A personalised needs-led approach to developing mentors of student teachers

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Abstract

Teachers who mentor student teachers have a range of mentoring, coaching and teaching experience. Appropriate professional development for mentors takes consideration of this experience as well as the age phase, context (for example, main-stream or special education setting) and route that the student teacher is taking into teaching (school-based experience varying from a few weeks to a whole school year). Mentors are school-based teacher educators with diverse professional learning and development requirements, for which a personalised needs-led approach may be more effective than a training approach limited to understanding the processes needed for a specific programme and setting. Core essentials for school-based teacher educators' development include introductions to the Partnership team, values, route and procedures; basic mentoring principles and skills; providing feedback to the school-based teacher educator on the professional learning conversation and modelling subject development conversations; and access to a community of teacher educators. Beyond these core essentials, other opportunities can enrich professional learning and practice. Cameos of such enrichment opportunities are described in this article to illustrate the personalised needs-led approach that has evolved within an Initial Teacher Education Partnership in England. The value, drawbacks and implications of this flexibly adaptive approach are discussed.

Key words

school-based teacher educator; professional learning; personalised needs-led approach; adaptive professional development; initial teacher education.

Introduction

In the past, the training teacher mentors experienced for the role was often performative (Lofthouse and Thomas, 2014; McNamara, Murray and Phillips, 2017), limited to what was needed for a particular route into teaching, focusing on procedures and how to complete paperwork. Even when the mentor development provided included some more generic mentoring and coaching skills, there was a tendency towards giving 'top tips for mentors' rather than focusing on transformative learning and true progress towards developing an identity as a teacher educator. This was due, in part, to lack of differentiation between the varying needs within the group, time restraints, the drive to streamline sessions and reduce workload, and the lack of recognition of mentors as school-based teacher educators (SBTEs). The present context has changed dramatically, providing an opportunity to examine existing practice and design a new approach. Both the Covid-19 pandemic and changes in policy have contributed to the altered context. During the pandemic there have been enforced changes to practice, such as the shift to on-line teaching and supporting student teachers to teach on-line, but evidence indicates that teacher educators have taken an innovative stance, rethinking practice, and adding value rather than responding with temporary stop-gap solutions (Ellis et al., 2020; Timmermans and White, 2021). There is an explicit desire among teacher educators not to return to how things were, but to harness the best of both worlds, using their learning from before the pandemic and during the lockdown, for example, using a more compassionate approach (Holbrey 2021), and providing multimodal experiences both on-line and on campus (Valente, 2021). In England, the Department for Education (DfE) introduced the initial teacher training core content framework

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(DfE, 2019a) which aligns with the early career framework (DfE, 2019b) to establish an entitlement to a 3-year structured package of professional development for all new teachers at the start of their careers, from September 2021. This policy change means that teachers may find that they are mentoring a new entrant into teaching for their first three years of teaching. The introduction of a framework for the learning and development of student and early career teachers may include content that is less familiar to those who have been longer in the profession. A prolonged responsibility for the professional development of an early career teacher surfaces the need for recognition and ongoing professional learning for these SBTEs. This requires consideration by Partnerships (formal arrangements between accredited providers and schools) that exist for initial teacher education. Challenges such as those experienced due to the Covid-19 pandemic, and policy and curriculum changes can cause redistribution of responsibilities within teacher education, resulting in additional professional learning and development needs and therefore a need for a flexibly adaptive approach.

Boyd and White (2017:126) define teacher educators as:

> … all those who have a formal active role in the facilitation of professional learning by student teachers and teachers. They may be workplace-based or university-based. In some cases they may specialise in pedagogy or in the teaching of a specific curriculum subject.

Teachers who are mentoring student teachers in their workplace are SBTEs. Other SBTEs include experienced teachers who supervise mentors within their school or across a group of schools, and those who lead professional learning of teachers within their school or across a group of schools. The focus here is the professional learning of those mentoring student teachers. Those who supervise mentors or those who lead professional learning can benefit from engaging with any of the opportunities described, maybe with a view to exploring different ways of working with mentors and teachers in their schools. University or institute-based teacher educators (IBTEs) have a different contribution to initial teacher education, and work in partnership with schools. Identifying teachers who are mentoring student teachers within the definition of teacher educators recognises their importance in initial teacher education and encourages collaborative working and learning alongside IBTEs.

SBTEs who are mentoring student teachers have a diverse range of needs depending on their prior experience of mentoring and the length of time they will be mentoring a student teacher. Student teachers on university-led routes may have a shorter period of school-based experience in more than one setting, whilst those on school-led routes may have the same SBTE for the whole year, other than when they are having experience in a second school. In primary settings, the student teacher is likely to be with the SBTE for the whole school day, whereas in secondary schools they are likely to be with other experienced teachers for some of their lessons. There are different aspects to professional knowledge and practice across the age-phases too, and whereas some SBTEs have chosen this role, others have been co-opted out of necessity. Considering this diversity, it is clear that 'one size fits all' is not a good model to meet the diverse needs of teachers who take on the role of mentor of a student teacher, let alone to extend their professional learning and practice. A University School of Education can afford a rich culture of professional learning opportunities and approaches that can inform the development of SBTEs. The authors have identified a personalised needs-led approach for both the development of early career academics and of researchers within their School of Education (Jarvis et al., 2012; White and Dickerson, 2020). This paper demonstrates a personalised needs-led approach that has evolved within an Initial Teacher Education Partnership to offer professional learning opportunities for a diverse group of SBTEs.

Teacher educator professional learning and development
Fullan and Hargreaves (2016) conceptualise professional learning as new and potentially valuable learning whilst professional development relates to the growth of who you are and what you can do. Together professional learning and development can be seen as central to the effectiveness of the continually evolving profession of teacher educator.

The professional development of teacher educators has been increasingly reported in the literature (Ping et al., 2018), with a particular focus on IBTEs. However, Boei et al. (2015) reported on supporting the professional development of SBTEs and IBTEs through a year-long programme that included going through the registration procedure of the Dutch Association of Teacher Educators, which encourages teacher educators to expand their professional network and welcomes teacher educators from different backgrounds to learn with and from each other. Participants felt that 'working together with peers, and getting theoretical input connected with practice from enthusiastic role models' were most significant in their professional learning (Boei et al., 2015:363). The participants reported a greater awareness of their professional identity and of their role as teacher educator as a result of the programme.

Dengerink et al. (2015) compared the preferences that teacher educators had for professional learning and development. They found that the Dutch teacher educators (SBTEs and IBTEs) in their research preferred intentional informal learning such as reading literature, intentionally experimenting and peer conversations rather than formal courses. The SBTEs mainly wanted partnership and coaching skills and to learn together with colleagues involved in their school-university partnership. It is important that SBTEs can belong to a professional learning community of teacher educators so that they can develop their professional identity as a teacher educator, and have a fuller understanding of their role and professional knowledge base. An awareness of identity as a teacher educator (examining attitudes and beliefs) is essential for developing competence as a teacher educator (Murray and Male, 2005). There can be even greater advantage when the professional learning community is expansive and opens access to IBTEs and SBTEs from other schools within the Partnership; to teacher educators from other Partnerships; and to the international community of teacher educators. The professional knowledge base of teacher educators is evolving with understanding of practice and community dialogue. The international community has an increasing body of published professional knowledge which is dominated by authors who are researchers and/or IBTEs, and who write in academic English. The literature produced by SBTEs is more usually practice-based and accessible to national or local groups, being written in the language of practice. Although all teacher educators are involved in leading the learning of teachers, the perspective of IBTEs is different from that of SBTEs, and the perspective of those close to school practice is different from those whose work is one step removed (White, 2012; White, Dickerson and Weston, 2015). For example, SBTEs may have as their prime concern the learning of the pupils in their class whilst IBTEs may have the learning of student teachers as their prime concern. SBTEs might be more concerned about supporting the student teacher to work in their context and about issues of practice; whilst IBTEs might focus on developing teachers who are able to move between contexts and have an understanding of theories that underpin practice. Different perspectives such as these can influence the contribution that these teacher educators make to the professional knowledge base. For the community of teacher educators to be more inclusive of all who actively facilitate teacher learning, it is important that professional knowledge can be co-developed through more diverse teacher educator communities.

Core essentials in school-based teacher educator development
We first describe the core essentials (1 to 5 below) that are available to all mentors. Then we go on to describe the opportunities that constitute a personalised needs-led approach. The core essentials outlined below are carried out within the Initial Teacher Education Partnership discussed in this article. They were identified by mutual consensus of lead practitioners in the Partnership over a long period

of working in initial teacher education, having been adapted and developed year after year from the written and oral feedback received from SBTEs and IBTEs in the Partnership and from student teachers. These essentials are research-informed (see below) and common to many teacher education programmes; although the way they are carried out in practice may vary between routes and between partnerships and they are subject to on-going development. In this Partnership the following core essentials are complemented by the professional learning and development opportunities which constitute the personalised needs-led approach described later.

1. Introductions, basic mentoring principles and skills

All routes into teaching include provider-led process-driven mentor introduction to the Partnership team, values, route, procedures and timeline of important dates. All SBTEs are required to develop an understanding of basic mentoring principles and skills as induction to the role. This could be run by supervising SBTEs for a group who are newly mentoring in their schools or by IBTEs at the University with a group of those new to mentoring across a range of schools in the Partnership. The core essentials are a basic introduction to skills including the non-statutory standards for school-based mentors (DfE, 2016). Explicitly modelling teaching and professionalism, observing lessons, giving feedback, target setting, conducting professional learning conversations and assessing student teachers are complex mentoring skills (McIntyre and Hagger, 1994) that take time and personal and collaborative reflective practice to develop. An educative mentoring approach is taken (Feiman-Nemser, 1998, 2001; Mackintosh, 2019), working with student teachers as collaborative partners and critical friends rather than as an expert imparting their knowledge and reproducing 'what works here'.

2. A nurturing relationship with a specific institute-based teacher educator

A specific IBTE is assigned to each student teacher – SBTE pair to offer guidance and to nurture the development of both the student teacher and the mentoring SBTE. Learning mentoring requires deliberate interactions with a knowledgeable other including developing the ability to facilitate the learning of complex teaching tasks (Stanulis et al., 2019). The IBTE can nurture this development.

3. Providing feedback on the professional learning conversation

The IBTE observes the SBTE and student teacher in a professional learning/mentoring conversation around one of the student teacher's lessons that the SBTE has recently observed. The IBTE does not see the lesson and observes feedback remotely with the microphone off. After the observation the IBTE sends written feedback to the SBTE about their feedback and to the student teacher about their part in the mentoring conversation. Learning to provide feedback that is targeted and growth oriented requires deliberate attention and practice by the mentor (Stanulis et al., 2019).

4. Modelling subject development conversations

An IBTE will model a subject and curriculum knowledge development conversation with the student teacher and SBTE. This may take place online. The focus is a collaborative review of subject and curriculum knowledge to identify strengths and plan for the development of the student teacher's confidence and competence in teaching in the context of their school. For primary, this is for the broad range of primary national curriculum subjects in the context of the training school's curriculum design and across the 3-11 age phase. For secondary, this is for the subject and age phases in which the student teacher is training. The conversation supports the use of a subject knowledge for teaching model (adapted from NASBTT, 2020), to diagnose subject knowledge priorities and learning opportunities within the context of their school; explores how the subject-specific guidance, subject sessions and resources can support subject pedagogy and practice; enhances the understanding of subject curriculum and priorities of the Partnership school; and offers bespoke guidance on the sequence of lessons which the student teacher is preparing for the evidence of their practice.

5. Access to a community of teacher educators

Each SBTE has access to a community of teacher educators through the introductory sessions which are spaced through the year to coincide with the developmental stage of the student teachers, and through the specific IBTE with whom they are linked. The whole community is around 400 strong each year but the members meet in various overlapping smaller groups throughout the year. SBTEs and IBTEs need opportunities to analyse their practice through structured discussion in a supportive community as they seek to develop an educative mentoring approach. Research indicates that:

> Teachers should not be alone in learning to mentor, nor should they just be provided with a handbook or a 1-day workshop. Social learning opportunities sustained over time with focus, voice, and analysis helped these mentors feel empowered to make changes in their practice. (Stanulis et al., 2019:578).

Wherever possible all the core essentials above are made more meaningful by offering engagement with the development of the values and processes across the Partnership, to provide scope for SBTEs to have ownership and a voice in developing practice. Feedback is collected from those who participate to evaluate each aspect of SBTE development to inform future practice. Additionally, 360-degree feedback is collected from all stakeholders (student teachers; mentors; SBTEs overseeing initial teacher education within their settings; and IBTEs visiting student teachers in school) regarding the provision for SBTE development to ensure that practice is effective.

Different professional learning and development opportunities are also available for SBTEs to choose according to their own preferences and needs. Some teachers who take on the role of mentoring student teachers realise that the professional development of other teachers is a good match for their skill set, interests and career trajectory. These SBTEs will wish to pursue further integration into a learning community of teacher educators. This is important for the development of their professional identity and will provide opportunities to engage with the professional knowledge base of teacher educators. These teacher educators will be taking on focused activities to maintain and develop their expertise, such as those personalised opportunities expanded on in Table 1., including engaging in inquiry and contributing to scholarship to expand the knowledge base of teacher educators. As teacher educators become more secure in their identity, they become informed, constructive advocates for high quality education for all learners, contributing to improving the teacher education profession and creating visions for teaching, learning, and teacher education.

A personalised needs-led approach
There are many opportunities that can support the professional learning and development of teacher educators, ranging from apprenticeship to peer coaching, to teacher-led enquiry and networking (Table 1.). A personalised needs-led approach has evolved for SBTEs and IBTEs with a variety of such opportunities available over time. Different professional learning opportunities will suit different teacher educators at different stages of their development. A summary of different opportunities is found in Table 1., along with a description and cameo of an example for each.

Table 1. A summary of different professional learning and development opportunities available for teacher educators.

Opportunity	Description	Cameo of an example of this opportunity
Apprenticeship	Working alongside an experienced SBTE, alone or within a group. Support is contextualised, face to face, and school based.	*A Special School Approach* Apprenticeship is usually associated with new entrants to the profession; however it can be 'understood as a mode of learning to be engaged with by those wishing to develop occupational capacities and sustain them across lengthening working lives' (Billet, 2016:614). In one Special School, more experienced SBTEs undertake joint observations with mentors, sit-in on mentor-student feedback sessions and review completed lesson observation forms to quality assure mentoring provision. Regular support sessions for mentors are timetabled to supplement centre-based provision. During these sessions, experienced SBTEs and mentors work together to design and jointly provide learning experiences for students to develop the pedagogy and practice to meet the needs of pupils in Special School.
Teacher enquiry group	Led by an experienced researcher supporting an enquiry approach to mentoring practice. Action is undertaken based on research. Projects have a focus on impact.	*Enquiry +* Teacher enquiry groups are improvement-focussed professional learning. They are a powerful way of building trust and reciprocity between participants (Greany and Brown, 2015). Enquiry + aims to create and support a community of education practitioners who use enquiry to improve and develop practice in schools in a sustainable way. The University supports the enquiry process by providing a structured course on practitioner research with sessions on formulating research questions; data collection methods; data analysis; identifying findings; sustaining project outcomes; dissemination and impact evaluation. This may be face to face or on-line. Additionally, each teacher is visited in their own workplace to discuss their projects in more detail. A celebration event at the end of the programme is hosted at the University, to disseminate findings, develop networks, and encourage further collaboration. Example Enquiry+ reports are available at: https://researchprofiles.herts.ac.uk/portal/files/10703193/final_report_westherts.pdf https://researchprofiles.herts.ac.uk/portal/files/10703239/project_report_hertsbucks_2016_final.pdf https://researchprofiles.herts.ac.uk/portal/files/10703257/project_report_sharedlearningtrust_2016_final.pdf
Peer groups	SBTEs learn from each other. They commit to a	*Intervision* This is a 'peer coaching' activity in a small group with exchange between peers as opposed to supervision. It provides an opportunity to use each other's vision, experience and ideas in order to find new ways of

Opportunity	Description	Cameo of an example of this opportunity
	group of peers over the year and choose specific skills to develop based on their context. A specific IBTE is their contact, who may facilitate in person or be available to advise remotely.	addressing issues in the work context (Franzenburg, 2019). The SBTEs discuss issues they are experiencing in school as equals in a nurturing environment where it is safe to share challenges. The structure is simple and the time frame short. It acts as a trigger for experiential learning. 1. One SBTE shares an issue (owner). 2. The others ask clarifying questions to understand the situation. 3. The participants think of alternatives for action and share around the group, contributing one after the other whilst the owner listens. 4. The group makes a quick synthesis and formulates one or two recommendations for the owner. 5. The owner debriefs: What did I hear? What do I make of it? What will I take with me? The whole process takes 30 minutes. At the next session a different SBTE brings an issue.
One-to-ones	Requested by an SBTE regarding specific [confidential] issues, facilitated by an IBTE.	*Professional Conduct* An SBTE may become aware of professional issues regarding the student teacher they are mentoring, for which they need specific and confidential advice. They firstly discuss with the SBTE who is supervising the student teachers within their school. Further guidance may come from the specific IBTE with whom they are linked, or the lead IBTE one-to-one by phone, online or face to face.
SBTE-requested	Sessions may be facilitated by experienced teacher educators drawn from the Partnership or beyond. They may take place on-line or on campus/at	*Videos to introduce principles underpinning practice* Following core essentials for SBTEs, online video resources were requested, that they could use to introduce students to key skills such as lesson planning. The videos were created by IBTEs to introduce the principles underpinning practice and exemplify how institution-specific paperwork e.g. lesson planning proformas may be used. In this way co-learning of SBTE and student was supported in an educative mentoring style. These resources were used both in school and in the institution to ensure coherence of messages.
Sharing 'good practice' or new material and ways of working		*An Introduction to instructional coaching* An IBTE attended an online workshop on instructional coaching (Knight and van Nieuwerburgh, 2012) and saw the potential of this approach for school-based practice with the student teachers. The IBTE explored resources for this approach and gauged the interest of SBTEs and asked how they would like the new material

Opportunity	Description	Cameo of an example of this opportunity
	centre; synchronously or asynchronously. Resources are made available to support professional learning *in situ*.	to be shared. An online workshop was facilitated to introduce instructional coaching. Those with experience of instructional coaching shared their practice and evaluated their experience. *From 'Learn that' to 'Learn how to'* Sessions linked to the Core Content Framework (DfE, 2019a) are designed to explore how to support student teacher learning and development covering Behaviour Management in Primary/Secondary; Pedagogy; Primary Curriculum/Secondary Subject and Curriculum; Assessment in Primary/Secondary; Professional Behaviour.
Collaborative professional learning network	Across phases/across providers/across all types of teacher educators, researchers and academics. They may take place on-line or on campus/at centre and are synchronous.	*UH NoTE* (Network of Teacher Educators) This network welcomes supervising SBTEs; mentoring SBTEs; SBTEs who coordinate across groups of Partnership schools; IBTEs who are teaching; IBTEs who are specifically linked to SBTE-student teacher pairs; from different Universities and School-Centered Initial Teacher Training Centres as well as researchers and other interested academics. There is one meeting each term for an hour after work on a current issue in teacher education or on a theme chosen by the network. Each meeting allows for some networking time. Connections are also made between members through social media and directly between meetings. Teacher educators choose to join the mailing list, and information is shared on forthcoming events and guest speakers of interest to the group. The intention is to build an accessible networked learning community (Jackson and Timperley, 2007) to enhance collaborative partnership working in teacher education and to support the professional learning and development of teacher educators. The advantage of such a network is the rich professional learning that can be gained from a more extensive network of those invested in teacher education.
Collaborative narrative approach to developing practice	Workshops on campus/at centre.	*FLiTE workshops* These workshops use FLiTE (For Learning in Teacher Education) resources, available at www.go.herts.ac.uk/FLiTE. The resources are based on narratives written by teacher educators about the challenges they have experienced 'on the ground', collected in England and the Netherlands as part of an international research project (White et al., 2020a; 2020b). The stories capture the complexities of practice in Partnerships with many stakeholders, some of whom cross boundaries between institutions where there are different priorities and a different ethos. No right or wrong solutions are offered, and interpretation may be

Opportunity	Description	Cameo of an example of this opportunity
		ambiguous. This enables freedom for teacher educators to suggest some possible solutions as they explore a story together. Workshops are usually run with a mix of SBTEs and IBTEs from a Partnership or across Partnerships to recognise and value the unique contributions made by teacher educators in the Partnership and to promote effective collaboration across boundaries.
Further study	On-line or on campus/at centre.	*Level 7 Modules* Teacher educators may choose to take further study at Level 7 to gain credits towards a Master's qualification. This usually involves a financial cost to the SBTE or to their school. It enables the SBTE to enhance their research literacy, to become more articulate about research-informed practice, and to develop specific aspects of practice through a research project.

There are a variety of on-line, campus-based and school-based opportunities. On-line opportunities overcome logistical challenges, and synchronous opportunities are valuable for building relationships and trust; mutual understanding of what each stakeholder brings to practice and exploring areas of uncertainty. Asynchronous opportunities can complement these by providing access to those who are unable to attend for any reason. Asynchronous provision alone does not offer full access to the learning community, as it does not provide the space for relationship building, unless followed up in some way. Engagement and understanding can be restricted without the benefit of synchronous access to the learning community.

One drawback of the personalised needs-led approach is that teacher educators themselves may not recognise and access some opportunities for professional learning that could be useful for them. To counteract this, teacher educators may find it helpful to invite colleagues and senior leaders to become involved and consider the options that are available to them. Therefore, a detailed overview of core essentials and complementary opportunities on offer each year is provided to all teacher educators and their supervisors that can be used to enrich their professional learning conversation within their performance management.

The effectiveness of this approach is contingent on a willingness to continually change the professional development features based on participant feedback, even within a school year, and an awareness of the implications of forthcoming changes such as the new provision for induction of early career teachers (DfE, 2019b).

Higgins et al. (2015) identified features of effective teacher development in their meta-review. Recognising that teacher educators are a different professional community with different professional knowledge and practice from teachers (Swennen, 2014), these features can also be considered in the design of professional development for teacher educators. The personalised needs-led approach is designed to be relevant to the SBTEs and their day-to-day experiences and aspirations and to recognise differences between individual SBTEs and their starting points. A choice of appropriate and effective forms of professional development opportunities that have a clear purpose might be one of the best ways to engage teachers, along with engaging in dialogue where their ideas are valued and have impact on student development (Higgins et al., 2015). These are all features of the personalised needs-led approach. There are opportunities for SBTEs to participate in peer learning and support and to examine their practice and beliefs about student teacher learning. The content includes pedagogy (how to support the learning of student teachers) and subject knowledge (what student teachers need to learn). Looking at the provision overall (core essentials and complementary opportunities) this approach does create a "rhythm" through multiple instances of ongoing support and follow-up activities across the year and SBTEs are supported by specialists through modelling, observation, and feedback and coaching.

Conclusions

Some of the professional learning and development needs of SBTEs who mentor student teachers are different from those of IBTEs because of their differing role in initial teacher education. The diversity of experiences, motivation, and contexts of these SBTEs contributes to the range of their professional learning requirements. A personalised needs-led approach has evolved which is flexibly adaptive to address this situation and can be readily refined to include different opportunities that are needed in times of rapid change as well as being responsive to the felt needs of SBTEs and IBTEs within the partnership. The Covid-19 pandemic has expanded the opportunities for professional learning, with the benefits of being able to broaden the mix of teacher educators in on-line sessions, workshops and networks, with teacher educators from within a Partnership and across Partnerships, nationally and internationally.

Some aspects of professional learning and development are core essentials, but there are many ways in which meaningful opportunities can be offered that enable SBTEs to access a community of teacher educators where they can learn collaboratively with IBTEs and other SBTEs, both within and beyond the Partnership in which they are working, to develop their identity as a teacher educator. Collaborative professional development, where both IBTEs and SBTEs are learning alongside each other in an expansive community can potentially increase the understanding across institutional boundaries and create a more integrated professional knowledge base.

With the possibility of more teachers being involved in mentoring early career teachers and continuing in this role for more extended periods, it is important to provide for the continuing professional development for these SBTEs through career-long and fresh approaches, owned by and designed with SBTEs. A personalised needs-led approach can provide a variety of teacher educator-led, structured, informal and formal opportunities for professional learning and development. This type of individualised approach could also be applied to other professionals in education including teachers. One of the main features of this approach is the offer of a range of professional learning and development opportunities that are tailored to a variety of identified needs. The opportunities are research-informed and practice-based and the approach allows for a flexible response as the needs arise.

Professional learning and development opportunities need to be fit for purpose. Sometimes one-to-one, sometimes in groups of different sizes and different compositions, sometimes reactive (driven by SBTE need) and sometimes proactive (driven by vision to improve practice). By surfacing the practice that has evolved, it is possible to examine possibilities and to aid each SBTE to construct the best pathway for their current needs and desired trajectory. Engaging more mentors in communities of teacher educators can help to develop their identity as teacher educators, becoming informed advocates for high quality education for all learners, contributing to the improvement of the teaching profession and having a vision for the future of teaching, learning, and teacher education.

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