; to including research on themes such as social justice, curriculum, assessment and policy. It asserts that, "educational research makes a vital contribution to the progress of education in the UK" (2013, p. 7). All research in the UK is subject to a centralised, peer-review assessment exercise approximately every six years known as the Research Excellence Framework (REF)[2]. The assessments are designed to measure the productivity and quality of each submitting unit, such as education. Institutions compete with each other to gain high REF ratings to maximise quality-related research funding[3]. This further increases the pressure on teacher educators to contribute to research and demonstrate their academic "worth". In REF 2014, 30% of educational research was assessed as world-leading. Whilst this was comparable with other subjects, the proportion of educational research rated nationally significant (the lowest rating) was 7% which was higher than other subject areas (Pollard, 2014). This outcome, Pollard (2014) argues, indicates a diverging field especially since most academics within education were not entered into REF 2014 due perhaps to teaching only contracts or their lack of engagement in research. Ellis et al. (2014, p. 35) believe all teacher educators are "particularly vulnerable to the negative

[2]The publications, research environment and impact of the research within each unit of assessment in a university is assessed as 4* world-leading; 3* internationally excellent; 2* recognised internationally; 1* recognised nationally and Unclassified below nationally recognised standard.

[3] Quality-related research funding https://re.ukri.org/research/how-we-fund-research/

consequences of such audits, and not only those at the start of their careers". However, as BERA (2014) and others (Burn & Mutton, 2013; Sahlberg, Furlong, & Munn, 2012) have indicated, research is a key element in teacher preparation since teachers and teacher educators need to keep abreast of research to develop their subject and pedagogical knowledge and so need to be "research literate" to discern strategies to not only improve student outcomes but to validate their chosen pedagogical approaches.

Most teacher educators enter HE after successful careers in schools or colleges. On entering academia, they experience culture shock (Davey, 2013; Griffiths, Thompson & Hryniewicz, 2010; Murray & Male, 2005; Yamin-Ali, 2018) because their expert knowledge about children, teaching and learning whilst useful in their teaching interactions with student-teachers is deemed to only partially meet the requirements of becoming and being a teacher educator in HE. Teacher educators face two main challenges, firstly they need to adjust their pedagogy to teach adults and secondly, they need to become research active (Murray & Male, 2005). The transition from schoolroom to university requires a shift in their professional identity which can take two to three years (Murray & Male, 2005). The transition requires metamorphosis from teacher to researcher (Griffiths et al., 2010). This complex and difficult transition from teacher to academic teacher educator can be stressful and lead to a lack of self-confidence resulting from feeling deskilled (Nicholson & Lander, under review).

Some teacher educators do become research active. They enjoy research but their engagement with it comes at a cost to their teaching and personal lives (Davey, 2013). Teacher educators are required to "simultaneously serve two masters" the "profession and the academy" (Davey, 2013, p. 72). This leads to stress and feelings of being "second-class academic citizens" (Munn, 2008, p. 421), "silenced and side-lined" (Gleeson et al., 2017, p. 19). Teacher educators are neither inside nor outside the "ivory tower" (Maguire, 2000, p. 163) and there is a "status differential" (p. 163) between them and other academics. They feel

confused by the multiplicity of expectations, particularly since there is no allocated time for research within their workloads (Gleeson et al., 2017). Hence teacher educators can feel undervalued which affects their sense of professional self-worth (Griffiths et al., 2010). So high status, successful teachers and headteachers with strong professional habitus and agency enter the academy to become teacher educators. In doing so they feel disorientated, deskilled and positioned at the margins having to negotiate their identities as they transition from teacher to teacher educator and researcher.

The teacher workforce in England is predominantly female (Department for Education, 2017) and since teacher educators are former teachers it can be assumed the teacher educator workforce may well be predominantly female too. Data to substantiate such a claim resides within individual institutions. It is not surprising teacher educators have been likened to academic handmaids. Davey (2013, p. 74) notes female teacher educators "take greater responsibility for [the] nurturing and housekeeping side of academic life" and labels them "good departmental citizens" who "do not enjoy the same recognition or rewards as their male colleagues". This caring and nurturing aspect is an essential unrecognised positive contribution to the academy since it supports student retention, progression, achievement and employment (Davey, 2013), which are benchmark criteria for national university league tables. This should not be the remit of females only but that of all teacher educators.

The place of teacher educators as academics is perceived as precarious given numerous policy changes (Gleeson et al., 2017). Teacher educators have been denied the opportunity to gain "academic capital" via research engagement and have instead been exposed to a "form of proletarianization" (Ellis et al., 2014, p. 33). They have transformed into workers who can respond to neoliberal market forces without gaining research status as an academic reward for their labour. They are weighed down by burdensome teaching loads leaving insufficient time for research (Gleeson et al., 2017; Tack, Valcke, Rots, Struyven, &

Vanderlinde, 2018). Teacher educators who engage in research, gain funding and produce publications may find their work deemed of insufficiently high quality to be entered into current or subsequent REFs. So, they may serve two masters but labour in vain. This can be disheartening, and demoralizing given the personal and professional commitment they have made, and the agency exercised to improve their position within the department and university through research engagement. The injustice and inequity evident through such exclusions, whilst the institution extracts dividends, such as high NSS ratings or Ofsted grades, for the labour of these teacher educators is palpable in education departments. Their labour is taken for granted by institutions whose future financial gain from teacher education is guaranteed whilst the careers of research aspirant teacher educators is delimited by oppressive institutional structures. "Teacher educators are not 'a problem'…. the problem is the system" (Ellis et al., 2014, p. 41). As we approach the next REF in 2021 which requires all research active staff to be returned, some institutions have instigated contractual changes which will exclude staff with heavy teaching loads and limited or no research profiles, such as teacher educators. In this way the system has solved a problem by effectively cutting off teacher educators from developing a research profile and limiting their career progression along the teaching only route.

Despite these limitations the recruitment of new teacher educators still continues via the school pipeline. Therefore, there is an urgent need for education departments to provide structured induction to HE and to develop and support new teacher educators' research skills in the first three years of what is essentially their second career (Griffiths et al., 2010; Murray, 2008; Murray & Male, 2005). The conflicted position of teacher educators as they transition from school to university settings is a global phenomenon (Borg & Alshumaimeri, 2012; Cochran-Smith, 2005; Davey, 2013; Gleeson et al., 2017; Yamin-Ali, 2018; Zeichner, 2010). The transition appears to be unsupported or limited in its longevity. A major challenge

and cause of tension is the requirement for teacher educators to engage in research. The literature illustrates teacher educators need time for research (Davies & Salisbury, 2009; Ellis et al., 2014; Gleeson et al., 2017; Sinkinson, 1997; Tack et al., 2018). In addition, studies reveal the need to support the transition through the provision of a mentor and the opportunity to work collaboratively on research with knowledgeable others (Gleeson et al., 2017; Griffiths et al., 2010; Tack et al., 2018). There is overwhelming evidence in favour of comprehensive and structured induction related to androgogy and research which spans the first two or three years in the role (Harrison & McKeon, 2008; Griffiths et al., 2010; Murray, 2008; Sinkinson, 1997; Yamin-Ali, 2018). The successful transition of teachers to become research active academics is dependent on the institution and its systems (Davies & Salisbury, 2009; Ellis et al., 2014; Murray, Jones, McNamara, & Stanley, 2009; Tanner & Davies, 2009).

It seems ironic that teacher educators, who may themselves have acted as mentors for student teachers are unsupported in their new roles, yet research shows the benefit of support from a mentor (Hobson, Ashby, Malderez, & Tomlinson, 2009). A mentor can develop confidence and self-esteem, they provide professional and pastoral support which in turn can facilitate professional development and assist transition. All too often new teacher educators are thrown in at the deep end of teaching with insufficient support and left to sink or swim. Griffiths et al. (2010) assert the journey to becoming a researcher is slow, but that the appointment of a research mentor who involves their mentees in collaborative research projects provided a supportive bridge to assist the mentees' journey into research. Harrison and McKeon (2008, p. 164) found "formal and informal opportunities for in-depth, reflective, learning conversations with a designated mentor" facilitated new teacher educators' transition into the academy and their transformation from teacher. Such planned and supportive

induction to research allows the adaptation of teacher habitus to teacher educator habitus allowing the development of an agentic academic.

The Study

In this research, we sought to examine the experiences of teacher educators with respect to their transition (or not) into the research culture and activity within one university. Our study is guided by the following research questions: What are the teacher educators' perceptions of their ability to engage in research? What are the perceived barriers or facilitators to their research engagement? Here we focus on one aspect of the findings, namely the participants' perceptions on the role of mentoring to facilitate research engagement.

This study was conducted in a large education faculty within a new university in the North-West of England. It is one of the leading providers of teacher education and comprises 160 academic staff, not all of whom are teacher educators. Permission was gained from the Dean to undertake this research and full institutional ethical approval was secured in line with the BERA (2011) ethical guidelines for educational research.

The study is focused on teacher educators who were fairly new to research. We excluded teacher educators with doctorates and those in the process of completing one. Our participants are drawn from the remaining pool of 70 teacher educators. These staff were invited to participate in the research. Participants provided informed consent at the start of the study. Through purposive, opportunity and snowball sampling, 16 teacher educators (nine females, seven males, aged 33-57 years, mean age = 46 years, 100% white), were recruited. Their experience of being a teacher educator ranged from 2-20 years. We categorised the teacher educators according to their interview responses: four were categorised as having no research experience (25%), seven had recently begun their research journey but were still novices (44%) and five were research active (31%).

One of the research team, a research associate, conducted semi-structured interviews with each participant. This was a deliberate decision since the other researcher was in a position of power within the faculty as a senior manager for research. We felt the participants would feel at ease if the research associate conducted the interviews. We wanted the participants to be honest and free to share their perceptions with the interviewer. They may have felt constrained or under scrutiny if interviewed by a senior manager and this may have affected the data. In fact, one participant remarked, "…I could sit here and talk to you and feel quite comfortable, but you know maybe if I met with somebody higher up, I would feel that a judgement was being made…". Some of the participants were known to the research associate which probably facilitated an open and honest exchange. The interviews were conducted in a private office. They were audio-recorded and varied in length from 13 to 83 minutes. The interviewer explained we wanted to ascertain their views about their ability to engage in research over a typical two-month period. We asked them to report barriers and facilitators to their engagement with research. The audio-recordings were transcribed verbatim and the transcripts were read several times to identify re-occurring themes.

Findings and Discussion

One of the emerging themes focussed on the need for mentorship which we describe below. We begin by contextualising this theme within another important theme that relates to the role of the teacher educator in the university landscape as discussed above, namely time and workloads.

Time and workloads

The structure of the university appears to ignore the tensions and challenges associated with the "dual transition" for teacher educators (Griffiths et al., 2010, p. 252) and does not accommodate this transition to facilitate their agency as academics and researchers. This was apparent in the interviews as our participants recounted the two major interlinking

factors constraining their engagement in research, namely time and their teaching workloads. Participant 9 acknowledges she would like to be involved in research, but, “I just haven’t got time”. She explains it is, “because of the way the teaching works…we’re not in control of the peaks and troughs they just happen”. Here there is a clear indication of her lack of agency within the system. She is shackled to the teaching pattern of the academic year which, for teacher educators, stretches from early September to mid-July.

The exclusion of teacher educators from the “very exclusive club” for researchers (Participant 12) arises from the structure of teacher education programmes and the university at large. This creates a teacher educator hierarchy where one group of second-class citizens (Maguire, 2000; Munn, 2008) bear the burden of teaching and care of students whilst the exclusive group undertake research. The lack of time is a corollary of heavy teaching and supervisory workloads which non-research active teacher educators are subjected to as the handmaidens (Acker & Dillabough, 2007, p. 312) or good academic citizens (Davey, 2013) within departments who keep the wheels of teacher education oiled. But they are denied the opportunity (Murray, Jones et al., 2009) to accumulate “academic capital” and corralled into a “form of proletarianization” (Ellis et al., 2014, p. 33) attributable to the system which constrains their career progression (Ellis et al., 2014). In particular, their professional agency is curtailed as they attempt the dual transition from school to university, and from teacher to teacher educator-researcher (Griffiths et al., 2010). The resulting inequity and symbolic violence inflicted by structural disadvantage excludes teacher educators from undertaking research and renders them as semi-academics (Murray & Male, 2005) or as we contend “Cinderella academics”. Perhaps as a direct response to this, and just as other research has found (Borg & Alshumaimeri, 2012; Davey, 2013; Griffiths et al., 2010, Murray & Male, 2005), the teacher educators voiced a desire to feel valued. Participant 2 said, “Just that, feeling, you know the confidence in feeling valued”. It is notable that these previous studies

were conducted some time ago, yet our participants still seek to gain legitimacy within the academy.

Mentor as a guide through the research landscape

Despite these difficulties, the participants were positive about research and felt that engagement with research would confer a sense of value to their role. They expressed a desire to be involved in some sort of research as an individual or in a group with colleagues who had the same research interests. They voiced a need to be guided by a knowledgeable other, a mentor, who had research experience, who wanted the role and who would discharge their responsibility with care and without judgement. Eleven of the sixteen (68.8%) participants reported they would like dedicated support to help them get started on, or to develop their research journeys. Participant 9 said,

> …sometimes it's just a little bit of like sort of personal support, I'm not scared of asking people for help, but I sometimes feel that if I had someone who was like a dedicated sort of liaison to sort of say… what are you up to… is there anything we can help you on, and you know, maybe help me with, you know, have you had a look at this journal, or I know someone in the faculty who's doing this… I'll give you the details… or here's their name you can find the details, all that type of thing would help.

Participant 14 acknowledged that new teacher educators would benefit from a research mentor, "I think, as well probably, for again those of us who have mainly come from a sort of school background and a practitioner background, if you like, maybe some kind of mentoring in terms of providing someone with more experience at research". A clear need for guidance within a departmental structure was paramount. Participant 13 asked for a more personalised and needs-led approach noting,

> So, I think that that's important and I think it's how you engineer that really, because it can be very artificial, you know just giving everyone a research mentor and then you know it doesn't

> work that kind of mentorship does it, there needs to be some kind of flexibility around the way that that scheme works.

Participant 12 felt the existing faculty mentoring structure was insufficient,

> So, I think a closer kind of mentoring scheme, so I've learned more from kind of casual conversations with colleagues in research or colleagues who carry out research than I have from any formal process in the university. So, I think that is the biggest thing the, the coaching the mentoring that goes alongside research needs to be completely redefined.

She went on to outline the support she would find most helpful.

> I'd need somebody to sit with me and say who are you as a researcher, you know what are your interests and have this model that starts from what do I want to get out of it rather than what outputs can you give the university so I think it needs to be a bit more personalised.

It is not surprising that our participants wanted personalised support. As teachers and teacher educators this is how they would structure learning for their students and therefore transfer it to the model of mentoring which would develop their research skills and self-confidence as a researcher, focussing on enhancing their identity and agency as a teacher educator-researcher rather than focus on the needs of the university to gain outputs for future REFs (Griffiths et al., 2010; Murray & Male, 2005).

A group and supervisory approach

Some of the participants felt they would benefit from being part of a group undertaking research with more, and less experienced colleagues, an approach delineated by Griffiths et al. (2010). Participant 10 felt the group mentorship would eventually lead to individual research independence,

> …that research team element where one leading practitioner that's respected brings people on board….you conduct these interviews and will do this write up together and the goal is we're all going to produce this together, and somebody who's got the confidence and experience to

> actually mentor a team through and in turn I know that that turns into more independent research. Yes, I think that's it, that's the thing for me.

Whereas Participant 15 felt that the group approach could start informally to identify colleagues with similar research interests which could subsequently be developed into a research group mentored by a more experienced researcher:

> …to have kind of some informal conversations with colleagues with a likeminded interest and then work with somebody who is research active and experienced, so they can then support you, know how that would go forward and, but having it as I suppose quite a comfortable working group.

Other participants called for a balance between group research and a supervisory model which would provide individualised support and expectations for research. Participant 2 said, "...some kind of supervision for us or mainly me as a novice would be really useful". Participant 4, also wanted a more personalised approach to develop her self-confidence.

> I don't know it's almost like having a tutor isn't it? And it could be, I don't know, part of an induction thing couldn't it? And soon as you have come in you are allocated a tutor within the faculty of education, two people come in, right let's work together. Or you have mixed groups of people, someone who has done a lot of research, you know, I don't know, how you would work it, but I think that's a great idea, because I wouldn't know where to start.

And Participant 5 reinforced the need to have a mentor/supervisor, "I think having that person to be able to send things through to check would be helpful". Again, expressing a need for reassurance as they develop and transition into a research active teacher educator.

Mentor qualities

The participants agreed the research mentor should not be a senior member of staff. They felt they would be intimidated and inhibited to work with a senior researcher and also did not want to be a burden on them. This is perhaps an expression of their insecurity and lack of confidence. Participant 15 noted, "and as I say you know a group in fact a group of

people with similar, with a mentor but it's… people have got to have the right personality". They called for more approachable and supportive individuals who had the communication skills, the knowledge and professional commitment to act as a mentor for novice researchers. These mentor attributes are recognised by Hobson et al. (2009) and reflected in the work of Griffiths et al. (2010).

Through the interviews a graduated model of mentoring emerged for teacher educators at different stages of their research journey. Participant 12 summarises the mentoring relationship within a teaching and learning framework:

> It might be that you need different levels, you know if somebody's coming in at Master's level or above you know they might just need the focus groups and the writing groups and more senior mentorship. But we [the faculty] almost seem to move straight to a PhD model, so I'm going to give you one person who's very senior who really knows what they're doing and they're going to tell you and help you with your research and it's just terrifying it needs to be more casual, there needs to be more energy about it, it needs to be…, I'm going to take you along on this journey I'm going to make research interesting and come alive for you rather than, ugh you need to do research, so ugh, I've been lumbered with you to tell you what you don't know.

The need for a mentor who is interested in the mentee and their development is central to the relationship. It is this mentor relationship which will engender enthusiasm for, and about research, develop teacher educators' research skills and knowledge and thus their individual agency to transcend the status of semi-academic. The need for a research mentor at the start of a teacher educator's career is vital (Sinkinson, 1997). The research induction process has to be structured, supported and sustained for at least three years (Murray & Male, 2005). The allocation of a mentor and a research group in the induction phase would support new teacher educators and provide opportunities to develop informal as well as formal research relationships beyond their research mentor thus developing a supportive network. In

this way, the new teacher educator can develop self-confidence as they negotiate the dual transition into a new career. A structured mentorship programme beyond induction would develop much needed research capacity in education departments (Munn, 2008), prevent alienation and enhance job satisfaction. Indeed, research mentors should be provided for all staff, even research active staff, through the duration of their careers (Hobson et al., 2009). Research mentors would boost teacher educators' self-confidence in research, develop their academic capital (Ellis et al., 2014) and agency; reduce the status differential (Maguire, 2000) and reduce the proletarianization of teacher educators.

Conclusion

Clearly from our research the contentious issue of teacher educators as second-class citizens in university departments of education is a social justice concern. The situation has persisted for over a number of years and is still evident. University systems and structures which lead to the categorisation of some teacher educators as non-research active have intensified as the next REF approaches in 2021. This proletarianization (Ellis et al., 2014) of teacher educators has occurred through the allocation of teaching only contracts which appear to lack flexibility in some institutions and thus confine teacher educators only to teaching. Thereby cementing a two-tier teacher education profession. This may well impact on the number of educational researchers returned to the next REF possibly affecting the national and global position of educational research. The issue of research capacity has not diminished, and it seems apposite for universities to invest in research mentoring for all teacher educators but especially new entrants as they negotiate the dual challenges and tensions of serving two quality assurance benchmark-masters- the teaching excellence framework (TEF[4]) and the REF. Without structural and financial commitment to support

[4] The TEF is the Teaching Excellence Framework which is used to assign categories (gold, silver and bronze) for teaching within a university. The TEF category is used as a university marketing strategy.

teacher educators' research development, the symbolic violence and inequity of exclusion from the exclusive research club will sustain teacher educators as Cinderella academics within the academy.

Points for Discussion

Reflecting on this chapter consider:

1. How teacher educators can be best supported to become research active when they transition to university-based teacher education.
2. How mentoring can be structured to support, enhance and advance teacher educators' beginning and developing careers with respect to research.
3. How socially just practice can be embedded within Education departments to ensure teacher educators who wish to be research active can establish and be successful in their research careers.

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