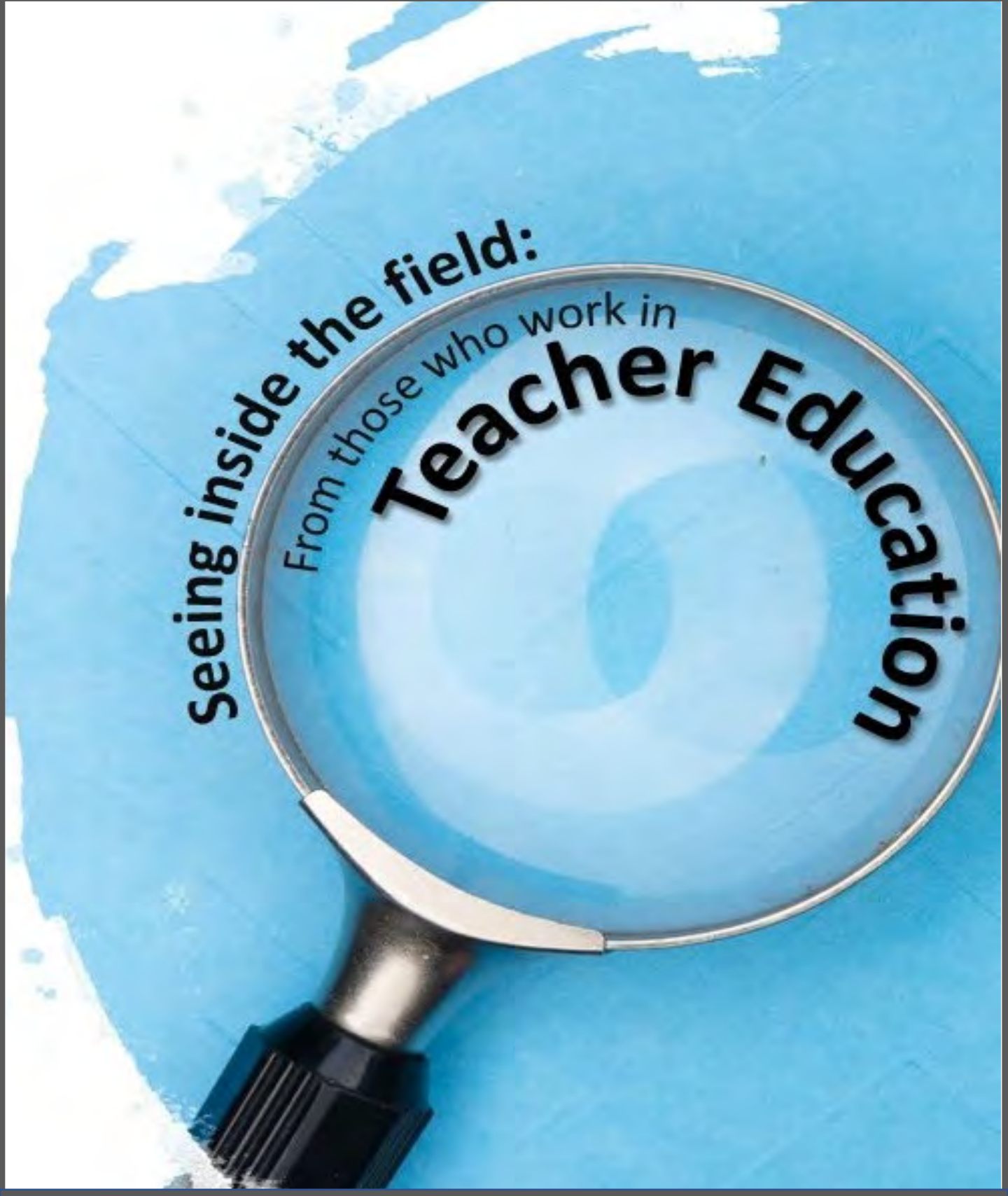


Data portraits catalogue

This catalogue is connected to a research project titled, *Seeing inside the field: From those who work in teacher education*.
For more information about the project see the URL **https://omeka.cloud.unimelb.edu.au/seeinginside/** **or** QR code.

Welcome to this catalogue of data portraits that relate to a research project titled: *Seeing inside the field: From those who work in the field of teacher education.*

This project explored what it means to be working in the highly politicised and contested field of teacher education, where policy drivers are entangled with broader political agendas.

This creative arts-based research engaged with academics and others who work in the field of teacher education from across a range of settings and institutions – nationally and internationally – to discover and share understandings about the core and complex aspects of their work and to counter the marginalisation and silencing that can occur for those who work in teacher education.

The participants were invited to provide some text (no more than 50 words) and an image for the prompts:

- A **troublesome** dimension of working in teacher education is…
- A **delightful** dimension of working in teacher education is…
- An **ambiguous** dimension of working in teacher education is…
- A **hopeful** dimension of working in teacher education is…

(Collage of images from the project)

In curating this catalogue we were inspired by Georgia Lupi's[1] notion of Data Portraits that recognise and humanise the individual, placing them at the centre of their data. As a gesture of appreciation, we have sent each participant (who opted in to receive updates from the project) with their individual data portrait.

Each page in this catalogue shows the visual and textual data given by the participants along with a visualisation - a portrait - of their demographic data. The names attached to each portrait were provided by the participants. The final pages show some of the themes and categories that emerged from our analysis, and the frequency of the themes across the data set.

The portraits in this catalogue are not the complete set of responses that were provided by all the participants. To ensure we met various obligations, this catalogue contains images that we know comply with copyright and other publication requirements.

If you would like further details about the project, see the QR code or URL below.

1 Lupi, G. (2017). *Data Portraits at TED*. Giorgialupi. http://giorgialupi.com/data-portraits-at-ted2017

About the project

This catalogue is connected to a research project titled, *Seeing inside the field: From those who work in teacher education*. For more information about the project see the URL **https://omeka.cloud.unimelb.edu.au/seeinginside/** **or** QR code.

How to read the data portraits' demographic coding

We know that each participant's experience, background and point of view is unique.

Along with text and image responses, each participant in this research project also provided us with demographic information. This information has been coded and appears as a bar graph at the bottom of each data portrait.

The key to the coding is presented on the left of this page.

For example, the length of time a participant has been involved in teacher education was grouped into 0-3 years, 4-10 years or 10+ years, and these were colour coded as shown.

Cohort
- 4-10 years
- 10+ years
- 0-3 years

Country of respondent
- In Australia
- Outside Australia

Areas
- Undergraduate Early Childhood (less
- Graduate Early Childhood (less than
- Undergraduate Primary (5 □ 12 yo)
- Graduate Primary (5 □ 12 yo)
- Undergraduate Secondary (12 □ 18 yo)
- Graduate Secondary (12 □ 18 yo)
- Other than what is listed above
- other

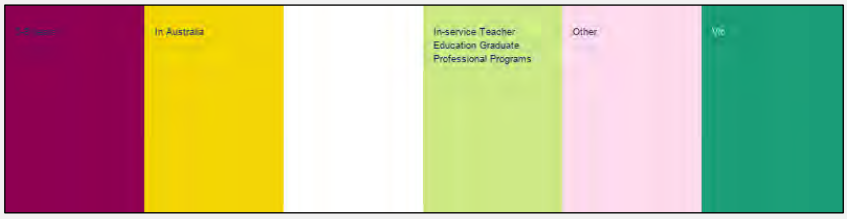
Program type
- In-service Teacher Education Graduat
- Initial Teacher Education

Focus
- Professional staff role
- Mentor role
- Teaching focussed role
- Other
- Research focussed role
- Teaching and Research role

State
- WA
- NT
- NSW
- 0
- ACT
- QLD
- Vic

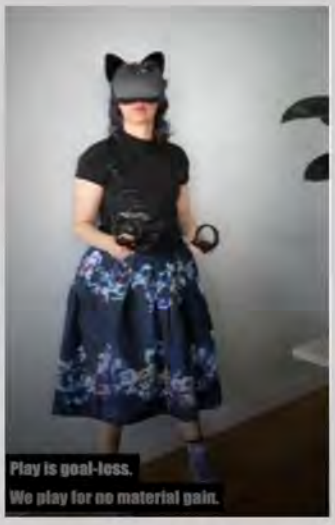
In the data portrait below. Amanda is in the early cohort with 0-3 years experience in teacher education, and works in Australia, but she did not answer which area she works in, shown as blank. She works with In-service teacher education, however the given focus of her role, 'Other', doesn't fit within the main focus areas.

She told us she works in the Australian state of Victoria.



Providing some clues

This catalogue is connected to a research project titled, *Seeing inside the field: From those who work in teacher education*. For more information about the project see the URL **https://omeka.cloud.unimelb.edu.au/seeinginside/** **or** QR code.



A Troublesome dimension of working in the field of Teacher Education is ...

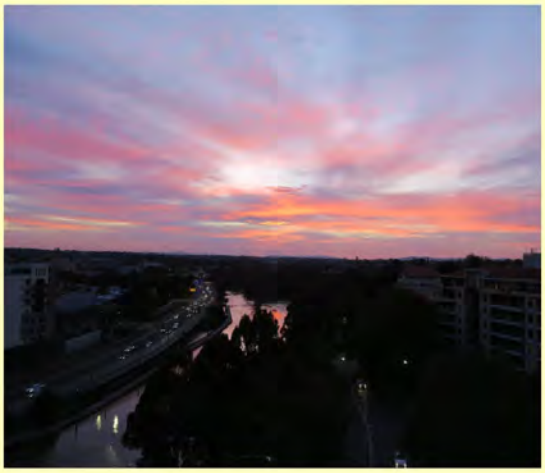
How do we support people working in teacher education to find time for play and reflection when workloads are heavy and play is undervalued

A Delightful dimension of working in the field of Teacher Education is ...

The surprise joy of dressing up for a final zoom class, there was camaraderie, connection and laughter. Learning online has been a more accessible experience than ever for but feeling connected has been hard to foster. A dressup class was something we wouldn't have done before the shift to online, it was vulnerable and joyful.

An Ambiguous dimension of working in the field of Teacher Education is ...

Some blue-sky-thinking on understanding the role of teachers in higher education during a pandemic and how do we reward the behaviours that have seen positive outcomes for learning



A Hopeful dimension of working in the field of Teacher Education is ...

The opportunities to reach learners with diverse needs who through education find ways to thrive

Data portrait:

Amanda

(#8)

A Troublesome dimension of working in the field of Teacher Education is ...

when you hear teachers talk about how they learnt 'nothing' on their degrees, alongside seeing a lack of engagement from some students (optional attendance doesn't have to equal no engagement!). How much is being missed? How does that affect their practice? What does it mean for young people down the track? These are the questions that trouble me.

A Delightful dimension of working in the field of Teacher Education is ...

working with students who are dedicated and passionate about making a difference as teachers. Seeing them grow and develop throughout their degrees is one of the most rewarding aspects of working with future teachers, and knowing they are going on to make a difference for their own students.

An Ambiguous dimension of working in the field of Teacher Education is ...

The balance between the standardised nature of teacher education and the reason I came into the profession, which was to help develop passionate and skilled teachers. There's ambiguity for me around the purpose of teacher education itself - we try to balance the passion with the prescriptive (or maybe with reality?), and it feels messy sometimes.

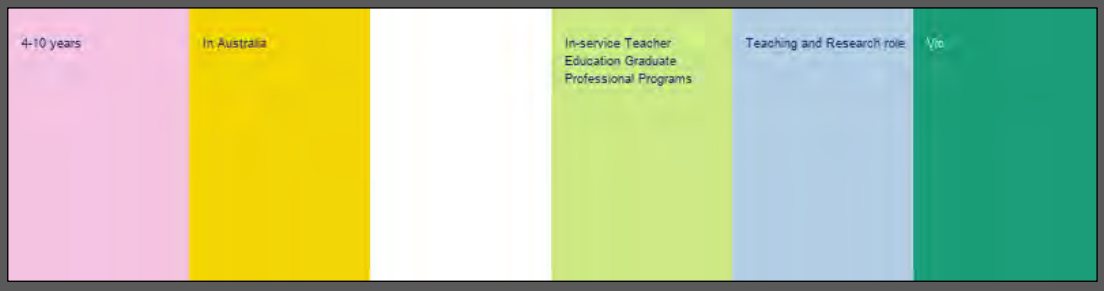
A Hopeful dimension of working in the field of Teacher Education is ...

the idea that things can always get better. The research and work we do is so often about working towards a better future, or a more optimistic future. Making sure teachers understand inclusion, diversity, celebrating students and communities for their uniqueness.

Data portrait:

Amanda

(#10)



A Troublesome dimension of working in the field of Teacher Education is ...

the increasing control being placed by accreditation and government bodies on the teacher education curriculum and on the approaches to teacher education and classroom teaching

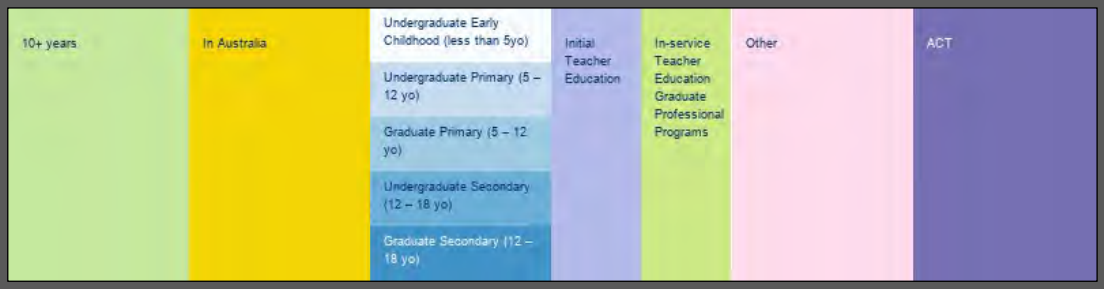
A Delightful dimension of working in the field of Teacher Education is ...

the opportunity to empower teachers to help children to find their place in the world and maximise their opportunities through student centred and responsive approaches to teaching that ensure positive learning experiences towards lifelong learning.

Data portrait:

Barney

(#17)



A Troublesome dimension of working in the field of Teacher Education is ...

the pretences of measuring the ineffable that has led to the loss of wonder and time for exploring and creating.

A Delightful dimension of working in the field of Teacher Education is ...

being part of developing the profession that I love from a temporal and spatial position of collaboration that reaches across a history of learning and looks toward a future beyond me.

An Ambiguous dimension of working in the field of Teacher Education is ...

the role of the corporate university with schools and other education and care providers aimed at public good. Opportunities for partnership and service are sometimes thwarted through bureaucracy and competitive agendas.

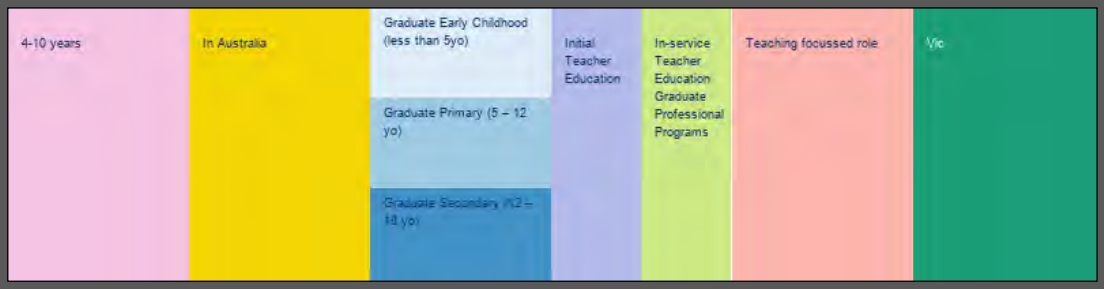
A Hopeful dimension of working in the field of Teacher Education is ...

an increasing awareness of the affordances of the cross-disciplinary nature of teacher education faculties and the ways in which technology enables new possibilities for approaches to wellbeing, citizenship, inclusion and equity.

Data portrait:

Catherine

(#21)



A Troublesome dimension of working in the field of Teacher Education is ...

I feel powerless in the face of policy decisions made by non-teachers that impact my work. For instance, research shows the value of early classroom experiences for pre-service teachers, but decisions by NESA and my university mean our Bachelor PSTs must complete 18 months of theory before they enter schools.

A Delightful dimension of working in the field of Teacher Education is ...

collaborating with colleagues (at the university, and in-school partners) and students/pre-service teachers to present a complex picture of the teaching profession. I love building these relationships, bringing in varied voices, and encouraging pre-service teachers to think deeply and critically reflect on all that teaching entails.

An Ambiguous dimension of working in the field of Teacher Education is ...

What jobs will be available to me once I finish my PhD. Will I be able to keep working in this field as I start my career? Or will I look elsewhere for more secure options (e.g. permanent research position outside of academia)?

A Hopeful dimension of working in the field of Teacher Education is ...

Collaborating with colleagues, students, teachers and more to enhance the quality of the teaching profession across the board

Data portrait:

Corinne

(#24)

4-10 years	In Australia	Undergraduate Primary (5 – 12 yo)	Initial Teacher Education	Teaching focussed role	NSW

A Troublesome dimension of working in the field of Teacher Education is ...

Working in teacher education is often a solo journey, quite different from previous experiences of collegiality in schools. It is so much more enjoyable and beneficial working with people and I think that is often lost in higher education settings.

A Delightful dimension of working in the field of Teacher Education is ...

Many students go through phases of self-doubt or imposter syndrome during their initial teacher training. I think a delightful dimension of this role is to be able to 'fill up their bucket' and energise TC's to believe in themselves.

An Ambiguous dimension of working in the field of Teacher Education is ...

The lack of alignment between teacher education curriculum and the reality of schools is a source of constant confusion- I'm unsure why there is constant tension between these areas and it seems like a barrier to progress in both arenas.

A Hopeful dimension of working in the field of Teacher Education is ...

Each year, the emergence of inspiring novice teachers from their teacher education provides hope for the ongoing progression of education from the ground up.

Data portrait:

Jane

(#30)

4-10 years	In Australia	Graduate Secondary (12 – 18 yo)	Initial Teacher Education	Teaching focussed role	Vic

A Troublesome dimension of working in the field of Teacher Education is ...

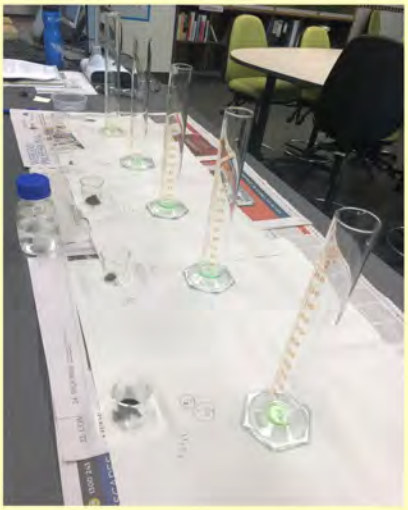
the limited amount of time with the students to demonstrate the complexity of teaching science. Science is a multidisciplinary subject where students come in with excellent subject matter knowledge in some fields but not all. This year, it was particularly difficult to scaffold student understanding through building as they learned from home.

A Delightful dimension of working in the field of Teacher Education is ...

seeing the students grow as we work and learn together. My field is laboratory-based and we do a lot of modeling and experiment work. Throughout the year we have lots of 'A ha!' moments as the students explore science and chemistry through the lens of a teacher and young people.

An Ambiguous dimension of working in the field of Teacher Education is ...

the border we cross as science teacher educators, science teachers and scientists. I want to stay up-to-date with developments in science and encourage my students to do so as well. I'm a tinkerer and hope that my students continue to identify as such as they teach.



A Hopeful dimension of working in the field of Teacher Education is ...

that I get to be a part of preparing the next generation of science teachers to inspire young people to be curious about the natural world. I love this part of my job.

Data portrait:

Emily

(#31)

4-10 years	In Australia	Graduate Secondary (Y12 – 18 yo)	Initial Teacher Education	Teaching and Research role	Vic

A Troublesome dimension of working in the field of Teacher Education is ...

School routines learned through school life. As students, future teachers have learned the basics of the job through daily routines. Daily routines are like this wheel, old but continue to roll. It is difficult to transform this empirical knowledge into professional learning.

A Delightful dimension of working in the field of Teacher Education is ...

Team work. Working together to find the best way to promote learning in two different settings is quite an adventure. Team work is basic to promote teachers' learning (first setting) in their attempt to facilitate children's learning (second setting). So team work is a basic condition in teacher education.

An Ambiguous dimension of working in the field of Teacher Education is ...

the political discourses about teachers and teacher education that emphasizes the importance of teachers and their professional development, but they are not supported by educational policies that recognizes the work of teachers in vulnerable and marginal contexts.

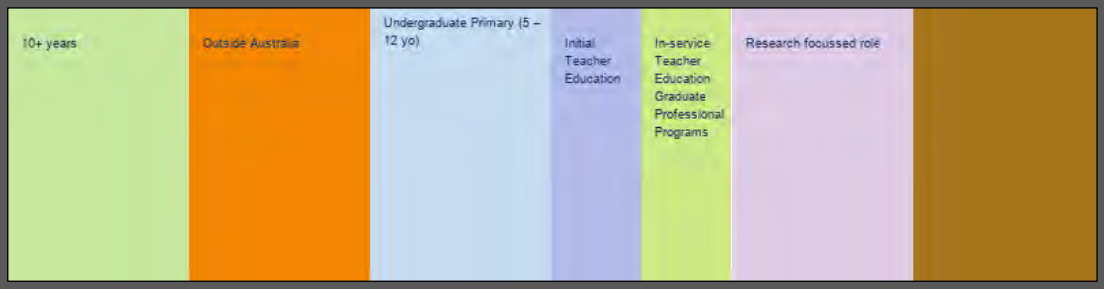
A Hopeful dimension of working in the field of Teacher Education is ...

thinking that future teachers will make a difference with students and future citizens and believing that somehow our work will have an impact in the coming times.

Data portrait:

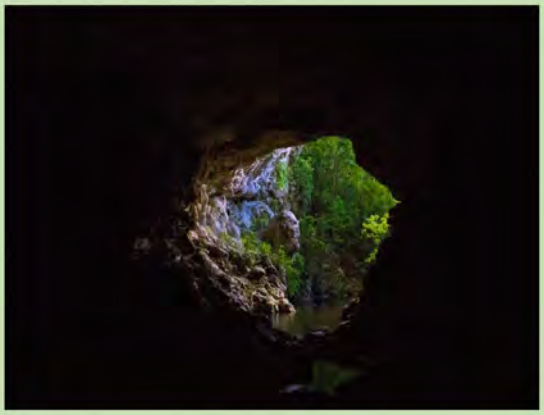
Celeste

(#32)



A Troublesome dimension of working in the field of Teacher Education is ...

...there seems to be soooooo many things to do and never enough time to do them properly - people to respond to, meetings to attend, research to keep up with, and teaching reduced to managing zoom rooms and replying to emails. On a treadmill, stumbling to keep up. Is this really what I signed up for?



A Delightful dimension of working in the field of Teacher Education is ...

... our beginning teachers' enthusiasm for making better, more socially- and ecologically- just educational spaces. I am observing that the shifts needed for more ethical eco-cultural ways are becoming an increasingly mainstream priority for young teachers – this is inspiring and revitalising!

An Ambiguous dimension of working in the field of Teacher Education is ...

.responding to society and education shining a light into the shadow places where the marginalised, forgotten or erased have been hidden. The Mparntwe Education Declaration and AITSL's discussion on Indigenous cultural competence of teachers provides a hopeful path, but how far will this go – constitution of culture? what competence? how sustained?

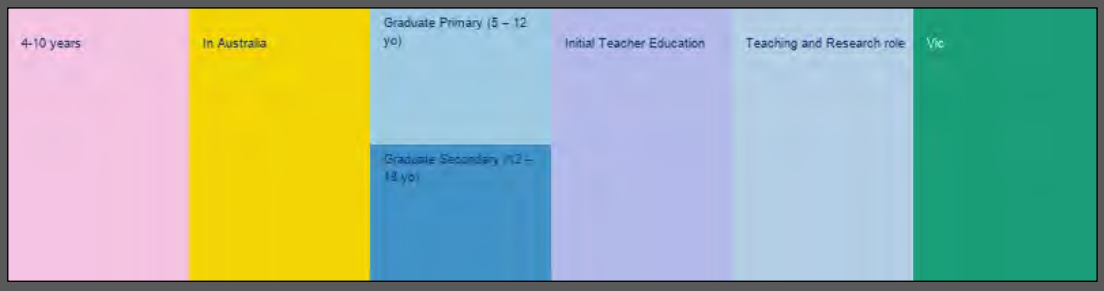
A Hopeful dimension of working in the field of Teacher Education is ...

the collaborative superpowers of all teachers, whose dedication, inventiveness, adaptability and generosity came to the fore in the 2020 shift to remote teaching. The speed and visibility of digital sharing for strengthening teaching and learning has given a new appreciation for teachers and, hopefully, elevated the prestige of the profession.

Data portrait:

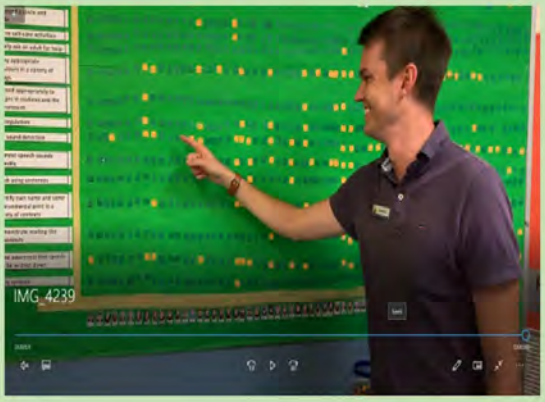
Helen

(#39)



A Troublesome dimension of working in the field of Teacher Education is ...

too much focus on tips, tricks, teach like me, resources, apps and forgetting it is about the impact of these



A Delightful dimension of working in the field of Teacher Education is ...

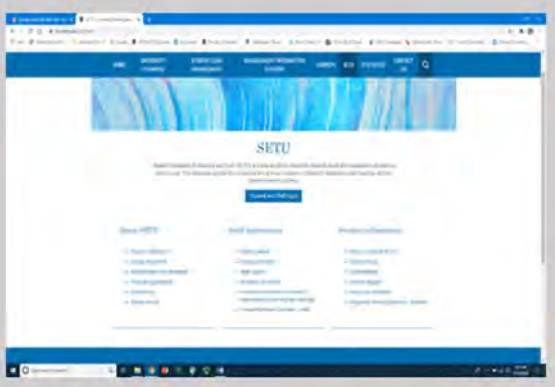
to inspire potential teachers to maximise their impact, begin to think evaluatively, move from seeing classrooms as students to as teachers, and to learn how to work, think, evaluate, and critique in teams.

Data portrait:

John

(#49)

10+ years	In Australia		In-service Teacher Education Graduate Professional Programs	Teaching and Research role	Vic



A Troublesome dimension of working in the field of Teacher Education is ...

The increasing accountability and measurement regime in universities. The most personal impact is the teaching evaluations from students. I understand the value of constructive feedback, but some comments can be devastating, even if only from very few students in one unit. These criticisms can destroy confidence and even careers.

A Delightful dimension of working in the field of Teacher Education is ...

I am forever grateful for the opportunities that teacher education has offered me in terms of travel and meeting people across the world. Herstmonceaux castle (UK) was the catalyst for my involvement in conferences, publications, collaborations and friendships that have been a foundation of my work as a teacher educator.

An Ambiguous dimension of working in the field of Teacher Education is ...

the relationship between the university and the school sector where pre-service teachers undertake their professional experience. While a close relationship between mentor teachers, pre-service teachers is essential, at my institution academics are now unconnected to schools and the practicum experience, although we teach about teaching on campus.

A Hopeful dimension of working in the field of Teacher Education is ...

the number of teachers involved in research about their own practice. Academics working with teacher researchers can strengthen the connections between academia and the field, and generate new knowledge about learning and teaching that is grounded in practice and useful to classroom teachers.

Data portrait:

Judy

(#54)

10+ years	In Australia	Undergraduate Primary (5 – 12 yo)	Initial Teacher Education	In-service Teacher Education Graduate Professional Programs	Teaching and Research role	Vic

A Troublesome dimension of working in the field of Teacher Education is ...

that it's such a heavy gig, carrying the weight of expectations of students, universities, communities, employers and governments (with compliance-driven standards and requirements). And all the cash-strapped institutions have is a grab-bag of policies, procedures and dwindling resources as they attempt to get the tune right.

A Delightful dimension of working in the field of Teacher Education is ...

the glorious diversity of the field, with all the players shaping their programs in ways they feel best suit their students: some working together, many doing it alone; some going against the tide. Some are better suited than others to the task ahead and yet some seemingly precious ones remain in their protective packaging.

An Ambiguous dimension of working in the field of Teacher Education is ...

Sunset over the city of Melbourne, February 2020 - things aren't what they seem: the lighting effect is caused by smoke from the Black Summer bushfires. So too with teacher education in Australia: Teaching Performance Assessments from individual institutions can now be approved - a watering-down of requirements. Political imperatives, perhaps?

A Hopeful dimension of working in the field of Teacher Education is ...

Clearly happy, French firemen gather to celebrate a colleague's marriage. There's something to look forward to; optimism about what lies ahead. So too with teacher education in Australia: after years of working in isolation, the three TPA consortia that formed after TEMAG are now finding their collective voice. They are starting to talk back.

Data Portrait:

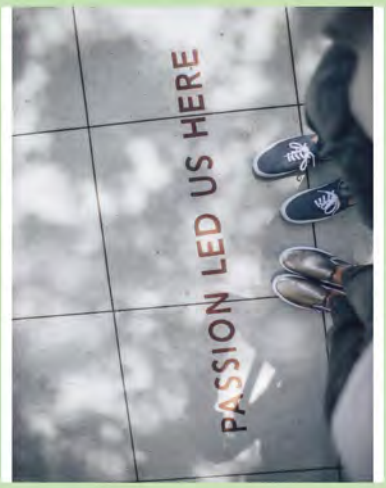
Kim

(#58)

10+ years	In Australia	Undergraduate Early Childhood (less than 5yo) Graduate Early Childhood (less than 5yo) Undergraduate Primary (5 – 12 yo) Graduate Primary (5 – 12 yo) Undergraduate Secondary (12 – 18 yo) Graduate Secondary (12 – 18 yo)	Initial Teacher Education	Research focussed role	Vic

A Troublesome dimension of working in the field of Teacher Education is ...

not having the degree of connection we would like with schools in which our PSTs are completing their professional experience. The theory/practice divide is particularly evident now with workload pressures undermining our capacity to build relationships with schools and see those connections playing out in real time.



A Delightful dimension of working in the field of Teacher Education is ...

watching 'students' develop over time into 'teachers'. Visiting PSTs on placement and observing how passionate they are and how they interact in classrooms is very rewarding but the rewards are multiplied when it also involves reconnecting with previous graduates, who may even be mentoring our PSTs or in leadership roles.

An Ambiguous dimension of working in the field of Teacher Education is ...

trying to create the right balance between understanding theory and having time in schools to engage in practice, so that PSTs are able to make effective connections between what they learn in their ITE university classes and their professional practice in school settings.

A Hopeful dimension of working in the field of Teacher Education is ...

the recognition of the value of the teaching profession that has emanated from the experience of remote learning as a result of COVID-19. We can be hopeful that this wonderful profession, which has the potential to changes lives and bring joy through learning, will finally receive the acknowledgment it deserves.

Data Portrait:

Margaret

(#69)

10+ years	In Australia	Undergraduate Primary (5 – 12 yo)	Initial Teacher Education	Teaching and Research role	Vic

A Troublesome dimension of working in the field of Teacher Education is …

A troublesome aspect of working in teacher education is the emphasis on so-called standards and standardisation, from accreditation to testing, resulting in narrowed program design, less attention questioning underpinning values and difficulty in partnering with schools around innovative educational practice.

A Delightful dimension of working in the field of Teacher Education is …

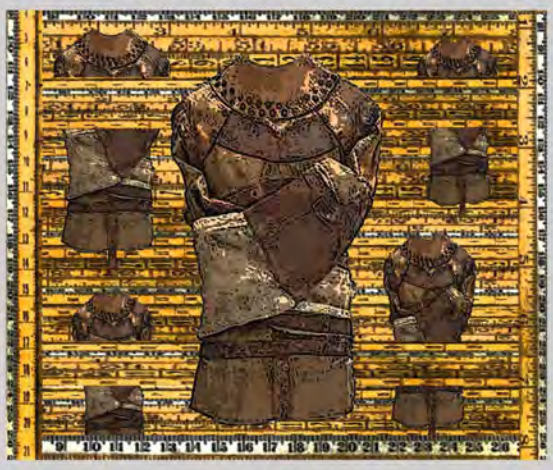
that both pre-service teachers and colleagues are all concerned with redressing social injustice. It builds a sense of an activist profession contributing to a better future society – and schools for that society.

Data portrait:

Marie

(#70)

10+ years	In Australia	Undergraduate Early Childhood (less than 5yo) Undergraduate Primary (5 – 12 yo) Graduate Primary (5 – 12 yo) Undergraduate Secondary (12 – 18 yo) Graduate Secondary (12 – 18 yo)	Initial Teacher Education	In-service Teacher Education Graduate Professional Programs	Teaching and Research role	Vic



A Troublesome dimension of working in the field of Teacher Education is ...

the lack of trust through the pervasive creep of compliance and regulatory forms of measurement that seem to negate or dismiss the personable, affective and artful aspects needed now more than ever by those in the teaching profession.

A Delightful dimension of working in the field of Teacher Education is ...

interacting with so many dedicated people (both colleagues and students) who are committed, critical, passionate, curious and reflective about what it means to be a teacher, which also challenge my ideas.

An Ambiguous dimension of working in the field of Teacher Education is ...

An ambiguous dimension of working in the field of Teacher Education is the tension between technisist perspectives, relentless data gathering to improve student outcomes and siloed discipline knowledge while also considering the multifaceted, interconnected, fragile and humanness aspects needed in our work.

A Hopeful dimension of working in the field of Teacher Education is ...

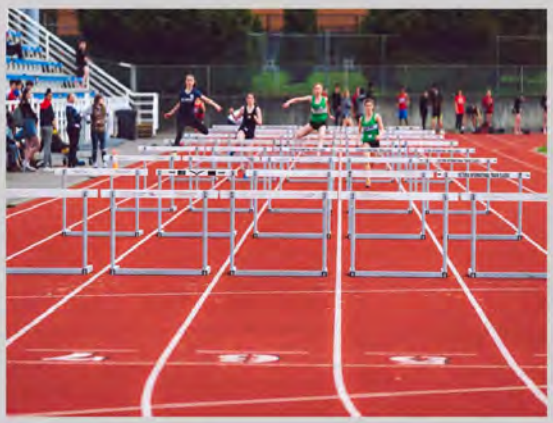
A hopeful dimension of working in the field of Teacher Education is seeing the spark, passion, commitment of many preservice teachers who are prepared to shift the education agenda and engage with the big questions and debates of our time. It's heartening to feel that the baton can be passed on!

Data portrait:

Mark

(#71)

10+ years	In Australia	Graduate Secondary (12 – 18 yo)	Initial Teacher Education	In-service Teacher Education Graduate Professional Programs	Teaching and Research role	Vic



A Troublesome dimension of working in the field of Teacher Education is ...

Getting PSTs to the finish line of a hurdle race – each hurdle must be negotiated before reaching the final goal. The obstacles we face might be internal compliance or the demands of VIT, AITSL, TPA, or perhaps the tensions in relationships that test us on a regular basis.

A Delightful dimension of working in the field of Teacher Education is ...

Experiencing the joy of a music performance workshop. There are the students who begin reluctantly; those who are a little 'flat'; the loud but enthusiastic ones who are occasionally off-key or out of time and the creative ones who have fabulous ideas about how to make it all sound better. You can't beat that feeling when it all comes together!

An Ambiguous dimension of working in the field of Teacher Education is ...

when I ask myself "What kind of teachers do I want my pre-service teachers to be?" Because I know that much of the knowledge, skills and capabilities they need cannot be measured by a TPA.

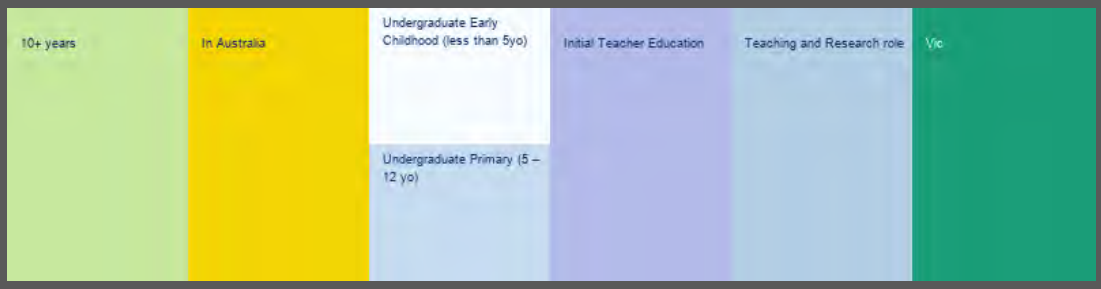
A Hopeful dimension of working in the field of Teacher Education is ...

that many things change but many of the good things remain the same. Children are essentially the same, and pre-service teachers still have the same hopes and aspirations as we did forty or more years ago.

Data portrait:

Mary

(#72)



A Troublesome dimension of working in the field of Teacher Education is ...

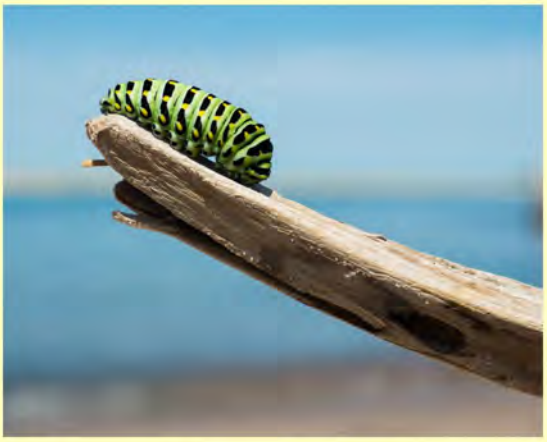
the constraints of the neo liberal higher education system and its effects on assessment practices. There is little formative assessment practiced due to the tension to provide a summative mark on the learning. The assessment practices in ITE do not align with notion of effective assessment practices in schools.

A Delightful dimension of working in the field of Teacher Education is ...

being able to share passion and enthusiasm for education and the teaching profession. I also really enjoy sharing the breakthroughs, improvements and successes of the PSTs in the first stages of their rewarding career.

An Ambiguous dimension of working in the field of Teacher Education is ...

An ambiguous dimension is the future of jobs within ITE. With the uncertainty of other industries and many losing jobs, our job future is not clear. Education seems to be holding strong with student numbers, but will this remain consistent?



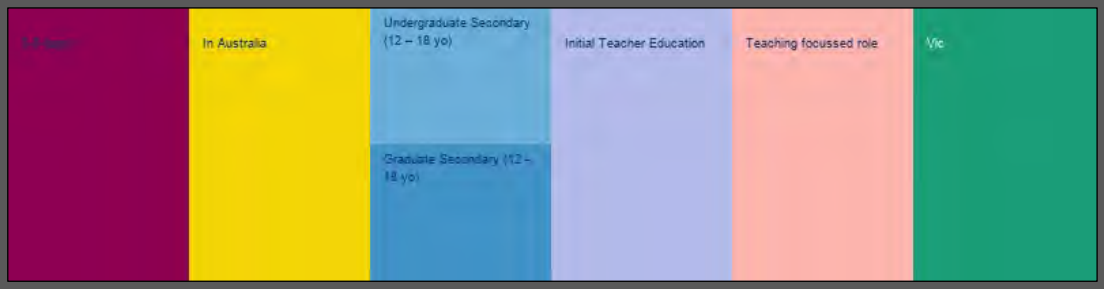
A Hopeful dimension of working in the field of Teacher Education is ...

Albeit slow, a hopeful dimension is the change that is occurring. There seems to be those who want to make changes to policies and practices. Although it is hard to convert some colleagues (and leadership) into new ways of thinking, there are those that are persistent.

Data portrait:

Melissah

(#78)



A Troublesome dimension of working in the field of Teacher Education is ...

the scarcity of will and courage. When certainty becomes the imperative of teacher education, the abyss no longer terrifies us, we have ceased living. We must learn once more how to embrace the art of failing and falling.

A Delightful dimension of working in the field of Teacher Education is ...

...found in Peter Sloterdijk's description of the art of humanistic writing as "shoot[ing] an arrow into the air...with the objective of revealing an unknown friend and enticing him into the circle of friends". It delights me when teacher education is done in the spirit of openness to founding new communities.

An Ambiguous dimension of working in the field of Teacher Education is ...

found in how we have learned to imagine the 'time of education'. Why do we feel we do not have enough time, when we have all the times [sic] in the world?

A Hopeful dimension of working in the field of Teacher Education is ...

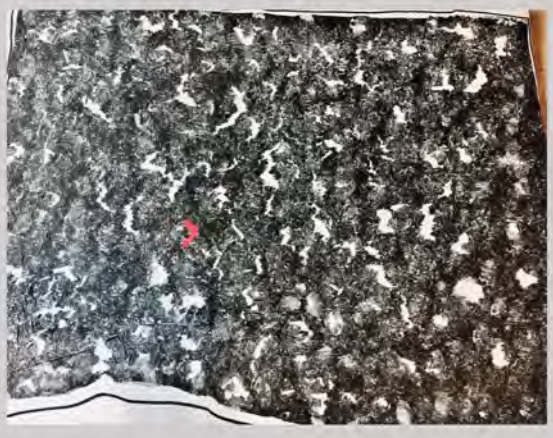
revealed whenever the dense and crowded woodland of pragmatically-minded functioning gives way to a clearing in which the meaning and purpose of education emerges out of silence and stillness, rather than sound and fury. It gives me hope to know that such ecstasies are still possible – and recognisable! – in teacher education.

Data portrait:

Maurice

(#86)

10+ years	In Australia	Graduate Secondary (12 – 18 yo)	Initial Teacher Education	In-service Teacher Education Graduate Professional Programs	Teaching and Research role	Vic



A Troublesome dimension of working in the field of Teacher Education is ...

I felt alone and disconnected when I first commenced Uni teaching. Everybody seemed to be doing their own thing. I had come from a principalship in a large school where I had my finger in many pies. It took me a while to learn how it all fitted together, what my big picture role should be, what my teaching should look like for teacher educ students

A Delightful dimension of working in the field of Teacher Education is ...

This painting that I created after a trip to the Northern Territory reminded me of colourful growth in a productive landscape. Working with enthusiastic preservice teachers who want to make a difference in the lives of children is a real privilege. I felt privileged to be able to visit this traditional landscape where I felt humbled by its vastness

An Ambiguous dimension of working in the field of Teacher Education is ...

Sometimes there is doubt and uncertainty for the students and for me. I want them to understand why they choose to teach the way they do. I want them to question, to make changes t be innovative. Sometimes they just want a recipe telling them how to do it. Some times things seem out of focus for the students....They want more definition.

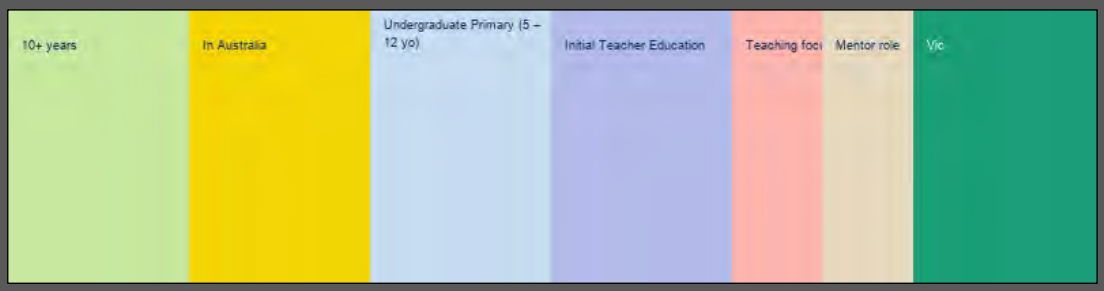
A Hopeful dimension of working in the field of Teacher Education is ...

Year after year I see enthusiastic preservice teachers who have a passion to work with children. They return from placement with a light in their eyes saying "I loved it all". This gives me hope. They shine and they want to learn and to grow.

Data portrait:

Nerissa

(#87)



A Troublesome dimension of working in the field of Teacher Education is ...

consistency of change. The demands of federal and state political priorities impacts heavily on the sector. It is challenging to plan, implement, and evaluate before additional demands are required. The lack of capacity for research to lead because of rapid-fire expectations is troubling and seldom evidenced as effective.

A Delightful dimension of working in the field of Teacher Education is ...

observing the transformation of students commencing their course and developing into becoming a professional. The completion is distant, and various challenges and obstacles are part of the journey, but the endpoint is always visible. Navigating the encounters helps prepare for being an educator, which is similarly demanding and satisfying.

An Ambiguous dimension of working in the field of Teacher Education is ...

An ambiguous dimension of working in the field of Teacher Education is the need to provide past, current and future understandings. There is much to know in limited timeframes with crowded curriculums. And yet we need to constantly replenish with new knowledge and constantly respond to new demands.

A Hopeful dimension of working in the field of Teacher Education is ...

A hopeful dimension of working in the field of Teacher Education is the consistent graduate success stories. Despite the challenges administratively and in delivering crowded curriculums the high level of expertise demonstrated by graduates is quietly fulfilling. Classroom readiness is outdone by passionate and gratifying stories from the field.

Data portrait:

Peter

(#96)

4-10 years	In Australia	Undergraduate Early Childhood (less than 5yo) Undergraduate Primary (5 – 12 yo) Undergraduate Secondary (12 – 18 yo)	Initial Teacher Education	Teaching and Research role	QLD

A Troublesome dimension of working in the field of Teacher Education is ...

realising that some pre-service teachers will carry a deficit discourse around diversity and inclusion into their teaching and there is nothing that can really change the way they think in the short span of the course.

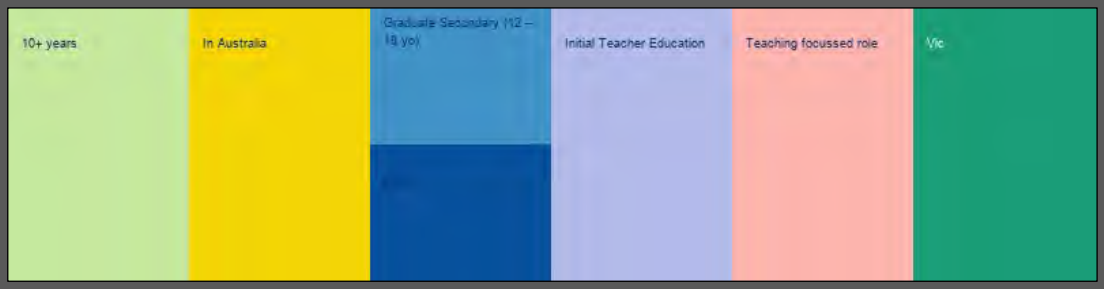
A Delightful dimension of working in the field of Teacher Education is ...

navigating sensitive issues in the unit I teach around privilege and oppression and knowing it was worth the risk. Listening to pre-service teachers' articulate their educational standpoints on inclusion leaves me with an overwhelming sense of joy and confidence that the world will be a better place when they are teaching in schools.

Data portrait:

Sarah

(#109)



A Troublesome dimension of working in the field of Teacher Education is ...

accreditation demands both external and internal impinging on creativity and personalisation of courses and assessments

A Delightful dimension of working in the field of Teacher Education is ...

Supporting PSTs through placement in schools and seeing their growth and development

An Ambiguous dimension of working in the field of Teacher Education is ...

For me ambiguity is centred within the need to untangle PSTs interpretations of the role of educators within the profession and my own perspective of eduction and experience in schools; the meeting of the minds can be both useful and overwhelming - the mostly penny drops when they have come from a placement.

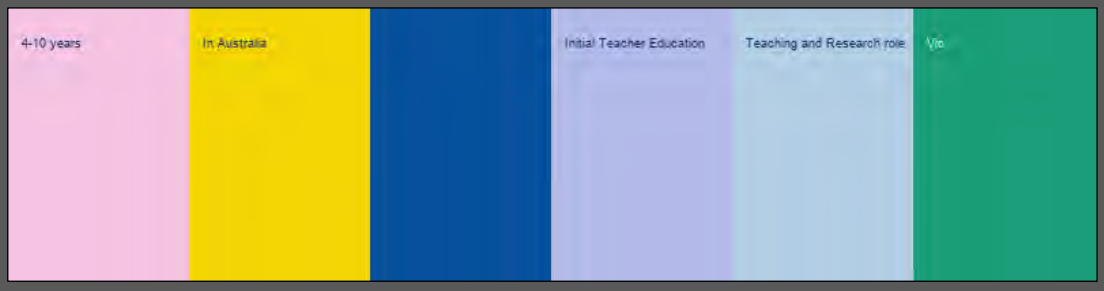
A Hopeful dimension of working in the field of Teacher Education is ...

Knowing that our PSTs are entering a profession that is more adverse to looking after graduates and supporting them with mentoring and wellbeing needs.

Data portrait:

Susan

(#113)



A Troublesome dimension of working in the field of Teacher Education is ...

... the idea that we can lay the tracks for a smooth trip to teacherdom. If it were this easy, teacher education would haeve been automated long ago. The narrow focuses of current teacher education courses leaves little room for discovery or difference for both teacher and learner.

A Delightful dimension of working in the field of Teacher Education is ...

...that is is not always possible or even preferable to know how soon-to-be teachers will respond to the learning that has been planned for them. Like the laneway in the photo, this path has been travelled many times before by many people. The way can be a bit bumpy but often presents something new and different, and unexpected.

An Ambiguous dimension of working in the field of Teacher Education is ...

the ways that teachers are required to responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds (AITSL standard 1.3), yet diversity in these qualities among teachers and teacher educators is very limited.

A Hopeful dimension of working in the field of Teacher Education is ...

the resilience and perserverance of teacher educators in the face of many big challenges.

Data portrait:

Clotty

(#114)

4-10 years	In Australia	Graduate Secondary (Y3 – Y4 Yrs)	Initial Teacher Education	In-service Teacher Education Graduate Professional Programs	Teaching and Research role	Vic

A Troublesome dimension of working in the field of Teacher Education is ...

The 'trudging through mud' like constant critique of teacher educators that suggests we have low standards and don't care about the profession. It's disheartening and we don't seem to be able to counter or fight against the discourse at the moment.

A Delightful dimension of working in the field of Teacher Education is ...

Helping people fulfil their dreams of becoming teachers. It's rewarding to see people grow and develop as teachers.

An Ambiguous dimension of working in the field of Teacher Education is ...

Despite the calls for 'what works' or for almost technical, reductionist approaches to teaching, there are multiple ways of becoming and being a teacher. The intersection of the emotional and cognitive elements of practice are not neatly captured by the standards.

A Hopeful dimension of working in the field of Teacher Education is ...

One of the things that sustains me in teacher education work is the hope that I feel in relation to working with pre-service teachers and with my colleagues. We continue to find interesting and creative ways to do things and it gives me hope that we might change the system from the inside.

Data portrait:

Sharon

(#115)

4-10 years	In Australia	Graduate Secondary (Y12 – 18 yo)	Initial Teacher Education	Teaching and Research role	Vic

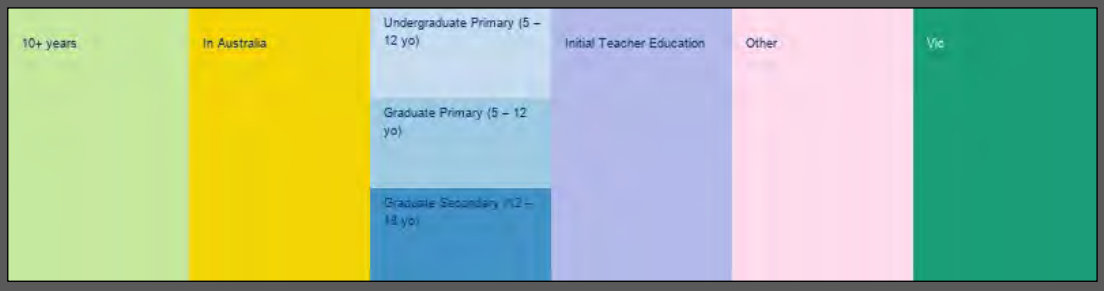
A Hopeful dimension of working in the field of Teacher Education is ...

the opportunity to observe the level of commitment of pre-service teachers have to making a difference to the lives of young people through teaching. Teaching at any level provides opportunities to learn and improve practice, it is in its very nature a hopeful enterprise that is only enhanced through working with others.

Data portrait:

Selena

(#117)



A Troublesome dimension of working in the field of Teacher Education is ...

It is a complex space. So many competing agendas. I feel there is not always enough time to reflect on the important issues so we can really get it right.

A Delightful dimension of working in the field of Teacher Education is ...

The meeting of minds. Having the opportunity of working with and learning from so many different people- academics, pre-service teachers, professional staff and feeling like you are part of something really important.

An Ambiguous dimension of working in the field of Teacher Education is ...

The roles and responsibilities of all stakeholders in supporting pre-service teachers. At the moment the space seems very fragmented. Schools, universities and the government need to work in partnership to develop a cohesive approach to teacher education.

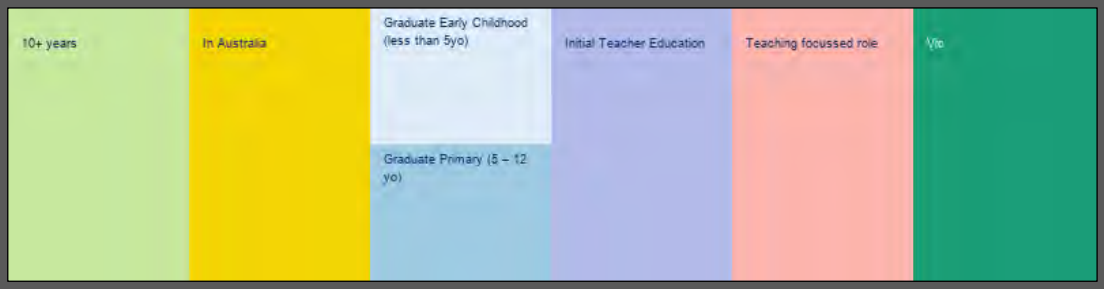
A Hopeful dimension of working in the field of Teacher Education is ...

working with pre-service teachers who are really passionate and want to be the best teachers they can be.

Data portrait:

Martina

(#121)



A Troublesome dimension of working in the field of Teacher Education is ...

the inability to work closely with pre-service teachers in schools. There can be a mismatch between how we want our students to approach teaching and the approaches which are fostered in some schools. There are so many layers of lecturing, tutoring, teaching and mentoring staff, it can create a disconnect.

A Delightful dimension of working in the field of Teacher Education is ...

Being able to practice and share the notion that teaching is about nurturing the soul. From there, so many things are possible. As a teacher educator, we get to do this with our students, and to shape the workforce, in a small way, for future students.

An Ambiguous dimension of working in the field of Teacher Education is ...

We are all working on part of the pre-service puzzle, but it is not always clear how courses work as a whole. Pre-service education should be innovative, challenging and responsive to changing social mores. What are the overarching tenets guiding us? How cohesive is our vision as pre-service staff?

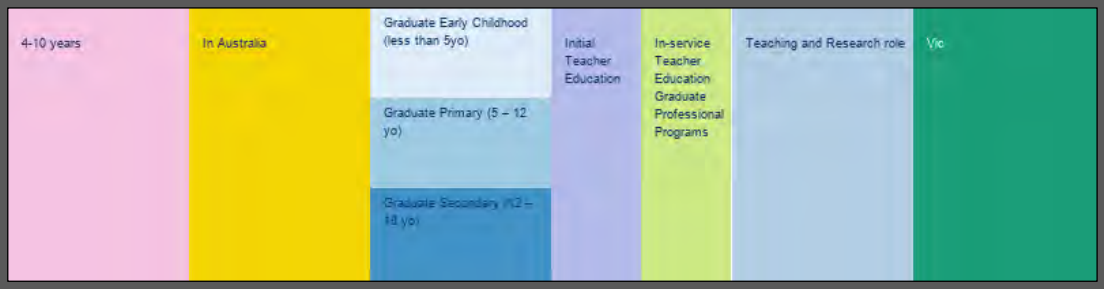
A Hopeful dimension of working in the field of Teacher Education is ...

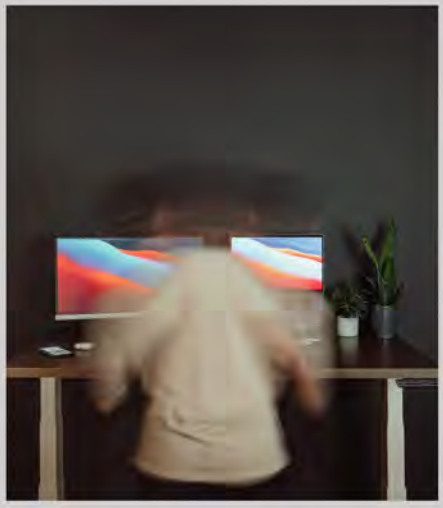
I haven't met a staff member yet who isn't completely committed to what they do and what they believe it. It is a wonderful environment to work in and for students to study in.

Data portrait:

Yvette

(#125)





A Troublesome dimension of working in the field of Teacher Education is ...

The exhaustion; the never-ending to do list; the feeling of not knowing what to do next because everything is pressing and important. The stress this all creates. The way that increasing administrivia takes from the actual job of educating teachers.

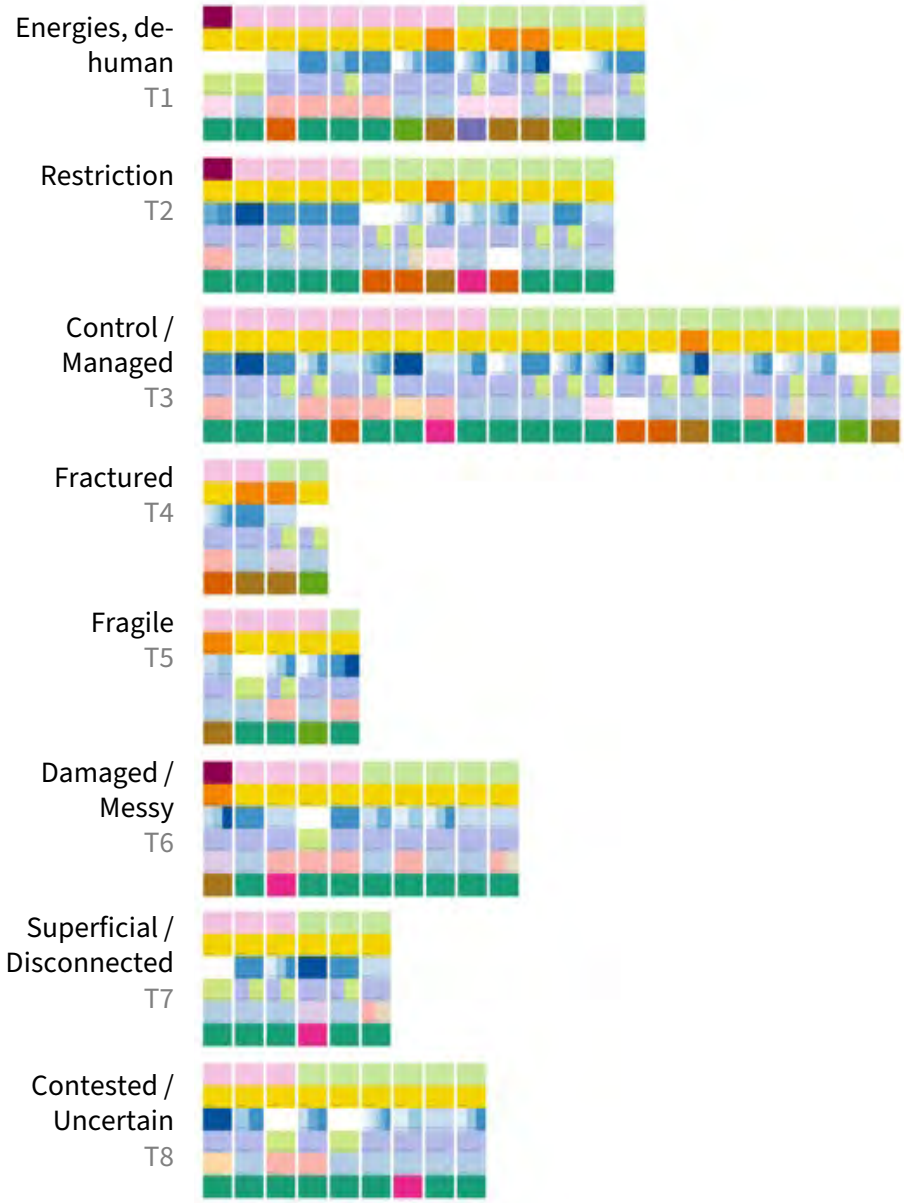
A Delightful dimension of working in the field of Teacher Education is ...

having the privilege and opportunity to impact the lives of children and contributing to what and how they might be taught. I feel blessed to be a part of something that has the power that Education has to transform lives, hopefully for the better, and hopefully for a more socially just and equitable world.

Data portrait:
(#128)

These are the themes we identified from the participants' responses related to the *troublesome* dimension of working in the field of teacher education.

What patterns do you see in the data?



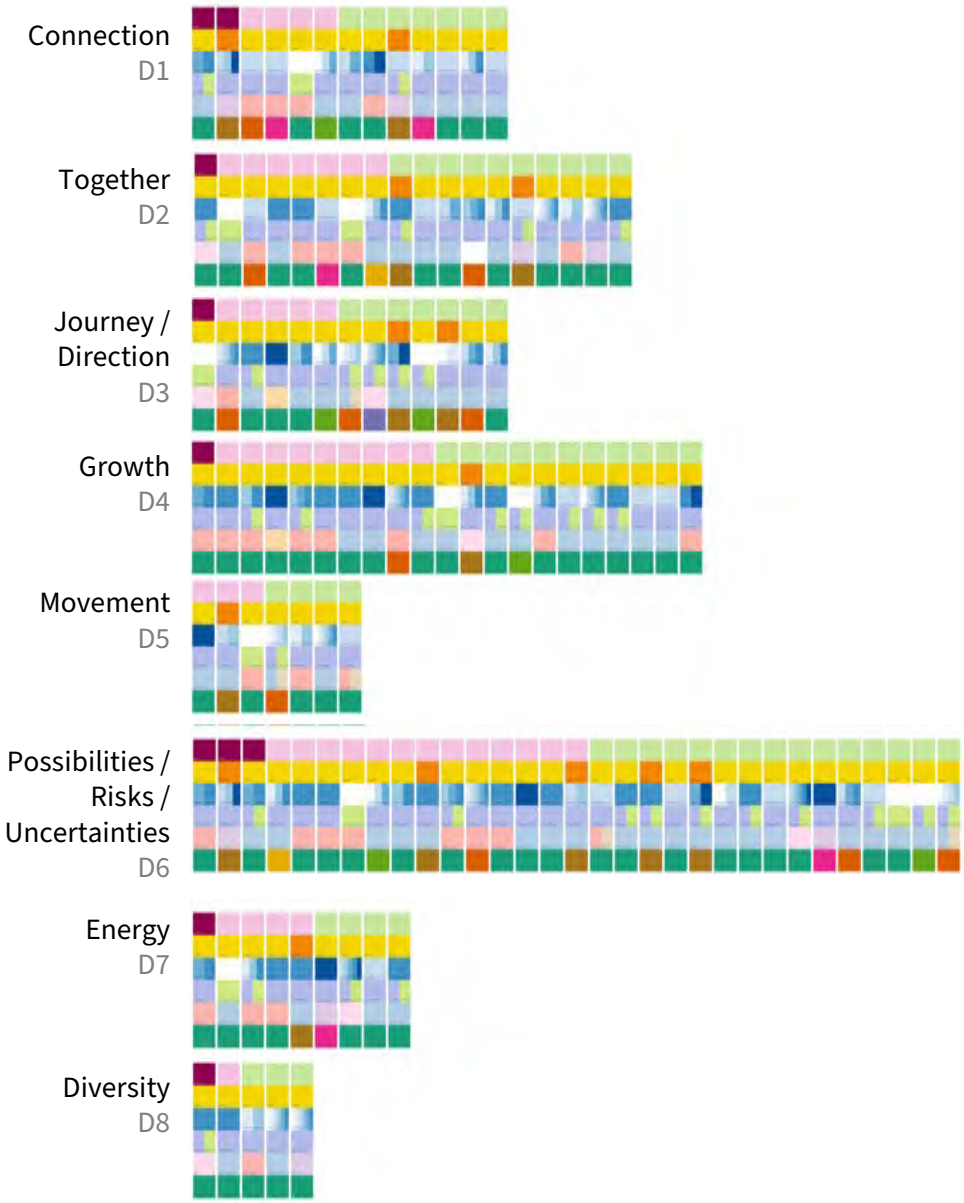
Note each column in the above graph = participant

Troublesome Themes

This catalogue is connected to a research project titled, *Seeing inside the field: From those who work in teacher education*.
For more information about the project see the URL **https://omeka.cloud.unimelb.edu.au/seeinginside/** **or** QR code.

These are the themes we identified from the participants' responses related to the *delightful* dimension of working in the field of teacher education.

What patterns do you see in the data?



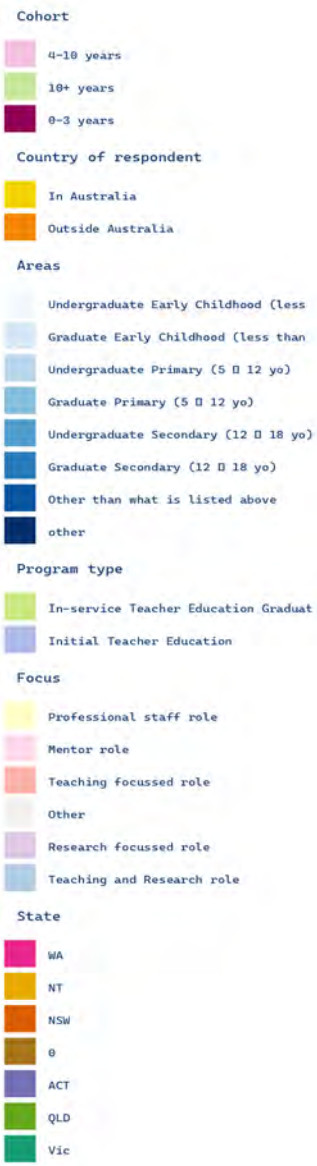
Note each column in the above graph = participant

Delightful Themes

This catalogue is connected to a research project titled, *Seeing inside the field: From those who work in teacher education*.
For more information about the project see the URL **https://omeka.cloud.unimelb.edu.au/seeinginside/** **or** QR code.

These are the themes we identified from the participants' responses related to the *ambiguous* dimension of working in the field of teacher education.

What patterns do you see in the data?



Regulation & Compliance
A1

Discourses of politics & influence
A2

School-university partnerships
A3

Curriculum: tensions, values & priorities
A4

Contested expectations & understandings of teacher education work
A5

Uncertainty, change & the unknown
A6

Note each column in the above graph = participant

Ambiguous Themes

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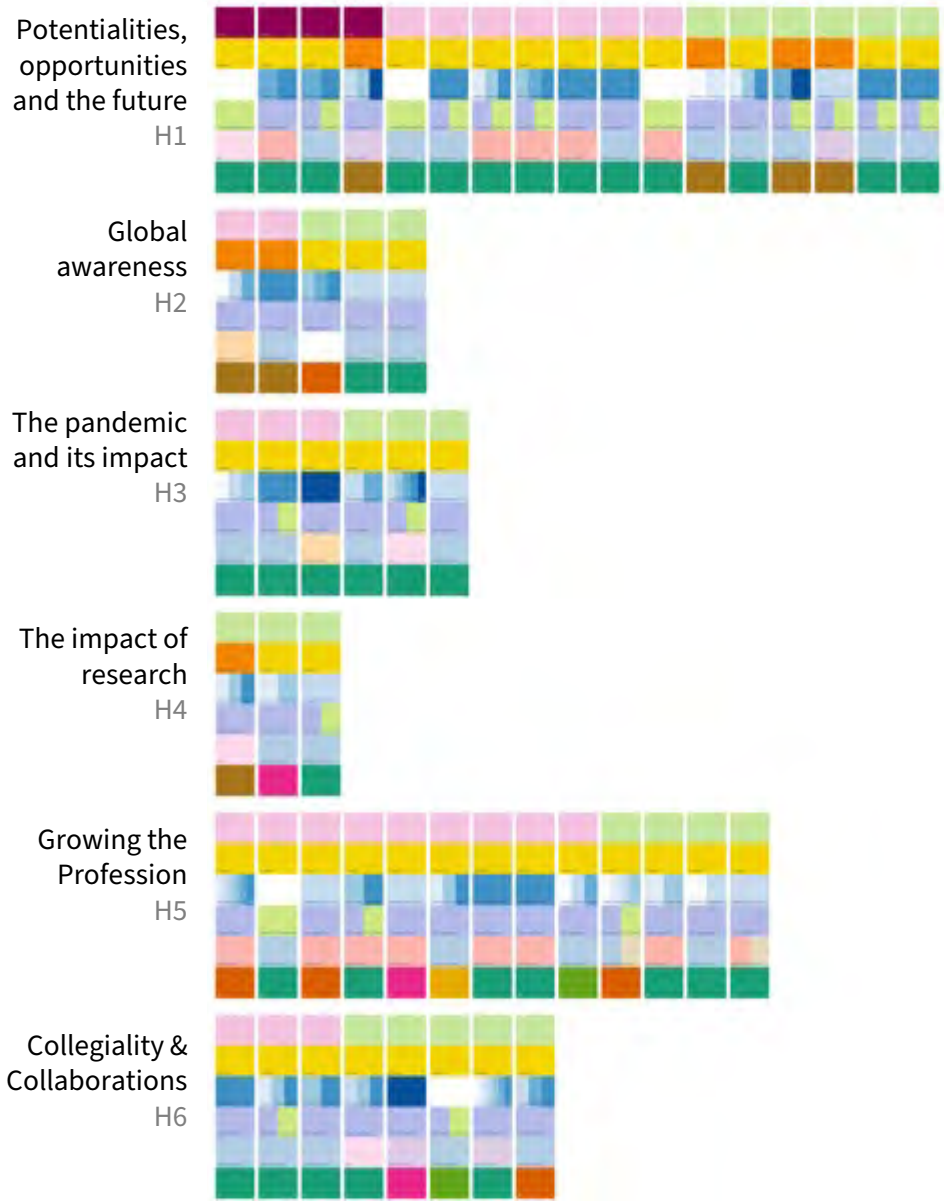
These are the themes we identified from the participants' responses related to the *hopeful* dimension of working in the field of teacher education.

What patterns do you see in the data?



Note each column in the above graph = participant

Hopeful Themes

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Some information about the researchers who designed and conducted the project.

Mark Selkrig is an Associate Professor in Education at the University of Melbourne. His research and scholarly work focus on the changing nature of educators' work, their identities and lived experiences of these events. He has been the recipient of awards for publications in this field. Mark engages with arts-informed methodologies to probe the uneasy tensions and intersections that influence change, capacity building and agency of individuals and communities.

Amanda Belton is a data scientist working at the University of Melbourne with education and arts researchers to visualise data. She works with playful approaches and empathetic design principles to communicate research data visually into the digital realm. Her work uses animation and mixed reality in accessible information designs.

Sharon McDonough is a Senior Lecturer in the Institute of Education, Arts and Community at Federation University Australia. Sharon's research focus draws on socio-cultural theories of wellbeing and resilience to explore professional development for educators in initial teacher education, and how to support and advance wellbeing across a range of contexts.

Kim Keamy is an Associate Professor in Education and Co-Lead of the Melbourne Teacher Education Group and a member of the Teacher and Teaching Effectiveness (TaTE) Research Hub in the Melbourne Graduate School of Education. His research traverses educational and academic leadership, initial teacher education, and teachers' professional learning. He utilises arts-based and narrative research methods in his research.

Robyn Brandenburg is a Professor of Education in the Institute of Education, Arts and Community at Federation University Australia. Her research interests include learning and teaching in teacher education; teacher attrition and retention; mathematics education and using feedback and reflective practices to enhance learning and teaching outcomes. She has published extensively and presented research nationally and internationally. Robyn is a past-president of the Australian Teacher Education Association.

(Collage of images from the project)

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The project team

This catalogue is connected to a research project titled, *Seeing inside the field: From those who work in teacher education*. For more information about the project see the URL **https://omeka.cloud.unimelb.edu.au/seeinginside/** **or** QR code.