

Stewarding the Next Generation of Teacher Educators

A guide for experienced teacher educators who want to make their expertise accessible, develop others, and leave stronger professional infrastructure behind.

Stewardship asks a different question

Not only: What do I know and do well? But: How will other people learn this work, gain access to professional opportunities, and improve it after me?

1. What do I know that may still be tacit?

Identify practices, judgments, institutional knowledge, relationships, or routines that you enact fluently but rarely explain.

Area	What I know / do	How visible is the reasoning?
Teaching teachers		☐ Visible ☐ Partly ☐ Mostly tacit
Supervision / feedback		☐ Visible ☐ Partly ☐ Mostly tacit
Mentoring		☐ Visible ☐ Partly ☐ Mostly tacit
Inquiry into practice		☐ Visible ☐ Partly ☐ Mostly tacit
Institutional navigation		☐ Visible ☐ Partly ☐ Mostly tacit
Program / partnership work		☐ Visible ☐ Partly ☐ Mostly tacit

2. Who currently has access to me?

Who receives regular mentoring, explanation, feedback, or sponsorship from me?

Who is nearby but may not feel invited to seek access?

Who is missing because of role, status, geography, identity, appointment type, or institutional boundaries?

Am I developing only people who already resemble the pathways I followed?

3. Move from modeling to making visible

Instead of only...	Also...
Doing the work efficiently	Explain what you noticed and why you chose the move.
Inviting someone to observe	Give them a lens for what to notice.
Giving advice	Help them reason through alternatives and consequences.
Correcting a problem	Let them rehearse, try, receive feedback, and revise.
Opening a door	Explain how the opportunity works and help them build their own access.
Holding institutional knowledge	Teach how decisions actually move through the system.

4. Create opportunities to enact – not just observe

What could an emerging teacher educator do with support rather than watch you do?

- ☐ Co-plan and teach part of a course
- ☐ Lead a supervision/debrief conversation
- ☐ Design or revise a tool
- ☐ Facilitate a professional learning conversation
- ☐ Participate in program review/accreditation work
- ☐ Join a partnership/governance meeting
- ☐ Lead a small inquiry cycle
- ☐ Mentor someone newer than themselves

5. Steward the system, not just the individual

What structure could make mentoring less dependent on personal goodwill?

What resource, protocol, archive, orientation, or community should exist after I am no longer here?

What responsibility am I carrying that should be distributed?

What professional knowledge should become public or shared rather than remain mine?

6. My stewardship commitment

One person I will intentionally develop:

One opportunity I will open:

One piece of tacit knowledge I will make visible:

One structure I will help leave stronger:

The long view

The strongest evidence of stewardship may be that the work continues, improves, and becomes more accessible after the original steward is no longer at the center of it.

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