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Chapter 1
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Jean Murray, Anja Swennen, and Clare Kosnik

1.1 Introduction

The timeframe for publishing this book is an interesting one internationally. As increasingly sophisticated and economically competitive 'knowledge societies' evolve around the world, national and international demands on education multiply, demanding the production of high-quality educational 'outcomes' from schooling and higher education. Intensifying globalisation and international competitiveness has had profound consequences for national and transnational government policies for education. Certainly, in schools, results from PISA and other international attainment indicators have often driven high senses of government anxieties about educational – and hence economic – competitiveness and sometimes result in attempts to reform schooling, change teaching methods and/or introduce austere testing regimes. As part of the agenda for reforming schools, many governments across the world now see teacher education as a policy lever for improving teaching and school performance at national levels and for reforming teacher professionalism.

There is now a widespread, international understanding that the quality of an education system is dependent in large part on the quality of its teaching force. This consensus has placed high focus on the effectiveness of recruitment and retention strategies in attracting and keeping well-qualified teachers in the profession. In particular, the quality and focuses of teacher education throughout the professional life

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course have also been placed under the policy microscope. Preservice teacher education, in particular, is often seen as a policy lever for bringing about change to teachers and teaching. Historical analyses internationally show that in many ways this emphasis is not new: teacher education has long been a major context in which the discourses and practices about what it means to be a teacher are both produced and reproduced. The potential for control of schooling this offers has meant that, since the inception of organised systems of teacher training, national and local governments – and in many countries religious bodies – have been major stakeholders in the field of teacher education, again with preservice a particular area of contestation. When a national education system as a whole has come under scrutiny, teacher education has always been subject to changes, as the historical analyses of Larabee (2004) on the USA, Furlong (2013) on England and Swennen (2012) on the Netherlands show, to offer just three examples.

What is new about the changes of recent decades though is that there has been a systematic politicisation of teacher education, with globalisation pressures increasing levels of government intervention in and regulation of teacher education in many countries across the developed and developing worlds (Trippestad et al. 2017). These interventions have happened over broadly similar time scales and often in similar ways, with new, sometimes radical and often fast-changing policy requirements implemented quickly in order to improve schooling through 'reform' of teacher education. Pressures from globalisation have also contributed to growing change and 'marketisation' of the higher education sector – in which nearly all teacher education programmes are still based – and the accompanying growth of neo-liberal regimes of performativity and audit in our universities and teacher education institutions. Many such institutions are now graded in national or international league tables, facing pressures to achieve numerous and often competing goals in teaching, research and community service. Overall, this situation means that externally generated policy requirements for both higher education and schooling sectors combined to change the face of teacher education worldwide. We give a brief overview of these changes in teacher education here in order to provide contexts for the research studies in this book; such an analysis is also useful for understanding the current issues in teacher education emerging from the studies. But our focus here is not only on these policy shifts per se but also on the less overt aspects and effects of them, as we discuss in more detail below.

1.2   Teacher Education Policy Change

It is not possible to undertake an analysis of teacher education policies without also taking into account the broad social, cultural, political and economic changes currently taking place across the developed world. It is clear that the economic crisis of 2008 onwards has had profound political and social effects on many countries and their policies for education, as well as for other areas affecting social welfare and

cohesion, including health, social care and employment. In relation to EU member states, for example, a report in 2015 stated:

> Public budgets in all Member States are under great pressure. The global economic downturn and declining revenue in many Member States in recent years have aggravated this problem and put greater pressure on education and training budgets, as countries try to balance their public finances. Fiscal constraints have led to cut-backs in public funding for some phases of education. (European Commission 2015, p. 2)

But in addition to these economic factors, we also need to consider increasing social, cultural and linguistic diversity in many countries, the rising levels of social inequality in some and the ways in which all nations are dealing with the fallout from conflict and social unrest, particularly the current refugee crisis, fuelled in part by the Syrian civil war and in part by ongoing economic and social disadvantages in the Global South. Some of these factors have contributed to increasingly political turbulence and rejection of so-called 'expert' and 'establishment' views in the USA and across parts of Europe, notably the UK and Italy. Furthermore, the fast pace of technological changes is now clearly leading to changes in social behaviours in every nation; these changes affect the ways in which we understand the world, view knowledge production and participate in knowledge dissemination. Education is inevitably caught up in these social changes as all generations of learners and teachers experience them within whichever educational settings they learn and work.

These factors form powerful background influences on how education policy 'reforms' for teacher education are devised, implemented and evaluated. Kosnik et al. (2016) in their analysis of such policies identify eight types of teacher education 'reform' initiatives happening internationally. Given the variety in the architectures of teacher education nationally and transnationally and the often-differing cultural and educational values which underpin that variety, there are inevitable divergences between countries in the exact forms these initiatives take, what they mean and how they are being implemented, but, over and above these differences, there are some interesting commonalities which emerge from Kosnik et al.'s analysis. Most of their identified initiatives focus on preservice teacher education, underlining its centrality in reform efforts, although one important emphasis is a growing emphasis on in-service professional development or professional learning for serving teachers. The other seven initiatives can be grouped into two interlinked categories: first, increased, external regulation and surveillance of teacher education and, second, reforms which refocus curriculum content, format and, sometimes, even the location of preservice programmes.

In the first of these categories, Kosnik et al.'s analysis refers to reforms which impose the standards that programmes must ensure student teachers attain before they become teachers. The details of such standards are, of course, tailored to meet the social, cultural and political imperatives considered appropriate for teaching in specific national contexts, but the analysis shows common features including emphasis on the importance of high levels of subject knowledge and pedagogical content knowledge, a range of good 'practical' teaching skills, the possession of a

good range of strategies to support pupils with diverse needs and being a good role model (Kosnik et al., ibid).

Linked into this standards reform – and also aiming to regulate – are the types of reforms which establish minimum requirements for teacher education programmes to meet. Here examples given include higher admission standards for beginning teachers, higher academic qualifications for teacher education and prescriptions about the length of programmes. Kosnik et al.'s analysis also identifies the prevalence of reforms aiming to increase the surveillance of teacher education through the external assessment of programmes. The authors indicate that these assessments vary greatly in terms of form, frequency, purposes, effectiveness and degrees of collaboration or imposition. Their detailed case studies explore the impact of such external assessments in the USA, where 'a regulatory and accountability climate' is now established in 'an era of increased surveillance of university teacher preparation' (p. 281), and England, where teacher education programmes undergo often high stakes and intrusive inspections by the Office for Standards in Education (Ofsted).

A second category of reforms involves a focus on curriculum content, format and, sometimes, changes in the location of all or parts of preservice programmes. Here Kosnik et al. (ibid) cite reforms which involve moves towards more 'research-based' teacher education. These authors offer two definitions of that often contested term: first, teachers drawing on and conducting research to improve the quality of practice and, second, research conducted *on* teacher education programmes in order to evaluate their effectiveness. The BERA-RSA review, conducted to identify how teacher education (2014, p. 5) in the four countries of the UK were or might be informed by research, adopted a 'broad and inclusive' view of the word 'research', which offers the following definitions of the ways in which preservice may be research-based or research-informed:

> First, the content of teacher education programmes may be informed by research-based knowledge and scholarship, emanating from a range of academic disciplines and epistemological traditions. Second, research can be used to inform the design and structure of teacher education programmes. Third, teachers and teacher educators can be equipped to engage with and be discerning consumers of research. Fourth, teachers and teacher educators may be equipped to conduct their own research, individually and collectively, to investigate the impact of particular interventions or to explore the positive and negative effects of educational practice. (BERA-RSA 2014, p. 5)

Kosnik et al. also identify the ongoing trend in some countries for teacher education provision to move from colleges of education to universities (OECD 2011, quoted in Kosnik et al), with the growth of master's level preservice programmes also occurring in some nations. Murray (2015) in her analysis of teacher education across the UK and the Republic of Ireland refers to the 'the university turn', underway in at least three of those countries, influenced in considerable part by the Bologna Accord of 1999. This Accord, as a key piece of education legislation across Europe, formed a European Higher Education Area with a common qualifications framework, leading to the development of master's level preservice awards in many EU countries, including Ireland, Finland, Portugal and Hungary. In other countries

including Norway and the Netherlands, similar reforms increasing the length of time of study and the qualification level for new teachers are still underway.

A master's level of qualification in preservice certainly involves *more* time in the university and *more* sustained student teacher involvement in research (BERA-RSA 2014), signifying national commitments to strengthening the 'academic' and 'cognitive' elements of teacher education. This also brings epistemological changes to the curriculum of teacher education as it changes and extends the distinctive knowledge base of teaching to be acquired in considerable part through research engagement and study at a university.

A further series of reforms have involved making teacher education more practical, with 'two main ways of achieving this … proposed: (a) enhancing the theory-practice connection in campus courses; and, (b) linking the campus program more closely with the schools' (Kosnik et al. 2016, p. 273). This 'practicum turn' or 'practice turn' in teacher education (Furlong and Lawn 2011; Mattsson et al. 2011; Reid 2011) has certainly been a noted feature of teacher education policy internationally in the last decade. An OECD report in 2012 (quoted in Kosnik et al., ibid) comments that in many countries, '[i]nitial teacher education is increasingly being transferred to schools'; the same report also argues for greater 'complementarity between field experience and academic studies'.

In a similar vein, the European Commission report of 2015, looking at all European Union member states, identifies:

> A trend towards re-modelling Initial Teacher Education for student teachers to learn in school settings so that they can get into real classrooms early in the programme, spend more time there and receive stronger support in the process. (European Commission 2015, p. 4)

As Groundwater-Smith (2011, p. ix) articulates, this kind of 'turn' to practice has involved exploring 'professional practice knowledge and the ways in which our understandings impact upon the design and enactment of … "the practicum curriculum"'. Faced with the need to accommodate this 'turn', many universities have engaged in various forms of knowledge generation on/in practice, as part of their changing teacher education provision, including the development of 'clinical practice' (Burn and Mutton 2013).

This turn has, however, again played out very differently across various countries and institutional settings. In some countries, for example, parts of the USA and England, it has resulted in 'a hyper-emphasis on clinical practice – extensive immersion in the field, *(and)* limited (or no) emphasis on research or "theoretical" course work' (Goodwin and Kosnik 2013, p. 335). In countries where such emphases are found, traditional routes in teaching are often under threat, alternative routes into teaching proliferate and teacher educators based in higher education see themselves as living in a hostile political landscape and subject to sustained criticisms (Gilroy 2014; Goodwin and Kosnik 2013).

In contrast to this picture, in parts of Continental Europe, the 'practicum turn' has instead involved following the Finnish model in which 'research-informed practice' is part of preservice provision in both universities and schools (Kansanen 2013). In this kind of model – again following the example of Finland – specialist

'training schools', with specially trained and well-qualified mentor teachers, may also be established. An example of this is the type of school-based teacher education established in the Netherlands (see Van Velzen, Volman and Brekelmans in this volume) in which schools and teacher education institutions collaborate to educate new teachers. This has not only led to the improved education of teachers but also to the development of primary and secondary schools as partners in teacher education and the development of teachers as school-based teacher educators.

Alternative routes into teaching have also proliferated in some contexts. Examples here include programmes in which all or most of the training takes place in schools rather than universities (as in the School Direct programme in England) and 'direct-to-teaching schemes that give a professional qualification with a minimum of formal teacher education (whether university- or school-based) before or shortly after beginning to teach' (Kosnik et al. 2016, p. 272). Many countries have also experienced the rapid spread of programmes – based originally on the Teach For America scheme – which recruit only those with 'good' undergraduate degrees onto 'fast track' schemes for teaching and educational leadership. European countries as diverse as Estonia, Norway, England, Bulgaria and Austria now have such 'Teach for…' schemes. Online training programmes (such as Hibernia in Ireland) also continue to proliferate in some contexts.

There are often strong links between the generation of these alternative routes and the 'turn to the practical' through largely school-centred training models in teacher education. Other drivers for these alternative routes vary from concerns about the quality of existing teachers and their academic knowledge, desires to widen the demographic profile of the teaching population (e.g. by attracting more mature entrants or those from ethnic minorities) or the creation of simple 'stopgap' measures to address temporary teacher shortages in a given area (Kosnik et al. 2016). Some of these alternative routes may provide high-quality learning for student teachers, but others are untested, and the quality of learning is not always guaranteed, particularly when essentially experimental routes are expanded rapidly and at scale.

More worrying still, schools in some countries are now permitted to recruit and employ untrained teachers, if they so wish. The absence of any kind of preservice programmes in such cases is particularly lamentable – and is certainly divergent from the norm in many developed countries. Across Europe, for example, analysis of TALIS data (European Commission 2015) shows that more than nine out of ten teachers have completed preservice courses (91.2%). The same analysis shows that trained teachers feel better prepared for the different aspects of their job than those who have not completed such a programme. A large majority of these teachers (80%) say that their studies included what many experts – including the Commission itself (European Commission 2015) – would consider to be the essential elements of a preservice programme: the 'content' of teaching (subject knowledge); its 'pedagogy' (understanding of teaching and learning); and 'practice' (classroom-based training). These elements can be defined alternatively as pedagogical competences, subject-matter knowledge and subject didactics, practice and the development of students' capacities for reflective practice and on-the-job research.

As Kosnik et al. (2016) identify, there has certainly been an enhanced focus on teacher subject knowledge in many teacher education reforms. In some countries this emphasis has meant demands for more subject knowledge to be incorporated into education degrees at undergraduate or master's levels; in other nations it has resulted in a demand for higher levels of qualifications for entry into postgraduate routes or for screening of teacher candidates' ability in literacy and numeracy. Some – but by no means all – nations have also increased their focus on the specifics of subject knowledge for teaching, including subject didactics or pedagogical subject knowledge (see, e.g. Swennen and Volman 2017).

1.3 Policy and 'Insider' Perspectives

We give an overview of these policy changes here in order to provide contexts for the research studies in this book; such an analysis is also essential for understanding the current issues in teacher education emerging from the studies. But our focus here is not only on these policy shifts per se, rather on the many, often hidden aspects of them as and when they make their complex ways to implementation in the field of practice. Policy analyses of change in teacher education abound, but many of these texts focus on the macro level of the field. There is, of course, considerable value in many such analyses, not least because they enable the exploration of contemporary trends in educational policy-making per se. Policy analysis understood in this way can also contribute to the critique of what Popkewitz (1987) terms 'the public discourses' or macro discourses of teacher education as they shift over time. And as Popkewitz (1987, p. ix) argues, 'public discourses also often serve to "dull one's sensitivity to the complexities that underlie the practices of teacher education … (by) a filtering out of historical, social and political assumptions"'. Yet beneath the public discourses of the moment, it is often possible to trace recurring, historical factors, themes and issues of the field.

Some analyses of educational reform, though, tend to portray policy essentially as a static and preformed entity, generated by anonymous government agents and then handed down in fixity to practitioners and other stakeholders in the field to undertake essentially straightforward and homogeneous processes of implementation. Here we adopt a definition of power which deploys the work of Michel Foucault (1988) to see power as a relation exercised through the social body and at the micro level of social relations; it is not purely owned and exercised by governments or regulatory organisations, and it can be productive as well as repressive. One of our interests in this book is in the effects of policy when it is understood as a mechanism of power, in Foucauldian terms as part of a 'discipline'. The work of Stephen Ball (1994, p. 16) is useful in understanding policy as a series of 'representations' which are 'encoded and decoded' by stakeholders. We want to explore how policy in this sense is created in complex ways 'via struggles, compromises, authoritative public interpretations and re-interpretations' (Ball, ibid) and how it plays out or is given meanings by actors and stakeholders in teacher education drawing on 'their history,

experiences, skills, resources and context' (Ball, ibid). We are then interested in the ways in which policy is both produced and reproduced, that is, how it is lived and played out by 'insider' groups in the field. Here we define these stakeholder groups as the teacher educators working in both higher education institutions and schools, mentors and co-operating teachers and the students learning to become teachers. As part of this emphasis, we are interested in analysing how some of the 'insiders' in teacher education experience, participate in, mediate and resist policy reform.

'Insider' perspectives on policy, research and practice in teacher education, particularly those of teacher educators, are still under-researched and poorly understood (Murray 2014). Yet the perspectives of all 'insiders' are, we would argue, not only valuable in their own right, but they also contribute to better understanding of the field of teacher education. The term 'insider perspective', as used here, typically refers to the perspective of individuals and groups within the social context in which they work (Sikes and Potts 2008). Insider perspectives have been particularly well developed in disciplines such as anthropology and sociology (Loxley and Seery 2008) where studies place great importance on the perspectives of the individuals and groups they research. The work of researchers, such as Jean Clandinin in Canada and Christopher Day in England, amongst many others, has taken this emphasis into education research. This book aims to work from these – and similar – research influences to understand teacher education from the perspectives of the insiders who work, teach, study, research, guide and lead in the fast-changing contexts of that field.

In this book we look at the perspectives of a number of 'insider' groups, but we give particular focus to teacher educators. This is because we see this occupational group as central to policy implementation through their pedagogies, professional values and visions for their student teachers. As Furlong et al. (2000, p. 36) state, 'what student teachers learn during their initial training is as much influenced by who (our italics) is responsible for teaching them as it is by the content of the curriculum'. This centrality of teacher educators has been belatedly recognised in a series of transnational policy statements including a detailed report from the European Commission (2013) and continuing emphasis in later policy documents (see, e.g. European Commission 2015). In line with these policy statements, we argue that considering and understanding 'insider perspectives' are particularly important to the long-term 'success' of teacher education programmes; however that success may be defined.

Teacher educators belong to a heterogeneous occupational group, and there has long been a 'problem of definition' (Ducharme 1993, p. 2) in discussing who belongs to it. This is in part because of the differing roles and types of work undertaken within the field but also because of issues around self-ownership and communal ownership of the definition. As educational changes often trigger shifts in who can be defined as a teacher educator, this is an interesting and highly relevant time to be studying what is now a rapidly changing and enlarging group of teacher educators.

1.4   The Structure of the Book

The various chapters in this edited book report on and analyse methodologically and conceptually strong empirical work; these structures are deployed to explore work, identity and practices for insiders in teacher education and to give broader insights into how national and institutional policies are mediated and played out in practice.

   The chapters of this book focus on three areas: organizational and national changes in teacher education, teacher education responding to social and educational change, and teacher education and the changing needs of 'insiders'. Chapters 2, 3, and 4 explore how organisational and national changes in teacher education have changed the policies and perspectives of teacher education in particular national contexts, impacting on the practices and identities of teacher educators.

   In Chap. 2 – 'Collective Agency: Promoting Leadership in Finnish Teacher Education' – Päivi Hökkä and her co-authors, Anneli Eteläpelto, Matti Rautiainen and Tiina Silander, explore the effects of changes in teacher education in Finland. This is a context characterised by its long history of academic teacher education, its high educational achievements in schools and a strong tradition of professional autonomy for individual teachers and teacher educators. Here reforms have often occurred slowly and been challenging to implement. In this chapter the author's particular focus is on how what they term 'agency-promoting' leadership practices have the potential to transform organisational practices in Finnish teacher education and to develop traditions of individual and communal agency.

   In Chap. 3 – 'An Insider Look at The Implications of "Partnership" Policy for Teacher Educators' Professional Learning: An Australian Perspective' – Simone White takes as her starting point the National Partnership Agreement on Improving Teacher Quality in Australia which has called for greater partnership links between universities and schools. The chapter discusses the findings from a small-scale study of such a partnership as it develops; it then goes on to discuss the implications for all teacher educators – in both schools and universities. The chapter illustrates how teacher educators and mentors in the partnership work in a 'third space' between schools and universities and the knowledge areas traditionally assigned to each location by the old 'theory-practice' binary of teacher education. The chapter concludes with a call for a more 'networked' teacher educator workforce in the future.

   Chapter 4 is entitled 'An Exploration of Teacher Educator Identity Within an Irish Context of Reform'. Its authors, Catherine Furlong and Maeve O'Brien, draw on research mapping the terrain of teacher educator identities and, in particular, the responses of the occupational group to the growing neo-liberal agenda for accountability and performativity. The chapter explores how recent policy agendas for the reform of teacher education in Ireland impact on teacher educators at the national level. The findings show that, as those policies were implemented, three major issues arose: a new inversion of the traditional binarisation of theory and practice; a tension between the push for performativity and accountability; and the need for autonomy and trust and a forceful drive for greater research outputs.

Chapters 5, 6, and 7 deal primarily with how teacher education and its insider groups respond to and mediate the social and educational changes in which they are involved. In this group of chapters, our focus is particularly on teacher educators as faculty within higher education institutions, dealing with 'glocal' (i.e. both local and global) issues.

In Chap. 5 – 'From Tinkering Around the Edges to Reconceptualizing Courses: Literacy/English Teacher Educators' Views and Use of Digital Technology' – Clare Kosnik, Lydia Menna, Pooja Dharamshi, Cathy Miyata, Yiola Cleovoulou and Shawn Bullock from Canada report on a qualitative study of 28 literacy/English teacher educators in four countries (Canada, the USA, Australia and England). Their study focuses on the pedagogical use of digital technologies in teacher educational programmes in all four national contexts. From 'insider' perspectives, these educators describe some of the digital technologies they use whilst also identifying the pedagogical, social and technological challenges they face in mediating social and educational change through their teaching of intending teachers.

Chapter 6 – 'Sustaining Self and Others in the Teaching Profession: A Personal Perspective' – by Cheryl Craig is based on systematic narrative inquiries, a methodological approach often used within the self-study movement. The study was conducted with both intending teachers in preservice programmes and experienced, practising teachers in Texas. Given current policy directions in the USA, the chapter takes up the critically important question of what teachers and teacher educators require in order to feel sustained in the teaching profession. Drawing on deeply personal perspectives, the chapter argues that improvements in *teaching and teacher education* can be achieved by centring on what Schwab called the 'best-loved self' and analysing how that concept plays out in both educative and non-educative ways.

In Chap. 7 – 'Learning to Walk Your Talk: The Pre-service Campus Programme as a Context for Researching and Modelling Reflective Pedagogy in an Era of Transmission and Testing' – Clive Beck also draws on self-study research methods to identify and resolve the two main challenges he deals with as a teacher educator in Canada. This is an environment where there is pressure on teachers to teach instrumentally, 'transmitting' subject knowledge and simply 'covering' the contents of the curriculum. The chapter provides a systematic account of how constructivist approaches to teaching can be fostered in ways which require the teacher educator to forge a distinctive identity and to learn how to negotiate the possible 'fallout' from colleagues and administrators. Drawing on aspects of self-study methodology, the argument is made that achieving these modes of personal pedagogy leads to better experiences for student teachers.

The focus of Chaps. 8, 9, 10, 11, 12, and 13 is on teacher education and the shifting needs of 'insiders', including student teachers, teacher educators in higher education and mentors/school-based teacher educators within the changing social and educational, national and international contexts in which they work.

Chapter 8 – 'The Development of the Profession of Teacher Educators in the Netherlands' – by Anja Swennen and Monique Volman draws on detailed case studies to explore how the profession of teacher educator has developed in the Netherlands over the last two decades. A particular focus is on the Dutch

government's historical prescriptions of the content and structure of teacher education programmes through laws and regulations, national exams, content knowledge and financial incentives. Using the examples of three teacher educators, working in different timeframes and in different types of institutions, the chapter argues that government interventions may sometimes enhance the quality of teacher education, but they decrease the autonomy of teacher educators, affect practice and change core values around work.

Chapter 9 – 'Teaching About Teaching, from Teacher Educators' and Student Teachers' Perspectives' – by Marit Ulvik and Kari Smith explores 'competence' in teacher education as seen from both student teachers' and teacher educators' perspectives. Drawing on a qualitative study of teacher educators in Norway, the chapter looks at the challenges posed in a context where teacher educators are often employed using only academic criteria (notably possession of a doctorate) and sometimes without any relevant experience of school teaching. These educators place considerable value on research-informed knowledge of teaching acquired through academic study at the university. Yet the study shows that student teachers are more likely to value classroom experience and to prioritise practical advice about the skills of teaching, rather than what they term 'academic' knowledge. Comparing these two sets of 'insider' perspectives here illuminates the complex question of how best to prepare intending teachers.

In Chap. 10 – 'Who is Teaching Me and What Do They Know? Student Teachers' Perceptions of Their Teacher Educators' – Jean Murray and her co-authors, Gerry Czerniawski and Patti Barber, report on a large-scale survey and interview study in England. The focus here is exploring how 442 student teachers construct the identities and knowledge bases of teacher educators in higher education and mentors in schools. Like the Norwegian research, this study indicates that student teachers value mentors and teacher educators who can provide practical advice about the skills of teaching; they are less likely to attribute high value to what they term the 'academic' or research-based knowledge of those educating them. The findings provide evidence of the significant – and sometimes worrying – ways in which policy changes in teacher education in England have impacted on the lived experiences of student teachers and their multiple perceptions of educators and mentors.

Chapter 11 is titled 'There is No Need to Sit on My Hands Anymore! Mentor Teachers as Teacher Educators During Actual School Practice'. The chapter, authored by Corinne van Velzen, Monique Volman and Mieke Brekelmans, all from the Netherlands, outlines recent Dutch government reforms in teacher education. These policy changes have created partnerships between higher education institutes and schools, resulting in new types of 'co-operating teachers' or school-based teacher educators, who now work in Dutch schools to support student teacher learning. Acknowledging that mentors have always played an important role in student teachers' practicum, the chapter researches the ways in which those traditional mentoring roles and practices have changed and become extended into new forms of practice as partnerships develop and new forms of work-based teacher education evolve.

In Chap. 12 – 'We Are All Teacher Educators Now – Understanding School-Based Teacher Educators in Times of Change in England' – Gerry Czerniawski and his co-authors, Warren Kidd and Jean Murray, use in-depth interviews within an interpretive study of changes ongoing in teacher education in England. The time-frame for this study is just as radical changes in government policy begin to move preservice provision far more extensively into schools. This policy had the effects of extending the roles and responsibilities of school-based teacher educators; this in turn extended the membership and work locations of the traditional, occupational group of teacher educators based in universities. This chapter promotes understanding of the knowledge bases and identities of an emerging group of 'new' teacher educators and aims to give 'voice' to its members. Exploring these issues contributes to understanding how policy impacts on – and is mediated by – this divergent and diverging occupational group.

In the final chapter in this group of chapters, Chap. 13 – 'Strategies Employed by Pre-service Teacher Educators in Ireland in order to develop second order knowledge' – by Rose Dolan, the focus shifts to how teacher educators develop their own learning in response to student teachers' needs. Within the context of recent policy reforms in Ireland which raise most preservice teacher education programmes to master's level, the author analyses and conceptualises the strategies employed by teacher educators in order to teach student teachers effectively, at the same time as supporting the development of their professional knowledge. The chapter argues that both pedagogical practice and professional development need to include opportunities to transmute knowledge-in-action into knowledge-of-practice, as knowledge that integrates both theoretical constructs *and* practical knowledge.

As a conclusion to the book, in Chap. 14 – 'Teacher Education Internationally: Perspectives, Practice and Potential for Change' – the editors draw together and analyse the previous chapters to provide a conceptual overview of research in this area.

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