

Teacher Educator Becoming Map

Map how disorientation, participation, pedagogical enactment, and identity are shaping one another in your current practice.

The idea

Becoming a teacher educator is not a sequence with a clean starting point and endpoint. Identity and practice keep reshaping one another through participation, uncertainty, recognition, and enactment within community.

DISORIENTATION

What is unsettling something I thought I knew?
Where am I feeling uncertain, stretched, or less competent?
What familiar assumption no longer feels stable?

Notes:

PARTICIPATION

Where am I entering teacher educator conversations and practices?
Where do I feel peripheral?
Where am I increasingly recognized or invited to contribute?

Notes:

PEDAGOGICAL ENACTMENT

What am I trying differently?
What happened when I enacted it?
What new tension or question emerged from practice?

Notes:

IDENTITY

How am I describing myself differently?
What kind of teacher educator am I becoming?
What responsibilities am I increasingly willing to claim?

Notes:

At the center: Community

Who is helping me interpret what is happening? Who gives me language, challenge, recognition, perspective, or permission to experiment?

Trace the movement

Choose one recent moment and complete the chain in any direction:

Disorientation ↔ Participation ↔ Pedagogical Enactment ↔ Identity

What moved first? What shifted next? What is still unresolved?

Use it recursively

Return to the map after a new course, supervisory experience, mentoring role, policy change, difficult interaction, or professional transition. The goal is not completion; it is noticing movement.

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