

Identity, Recognition & Belonging Map

A reflective guide for examining how relationships and communities shape who you are becoming as a teacher educator.

Why this matters

Teacher educator identity is not built privately. It develops through participation, recognition, belonging, authority, and dialogue with others. This tool helps make those relational conditions visible.

Recognition

Who first treated me as a teacher educator?

Whose recognition matters most to me right now?

Where is my expertise recognized? Where do I still feel I need to prove myself?

Who might I be failing to recognize as a teacher educator?

Belonging

Where do I feel like an insider?

Where do I still feel peripheral or uncertain?

Where can I admit uncertainty without feeling that I lose legitimacy?

What community would make my learning less isolated?

Authority

What currently gives me authority in this setting: experience, scholarship, role, relationships, expertise, institutional position, something else?

When do I rely on authority to resolve uncertainty too quickly?

How do I share authority while still taking responsibility for teacher learning?

Participation & Voice

What conversations am I now entering that I once avoided?

Where do I still retreat into silence?

Whose voice shapes my practice? Whose voice is missing?

What participation would help me grow next?

My relational learning network

Role	Who?	What do they offer?	What might I need more of?
Mentor			
Critical friend			
Peer			
Sponsor/connector			
Practice partner			
Community			

One relational move

What relationship, invitation, conversation, or community would most strengthen my becoming right now?

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