

Preface

David Powell

This publication was inspired by the work of two Dutch teacher educators: Peter Lorist, of HU University of Applied Sciences Utrecht, and Anja Swennen, of Vrije Universiteit Amsterdam, who have done so much to promote our understanding of the lives and work of teacher educators. To date, they have produced three themed booklets on teacher educators preparing pre-service and in-service trainee teachers to work in primary, secondary and further/adult education. The first of these, a Dutch language publication (Lorist and Swennen, 2015), celebrated the lives of Dutch teacher educators, whilst the second (Lorist and Swennen, 2016) and third, which was guest edited by Liz White (2017), adopted international perspectives. What is clear from this series is the diversity of teacher educators as individuals as well as of the trajectories of their careers and the nature of their work, though there is a common thread: the shadows and impacts of the policy context and of policy makers on these teacher educators’

practices, professional identities and on their professional lives. Whilst this booklet is not part of the series produced by Peter and Anja, it adopts the same format: that is one where teacher educators present their stories of becoming and being teacher educators, which appear together with an accompanying account of the policy context in which their work is enacted. As such, it might be seen as a cousin. What is distinctive about this booklet, however, is that it exclusively focuses on one type of teacher educator working in one country: further education based teacher educators in England. The publication of this text was somewhat delayed by circumstances arising from the COVID-19 pandemic. However, this afforded the opportunity for the editors to refer to Loo's (2020) illuminating monograph on the professional development of teacher educators in further education.