Constructing the academic category of teacher educator in Aotearoa New Zealand university recruitment processes.

Alexandra C. Gunn[ai]

David Berg[aii]

Mary F. Hill[bi]

Mavis Haigh[bii]

[a]*College of Education, University of Otago, Dunedin, Aotearoa New Zealand, PO Box 56, Dunedin 9054, Aotearoa New Zealand,* [i]*alex.gunn@otago.ac.nz, ph. +64 3 479 4261,* [ii]*david.berg@otago.ac.nz, ph. +64 3 477 2289*

[b]*Faculty of Education, University of Auckland, Auckland, Aotearoa New Zealand, Private Bag 92601, Symonds Street, Auckland 1150, Aotearoa New Zealand,* [i] *mf.hill@auckland.ac.nz, ph. +64 9 6238899,* [ii]*m.haigh@auckland.ac.nz, ph. +64 9 6238899.*

Corresponding Author: Alex Gunn, 145 Union Street East, PO Box 56, Dunedin 9054, Aotearoa New Zealand, alex.gunn@otago.ac.nz

Constructing the academic category of teacher educator in Aotearoa New Zealand[1] university recruitment processes.

An examination of recruitment materials and interviews with personnel involved in the employment of teacher educators to positions in university-based New Zealand initial teacher education reveals three constructions of teacher educator as academic worker: the professional expert, the dually qualified, and the traditional academic. However, our analysis shows how these constructions allow universities to pursue a bifurcated approach to the employment of teacher educators; an approach that maintains binaries within teacher education and hinders development in the field. Furthermore, as the spectre of a major cultural shift in the provision of New Zealand ITE arises, the extent to which the professional expert and traditional academic constructions of teacher educator might serve the scope of work required of post-graduate ITE going forth is questioned.

Keywords: teacher educators; academic work; New Zealand; higher education policy

Introduction

In recent years (2013, Vol.39:1; 2014, Vol.40:3) the Journal of Education for Teaching published special editions focussing on international reforms in initial teacher education (ITE), including a critical examination of masters level ITE (la Velle, 2013). The accounts of numerous reviews and structural changes crossed all jurisdictions, whether Australasian, African, European, Asian or North American. For some, social change and government intervention has wrought a wider range of provision of teacher education, for others there has been a narrowing of provision (Gilroy, 2014). In Aotearoa NZ, responses to a market approach to teacher education (Acorn, 2014) have paralleled the wider provision of ITE in the United Kingdom but, as of 2015, there is no

[1] We use the nomenclature Aotearoa New Zealand (Aotearoa NZ) throughout this article.

fully school-based teacher education in Aotearoa NZ and trials of masters' level ITE qualifications are proceeding (2014-2017).

Parallel with changes to the organisation of ITE are changes to expectations of the work of teacher educators; especially as teacher education has moved into universities. As a relatively new professional discipline in the university sector in Aotearoa NZ, ITE in this country continues to face what Labaree (2008) describes as a persistent ambivalence to the place of the university in ITE and vice versa. Yet, conducting ITE within the context of university-based higher education induces an expansion to the work of teacher education, an expansion that brings with it a potential for new research and development. Whereas non university-based ITE might continue to occupy itself primarily with *practices* of early childhood education and schooling, ITE in the university must concern itself with a dual mission of scholarship and practices of early childhood education and schooling. What can also follow however, especially as the discipline becomes established in research-oriented institutions, is that the work of teacher education can take on an "uncanny resemblance to the low status, labor intensive work that occurs in domain of the home – labor that has traditionally been … relegated to the ontological basement" (Liston, 1995, 89). This has consequences for teacher educators; a derogation of higher institution-based teacher education academics identified by Liston in the United States has also been noticed England (e.g. Murray, 2008). Additionally, as institutions actively rally to preserve academic standing within high-stakes environments of research quality evaluation at the same time as ITE works to maintain its professional credibility, tensions between questions of rigour and relevance have emerged. Binary concepts of theory/practice, research/teaching, academic/professional, educating teachers/educating researchers, proliferate and enable constructions of teacher education work as troublesome (Ellis et al., 2013) to arise.

What is happening to the work of teacher educators as this expanded object of teacher education in Aotearoa NZ emerges? This paper considers constructions of teacher educators' academic work in the mix of such productive tensions and cultural shifts.

Teacher educators' work in the context of Aotearoa NZ universities

The deregulation of ITE in Aotearoa NZ in the 1990s led to a proliferation of ITE programmes for prospective teachers in the compulsory and non-compulsory (early childhood) sectors of the system. A market approach dominated, bringing with it multiple providers of ITE, variable standards, and high degrees of institutional competition (Alcorn, 2014; Rivers, 2006). Eventually, a moratorium on new ITE programmes was announced by Minister of Education, Trevor Mallard (2004). By 2005 the context had steadied somewhat, and all but two of the formerly independent Colleges of Education had merged with their local universities. It was estimated that over 90% of Aotearoa NZ's primary teaching, 96% of secondary teaching, and 45% of early childhood education teaching graduates were educated in university-based ITE (Kane, 2005) at that time. Since then all of the Colleges of Education have merged with their local universities.

The shift of ITE into mostly university-based programmes marked a significant change in context for ITE in Aotearoa NZ as it had done previously in other jurisdictions (Gilroy, 2014). Concurrent with this, teacher educators' work, now constituted as academic work within the university also changed. In this transition to university based academic workers, teacher educators faced increased demands for research-led and evidence-based teaching along with requirements to produce research publications and to increase research productivity (Hill & Haigh, 2012). This shift brought teacher educators into an expanded work community of academic peers with competing and

3

complementary disciplinary interests, divergent views on teaching and schooling, and their own ideas about how best to educate the nation's teachers. Many players within the university sector hold an interest in ITE: either by virtue of their own personal experiences of teachers and schooling, or because a large proportion of the universities' new intake each year arrive fresh from school. We (this paper's authors) are interested in understanding more about what it means to work as a teacher educator in this context, and what working in universities as teacher educators means for the development of quality ITE.

As well as this shift to a majority of university based provision of ITE in Aotearoa NZ a further development is currently in chain. Six of the country's universities are trialling a postgraduate (including masters) level qualification after the Minister and Ministry of Education expressed policy intentions to move towards postgraduate level entry to teaching (Ministry of Education, 2013; Parata, 2012, 2013a, 2013b, 2014). While still presently in development and early implementation, the ITE trials not only position teaching as a postgraduate profession they also involve a significantly increased school-led component than current undergraduate and graduate level qualification pathways. A forthcoming early childhood education initiative will result in the same increased field-based component of ITE in that sector. The post-graduate ITE initiatives follow other country's attempts at improving the effectiveness and raising the status of teaching (Howe, 2013) and of addressing performance in the system (Parata, 2013b). The Aotearoa NZ policy initiative responds to international views about ITE as a substantial policy lever for education system development (Murray, Swennen & Shagrir, 2009; OECD 2005, 2010). Thus, the spectre of a third major cultural shift in work of teacher educators in Aotearoa NZ is clearly signalled. Should it solidify, there will be consequences for the nature of all teacher educators'

work in the longer term. Studying teacher educators' work in the present moment therefore not only provides opportunities to understand better the quality of ITE provision in Aotearoa NZ and its potential for development, but it also provides insight into how higher-education work in Aotearoa NZ universities is changing or not, and of course, any implications thereof.

Interest in understanding the professional identities (Davey, 2013; Swennen & van der Klink, 2009) and work of teacher educators (see for example Ellis, Blake, McNicholl & McNally, 2011; Labaree, 2008, Murray, Swennen & Shagrir, 2008; Nuttall, Brennan, Zipin, Tuinamuana & Cameron, 2013) has gained momentum over these last few years although it is still an emergent domain of research and scholarship. The labour of teacher education, particularly in the university context, is generally considered to comprise research, teaching and service, although the nature of one's engagement in any of these domains will vary according to position held, institutional priorities, national higher education policy, and the range of expertise of contributing teacher educators in a given programme. In its broader historical context however, and in accord with late 20th and early 21st century shifts of ITE to a majority of university based provision in countries like the USA, England, Australia and Aotearoa NZ, the mix and nature of these three components of teacher educators' work has shifted substantially across all three domains.

Furthermore as previously argued, the work of teacher education has expanded. Davey's (2013) research into several Aotearoa NZ teacher educators' identities and their work illustrates this with teacher educators acutely aware of an intensification of their work, particularly in relation to research. Service amongst the teacher educators in Davey's study was also considered to be a much more complex activity than traditional university service understood as 'institutionally focussed administration' (82). In a

forerunner study to our own (Ellis, et al., 2011, 2013) service in the form of relationship maintenance was considered the significant defining characteristic of teacher education work within school/university partnership ITE in the UK.   Furthermore the teacher educators were construed as a troublesome category of academic worker in England (Ellis, et al, 2013), and an all but erased category of academic worker in Australia (Nuttall et al, 2013). In Australian universities, fierce marketization and increasingly corporatized governance meant that teacher educators' work was described in terms of generic academic skill sets and depending on level of appointment, leadership and research capability (Nuttall et al., 2013). Our exploration of the cultural historical production of the category of academic worker known as teacher educator aims to expand on these insights by adding a perspective from Aotearoa NZ based ITE.

Studying the work of teacher educators in Aotearoa NZ

As part of an international collaboration researching the work of teacher educators (WoTE) and building on studies conducted and underway in the United Kingdom and Australia (Ellis, et al, 2011, 2013; Nuttall, et al, 2013) we are investigating the practical activities and material conditions of university based teacher educators in Aotearoa NZ. Our study (WoTE-NZ) is designed in part to understand more adequately, at this particular cultural-historical juncture, how teacher education as an activity of the academy is related to the institutional contexts within which it sits. In the longer term, this study of teacher educators' work will contribute to an international picture of teacher education systems and their potential for development. Phase one of our project is exploring the cultural-historical production and maintenance of the category of academic worker, 'teacher educator'.

Informed by Engeström's (1987, 2001) cultural-historical activity theory, we are

considering the teacher educator as a collective subject, exploring conceptions of teacher educators' work, and building understandings of the activity systems within which teacher educators' work resides. Accepting that job advertisements and associated documents can be understood as cultural tools that mediate relationships between people and objects (applicants for teacher educator positions and the object of gaining employment, or alternatively recruitment persons in universities and their object of successfully recruiting teacher educators), we focused first on recruitment and appointment processes because these provide insights into how the category of academic worker and the work associated with teacher educator is produced, understood, and maintained. Later, in phase two of the study we will explore how teacher educators' work is performed and interpreted by teacher educators and their students through observation, journaling and interviews. In this article we report and discuss findings from phase one.

Method

Following the UK and Australian studies (Ellis et al., 2011; Nuttall et al., 2013), cultural-historical activity theory (Engeström, 1987, 2001) guided our approach to data gathering and analysis. Ethics approval for the study was sought from, and granted by, the two institutions within which the authors work.

Data gathering

Advertisements and position/person description materials for 37 education faculty positions across seven universities were collected from a national university recruitment website and institutional websites during the 6 months 1 October 2013 – 31 March 2014. Of these, 11 positions from 6 of the universities were identifiably related

with ITE. Named personnel from the job advertisements were contacted by phone and email and invited to participate in a telephone interview. Interviewees gave informed consent for participation. Using a structured interview guide, we explored how the position had come about, how its advertisement and associated documents were developed, the kind of skills and attributes desired in a potential recruit, and the nature of the work a potential recruit to the position would be involved in. Seven telephone interviews were conducted. Each interview lasted between 20 – 40 minutes and was audio taped and transcribed. The 11 ITE positions and data available regarding each are represented below (Table 1)

Table 1. Positions and data set.

Position	Advertisement	Position / person description	Interview
Associate Professor	X	X	
Lecturer / Senior Lecturer	X	X	
Professional Practice Fellow	X	X	X
Professor / Associate Professor / School Head	X	X	X
School Head, Associate Dean	X	X	X
Senior Tutor (a)	X	X	X
Senior Tutor (b)	X	X	X
Senior Lecturer	X	X	X
Tutor (a)	X	X	X
Tutor (b)	X	X	
Tutor (c)	X	X	

Data analysis

Guided by Ellis, McNicholl and Pendry's (2012) approach our analysis comprised two main strands: one pair of the research team conducted membership categorisation analysis (MCA), a linguistic annotation strategy (LAS) and identification of key-words-in-context; the second pair undertook a comprehensive discourse analysis.

The MCA focussed on how the texts (advertisements, positon and person descriptions and interviews) talked about potential teacher educators in order to interpret, classify, and assign meaning to their desired future actions (Freiberg &

Freebody, 2009; Mandelbaum, 2013). It involved identifying nouns, adjectives, verbs and attributions associated with each position, and also any contradictions in these across the three types of texts. We asked, what is the nature of the work being described here? What characteristics and attributes are required if one is to do this work? And what is prioritised in texts about this work? Lists of the most frequently occurring words in the texts (word-frequencies) added to the analysis. After eliminating proper nouns from the frequent-word lists we identified terms that referenced teacher educators' work. The terms were identified in-context to discern their uses (key-words-in-context). This allowed us insight into frequently referenced concepts and dimensions of the work and it also meant we could look at the extent to which these concepts and work dimensions were shared across the collective subject of teacher educator and how. The LAS considered what was being said in the documents when the category of teacher educator was introduced. Together these forms of analysis allowed us to address the question of 'what is this category'? In subsequent work we will be able to use these analyses to consider: What of this work represents shared labour processes with other categories of higher-education worker? And what distinguishes it as a type or category of academic work of its own?

Our second major strand of analysis sought to understand how institutionalised patterns of thought and knowledge were becoming manifest in constructions of the category of teacher educator discursively. We used Gee's (1990) notion of discourses in the sense that, as he explains, the way the advertisements and people responsible for making appointments talked about teacher educator work would show us how this category of academic work was understood. As Gee puts it,

> Each Discourse incorporates a usually taken-for-granted and "tacit" theory of what
> counts as a "normal" person and the "right" ways to think, feel and behave. These
> theories crucially involve viewpoints on the distribution of "social goods" like
> "status", "worth" and "material" goods in society (who should and should not have
> them). (Gee, 1990, xx)

Discursive labels were applied to words, phrases and sentences by each analyst and then the results compared, discussed and refined through discussion.

Together these strands of analysis show that recruitment and institutional practices associated with the appointment of university based teacher educators are producing three categories of teacher education in Aotearoa NZ: a professional expert category of teacher educator, a dually qualified teacher educator[2], a teacher educator who can be understood as a traditional academic. Furthermore, the nature of teacher educators' labour in terms of 'service' and 'teaching' is expanded in comparison to non-university based counterparts and other university based academics. In the next section we discuss these findings and what they may mean for understanding the academic work of the teacher educator in Aotearoa NZ university-based ITE.

Findings

Our major claims in response to the questions of 'who is the university based teacher education in Aotearoa?' and 'what is the nature of their work?' are that the teacher educator is currently being produced in three categorically different yet related ways and that their work is different to other academics in the university and to non-university based teacher educators.

The institutional production of three kinds of teacher educator.

Collating elements of data from the MCA for each of the positions (the verbs, the attributes, and the frequent key words) in combination with the discourse analysis we discerned a type of teacher educator we came to name 'professional expert', a

---

[2] The category of 'dually qualified' to describe one category emerged in discussion with our colleague Dr Mary Simpson. The team would like to recognise and credit her with this nomenclature.

second construction 'dually qualified', and a third, the 'traditional academic' (see

Table.2).

Table 2. Three types of teacher educator.

	Verbs	Attributes	Key-words	Discourses
Professional Expert	Teaching. Course delivery. Work under supervision. Assist and support. Practicum supervision.	Tertiary teaching experience. Degree or PG level qualified. Understanding of Tiriti o Waitangi. Teacher registration.	Teaching. Education. Professional.	Professional. School Teaching. Practicum supervision. Student centred. Mobility. Assessment. Māori/Bicultural.
Dually qualified	Provision of high standards of teaching and optimum learning environments for students of ITE. Teaching. Research. Community involvement. Practicum supervision.	Doctoral qualified. Experienced teacher. Teacher registration. Research active. Publishing. Curriculum strengths.	Teaching. Academic. Research. Education. Learning. Programme.	Professional. School Teaching. Practicum supervision. Student centred. Mobility. Assessment. Māori/Bicultural. Community. Performative. Extra duties. Research required. Leadership. Industrial.
Traditional academic	Leadership. Post-graduate focus. Academic development and research leadership. Management. Research grants. Capacity building. Representative.	Established leadership. Reputation in research. Research active. Publications record. Research capacity building. Doctoral qualified. Established teaching (tertiary).	Research. Education. Teaching. Learning.	Professional. Student Centred. Māori/Bicultural. Community. Research required. Leadership. Industrial. Financial. Aspirational.

The 'professional expert' construction is the type of teacher educator who is

qualified to teach (in early childhood education or in the schooling sector) and

registered by the New Zealand Teachers Council[3], and whose work is described as needing to be supervised, as acting in support of, and as delivery. No requirement to research or involvement in research is expected of someone undeertaking this category of teacher educator work although the professional expert is expected to build and maintain relationships with teachers, schools and early childhood settings in the community. The 'traditional academic' construction, by contrast, is clearly research and leadership focussed and described (like teacher educators in Nuttal et al., 2013) in terms of general academic skill sets and abilities. Teacher educators occupying the traditional academic category are expected to have a track record of successful leadership, tertiary teaching experience (for which there is no requirement to be qualified or registered as a teacher in Aotearoa NZ) and be research active. There is no requirement for persons occupying this category of teacher educator to be or have been a school or early childhood qualified and registered teacher. Important to note in these two constructions is the way the institutions prevent teacher educators in each of these categories from servicing the full scope of the teacher educators' work. By virtue of not being qualified or able to research, or not being qualified or able to teach (in school or early childhood education) both the 'professional expert' and 'traditional academic' construction of teacher educator are on their own, unable to participate in the full scope of work required of university-based teacher educators. This work can only be achieved by those we named 'dually qualified': a type of teacher educator category we might think of as *superteacher/researcher/leader,* one who is an effective (school or early childhood) teacher with high enthusiasm and resilience, good community linkages and

---

[3] The New Zealand teachers Council, Te Pouherenga Kaiako o Aotearoa is the professional and regulatory body for registered teachers working in early childhood centres, schools and other education institutions in Aotearoa NZ. See http://www.teacherscouncil.govt.nz/about-teachers-council

who can also engage in research and scholarship activities as they practice research informed tertiary teaching and knowledge generation in their respective field.

In addition to our analysis of three distinct yet related categories of teacher educator, we produced a set of labour demands for university-based teacher educators that reflect long accepted elements of standard academic work: teaching, research and service (Davey, 2013; Labaree, 2008; Murray & Male, 2005) but which are expanded forms of that work. We elaborate this finding next.

The expansion of 'teaching' and 'service' labour for university-based teacher educators.

The nature of teaching and service for the university based teacher educator is expanded from traditional non-university and broader university conceptions due to the fact that ITE work is conducted across institutional university and partnering school and early childhood centre sites. This is occurring even more frequently in the context of post-graduate ITE, which as described earlier, is being currently trialled in Aotearoa NZ.

Teaching work for university based teacher educators includes requirements to hold teacher registration (so one is able to supervise teacher education candidates in schools and early childhood settings), to have had successful extensive experience teaching within school or early childhood education, and expertise for teaching within the higher education institution, the nature of which would typically encompass research informed teaching drawing on one's own research.

Service work for university based teacher educators comprised both traditional institutional administration, leadership, team and committee work; but also tasks related to school or early childhood community involvement, the development and maintenance

of professional expertise in curriculum, pedagogy, or educational administration, and the brokering of relationships between all parties to ITE. Service is oriented towards both the broader teaching profession, including, for example, engagement with the Ministry of Education and curriculum development as well as the broader university. The irony in this expanded remit of teacher educators' work is that only the 'dually qualified' category of teacher educator is qualified to and employed for this full range of activities. In our data only 1 of eleven positions advertised and analysed during our 6-month data-gathering phase can be described as reflecting this category of dually qualified.

An appreciation of the complexity of the work involved in the successful design and delivery of ITE in the Aotearoa NZ university setting is beginning to emerge. We see expectations of a broader sense of service (community involvement, relationship work, institutional compliance, leadership, revenue generation) and intensified work demands (adoption of new teaching technologies, mobility, supervision, cultural competency, research) in these data. Changes of this nature were also reported by teacher educators in Davey's (2013) Aotearoa NZ research.

Across the advertised positions there were systematic and institutional differences between the constructions of teacher educators' work reflected by the roles advertised (for example, professor, lecturer, tutor etc). The constructions of teacher educator shifts from a professional, school related, teaching centred and practicum supervision type of construction (professional expert as tutor or professional teaching fellow) to the academic type of teacher educator, who has more of a leadership, research, and strategic orientation (traditional academic as associate professor, professor, dean). The dually qualified category of teacher educator sits astride this

bifurcated construction, encompassing all aspects. In the next section we discuss these findings and pose questions about the sufficiency of these institutional constructions for servicing ITE in university based programmes going forward.

Discussion

Our inquiry into the recruitment and appointment of university based teacher educators in Aotearoa NZ has revealed three institutionally reified and identifiable constructions of the teacher educator type of academic worker: a professional expert whose work is supervised, oriented towards the practice elements of ITE and whose service will be oriented towards communities outside of the university (i.e., the profession of teaching and supervision of student teachers practicum in schools and early childhood settings); a dually qualified teacher educator whose work is distributed across three major domains of an expanded type of academic work – the expectation to teach (and to supervise practicum in schools as well as postgraduate research students), to carry out and publish research, and to contribute community service (within and outside of the university); and a 'traditional academic' type of teacher educator whose work falls mostly across the domains of research and community involvement/service (meaning representing the university in the broader community, or representing an academic department or school within the university), but who will be involved in some university based rather than school based teaching of students of ITE. Looking at these constructions we can begin to appreciate the full scope of university based teacher educators' work and see how institutional patterns of thought and practice are producing categories of work and workers within ITE in Aotearoa NZ.

Furthermore current institutional recruitment patterns are making the full scope of teacher educators' work available only to dually qualified teacher educators and recruitment to these types of positions is in the minority. Only one of the advertised 11

positions in this six month period could be considered truly representative of the dually

qualified teacher educator construction. Of the other advertised positions, two that were

reflective of the professional expert category did contain some expectations of research

work and three other positions contained elements of leadership and managerial tasks.

Recruitment materials for the dually qualified position made it clear that successful

appointee would teach (including supervising ITE students on practicum), would

research and publish, and would be an active participant in the broader (schooling and

early childhood) community and within the university as a whole. This type of teacher

educator analogous to Ellis, McNicholl and Pendry's (2012) English 'super-teacher' (p.

691), is an expert who is an effective (school/ECE) teacher with high enthusiasm and

resilience, but who can also engage in quality research production and dissemination

activities in her or his pursuit of research informed tertiary teaching. Professional

expert teacher educators, by comparison, were not required to engage in research and

research leadership. The third category, the 'traditional academic' type teacher

educators, similar to the Australian WoTE findings (Nuttall, et al, 2013), were not

required to hold a teaching qualification leading to registration, be registered teachers,

have early childhood or school curriculum expertise, nor were they expected to

supervise prospective teachers on practicum.

  We argue therefore that the present recruitment and appointment processes are

taking a bifurcated approach to hiring education faculty, recruiting mostly professional

experts or traditional academics to positions within university based ITE and that by

taking such an approach these institutional constructions are supporting several

persistent and arguably troubling binaries shaping understandings of ITE in the

university setting including: theory/practice; research/teaching; and

academic/professional.

Given that the shift of ITE in Aotearoa NZ to mostly university-based provision has occurred only relatively recently (the final two mergers of former Colleges of Education with their local universities occurred as recently as 2006), this bifurcation of teacher educators' work along the lines of practice and research is perhaps unsurprising. It reflects a cultural historical theme of a theory/practice divide within teacher education (Cochran-Smith, 2004; Ellis et al 2013; Labaree, 2008; Murray & Male, 2005), a theme that many contemporary scholars of ITE are working hard to resist (Cochran-Smith, 2004; Ellis, McNicholl & Pendry, 2012; Labaree, 2008; Livingston, McCall & Morgado, 2009) and which some postgraduate level teacher education has worked to address (Bailey & Sorensen, 2013; la Velle, 2013).

Another way to view recruitment practices that favour professional expert and traditional academic type teacher educator constructions over the dually qualified is to see them as a response to the demands of conducting ITE in the university setting, particularly when national higher education policies involving performance based research assessments come into play. Systems such as Aotearoa NZ's *Performance Based Research Fund* (PBRF), Australia's *Excellence in Research for Australia* (ERA), or England's *Research Assessment Exercise* (RAE) have supported an increasing discourse of evidence-based practice in professional domains like teaching or medicine (Livingston, McCall & Morgado, 2009). These systems also make it urgent for universities to prioritise certain forms of labour over others, that is, research over teaching. Maintaining a bifurcated teacher educator body through the employment of those who shall research and those who shall teach provides avenues for institutions to address the full scope of work involved in ITE while at the same time addressing both university and broader professional demands. The production of academic and professional divisions that result from this approach however leaves both teaching and

teacher education open to adverse critique and makes no inroads towards the integration of ITE as a scholarly and professional enterprise.

A third serious risk facing Aotearoa NZ universities if they continue to reduce numbers of dually qualified teacher educators is a reduction in their ability to meet Ministry of Education and New Zealand Teachers Council (NZTC) requirements for teaching postgraduate ITE programmes. The Ministry of Education funded "exemplary postgraduate ITE programmes" (Ministry of Education, 2013) are approved by the NZTC and require higher education faculty teaching the programme to hold doctoral qualifications and to engage in research. Furthermore, these programmes differ from most existing undergraduate models of ITE currently conducted in Aotearoa NZ's universities as prospective teachers are expected to spend more frequent, and regular, periods of time in partnered education settings (schools and in future, early childhood centres) than their typical undergraduate ITE counterparts. The increased in-school/centre dimensions of these postgraduate programmes mean more of the work of teacher education will be situated across the dual settings of the university and schools/centres. More of the teacher educator workforce will therefore need be dually qualified to work in post-graduate ITE. Our analysis of current recruitment patterns suggest, however that few teacher educators are presently being recruited to such dually qualified roles. Serious questions of this approach must be asked therefore if the opportunities opened up by these exemplary postgraduate programme initiatives are to be realised.

In conclusion, an analysis of the cultural historical constructions of teacher educator's work in advertised roles in Aotearoa NZ have made it possible to understand how institutional patterns of thought and practice combine to produce categories of academic worker needed for accomplishing the work of teacher education in the

university setting. We have shown the expanded nature of teacher educators' teaching and service work brought about by the fact that ITE is increasingly distributed across sites within and outside of the university. Service is constructed in relation to both the profession and the academy; teaching within teacher education increasingly involves requirements for professional registration as well as successful teaching experience in school or early childhood centres and in tertiary teaching. Teacher educators who are dually qualified as registered teachers and as researchers are able to address the full scope of teacher educators' work in this context. Despite this, however, we found that university recruitment processes are currently favouring the employment of traditional academic and professional expert types of teacher educators. We warn that this practice runs the risk of producing a bifurcated workforce within ITE, the likes of which we argue is unsustainable if Aotearoa NZ universities are to engage over the longer term with initiatives designed to raise the status of the profession and improve education outcomes and equity through postgraduate ITE.

References

Alcorn, N. 2014. "Teacher education in New Zealand 1974-2014." *Journal of Education for Teaching: International Research and Pedagogy*, 40 (5): 447-460.

Bailey, M. and P. Sorensen. 2013. "Reclaiming the ground of master's education for teachers: lessons to be learned from a case study of the East Midlands Masters in Teaching and Learning." *Journal of Education for Teaching: International Research and Pedagogy*, 39(1), 39-59.

Davey, R. 2013. *The Professional Identity of Teacher Educators: Career on the Cusp?* London and New York: Routledge.

Ellis, V., A. Blake, J. McNicholl, and J. McNally. 2011. *The Work of Teacher Education, Final Research Report. WOTE Phase 2*. Oxford: Department of Education, University of Oxford.

Ellis, V., J. McNicholl, and A. Pendry. 2012. "Institutional Conceptualisations of Teacher Education as Academic Work in England." *Teaching and Teacher Education,* 28 (5): 685-693.

Ellis, V., M. Glackin, D. Heighes, M. Norman, S. Nicola, K. Norris, I. Spencer, and J. McNicholl. 2013. "A Difficult Realisation: The Proletarianisation of Higher Education-based Teacher Educators." *Journal of Education for Teaching,* 39 (3): 266-280.

Engström, Y. 1987. *Learning by Expanding: An Activity-theoretical Approach to Developmental Research.* Helsinki: Orienta-Konsultit.

Engeström, Y. 2001. "Expansive Learning at Work: Toward an Activity Theoretical Reconceptualization." *Journal of Education and Work,* 14 (1): 133 – 156.

Freiberg, J. and P. Freebody. 2009. "Applying Membership Categorisation Analysis to Discourse: When the 'Tripwire Critique' is Not Enough." In *Critical Discourse analysis: An Interdisciplinary Perspective.* Edited by T. Lê, Q. Lê and M. Short, 49-64. NY: Nova Science Publishers.

Gee, J. P. 1990. *Social Linguistics and Literacies: Ideology in Discourses*. London: The Falmer Press.

Gilroy, P. 2014. "Policy interventions in teacher education: sharing the English experience." *Journal of Education for Teaching International Research and Pedagogy,* 40 (5): 622-632.

Hill, M. and M. Haigh. 2012. "Creating a Culture of Research in Teacher Education: Learning Research within Communities of Practice." *Studies in Higher Education,* 37 (8): 971-988.

Howe, E. R. 2013. "Alternatives to a master's degree as the new gold standard in teaching: a narrative inquiry of global citizenship teacher education in Japan and Canada." *Journal of Education for Teaching: International Research and Pedagogy,* 39:1, 60-73.

Kane, R. 2005. *Initial Teacher Education Policy and Practice. Final report.* Wellington: Ministry of Education.

Labaree, D. F. 2008. "An Uneasy Relationship: The History of Teacher Education in the University." In *Handbook of Research on Teacher Education: Enduring Questions in Changing Contexts*, edited by M. Cochran-Smith, S. Feiman-

Nemser, J. D. McIntyre and K. E. Demers, 290-306. New York and London: Routledge.

La Velle, L. 2013. "Masterliness in the teaching profession: global issues and local developments". *Journal of Education for Teaching: International Research and Pedagogy,* 39(1): 2-8.

Liston, D. P. 1995. "Work in Teacher Education: A Current Assessment of U.S. Teacher Education". In *Teacher Education in Industrialized Nations*, edited by N. Shimahara and I. Holowinsky, 87-123. New York: Garland Publishing Co.

Mallard, T. 2004. "Focus on Quality Teaching." Speech to the *Biennial Conference for Teacher Education Forum of Aotearoa New Zealand*, Auckland, July 6.

Mandelbaum, J. 2013. "Storytelling in Conversation." In *The Handbook of Conversation Analysis*, edited by J. Sidnell and T. Stivers, 492-507. West Sussex, UK: Wiley-Blackwell.

Ministry of Education. 1996. *Te Whāriki. He Whāriki mō ngā Mokopuna o Aotearoa Early Childhood Curriculum.* Wellington: Learning Media.

Ministry of Education. 2007. *The New Zealand Curriculum for English-medium Teaching and Learning in Years 1-13.* Wellington: Learning Media.

Ministry of Education. 2008. *Te Marautanga o Aotearoa.* Wellington: Learning Media.

Ministry of Education. 2013. *Request for Application for Provision of Exemplary Post-graduate Initial Teacher Education Programmes.* Wellington: Ministry of Education.

Murray, J. 2008. "Towards the re-articulation of the work of teacher educators in higher education institutions in England." *European Journal of Teacher Education*, 31: 17-34.

Murray, J. and T. Male. 2005. "Becoming a Teacher Educator: Evidence from the Field." *Teaching and Teacher Education,* 21 (2)*:* 125-142.

Murray, J., A. Swennen, and L. Shagrir. 2009. "Understanding Teacher Educators' Work and Identities." In *Becoming a Teacher Educator*, edited by A. Swennen and M. van der Klink, 29-43. The Netherlands: Springer Science+Business Media B.V.

Nuttall, J., M. Brennan, L. Zipin, K. Tuinamuana, and L. Cameron. 2013. "Lost in Production: The Erasure of the Teacher Educator in Australian University Job Advertisements." *Journal of Education for Teaching: International Research and Pedagogy,* 39 (3): 329-343.

Organisation for Economic Co-operation and Development. 2005. *Teachers Matter: Attracting, Developing and Retaining Effective Teachers.* Paris: OECD.

Organisation for Economic Co-operation and Development. 2010. *Teacher Education for Diversity: Meeting the Challenge.* Paris: OECD Centre for Educational Research and Innovation.

Parata, H. 2012, 16 May. "Building a Brighter Future: Budget 2012 – Extra $511.9 Million for Education." Press Release. Available Online: www.national.org.nz/Article.aspx?articleId-38507, accessed 25 March, 2014.

Parata, H. 2013a, June. *Quality Teaching Agenda: Transformation of the New Zealand Teachers Council into a Professional Body for the 21st century*. Cabinet paper: http://www.minedu.govt.nz/~/media/MinEdu/Files/TheMinistry/NZTCReviewP

roposals2013/CabinetPaperTransformationOfTheNZTC.pdf, accessed 11 June, 2014

Parata, H. 2013b, September. "New Teaching Education Initiative Aimed at Strengthening profession." Press Release, 25 September. 2014: http://www.beehive.govt.nz/release/new-teaching-education-initiative-aimed-strengthening-profession, accessed 11 June, 2014.

Parata, H. 2014, June. "ITE provision for ECE and Māori-Medium Sectors." Press Release, 4 June. http://www.beehive.govt.nz/release/ite-provision-ece-and-māori-medium-sectors, accessed 11 June, 2014.

Rivers, J. 2006. *Initial Teacher Education Research Programme: A Summary of Four Studies.* Wellington: Ministry of Education.

Swennen, A and M. van der Klink. 2009. *Becoming a Teacher Educator. Theory and Practice for Teacher Educators.* The Netherlands: Springer Science+Business Media.