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Development of an In-service Teacher Educator: Becoming, Doing, Knowing, Being and Belonging through the Tensions

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Abstract: This qualitative case study analyses the professional identity development of an in-service teacher educator (ISTE) through her conceptualisations and tensions. The participant possesses multiple degrees in different fields (BA in physics teaching, MA and PhD in Educational Administration) and became an ISTE in English Language Teaching (ELT) with this interdisciplinary background. We mainly focused on her lived experiences of developing as an ISTE in ELT in the context of in-service teacher education (INSET) in Türkiye. The thematic content analysis of an in-depth face-to-face interview suggests that resolving tensions early may be needed for ISTEs to persevere in their new job. In the study, this solution was found by establishing legitimacy through academic achievements and finding a source of assurance by showcasing her content knowledge in speaking English in front of the practising teachers. Yet, as the rest of the tensions indicate, not all are meant to be resolved. Some could be productive and may drive ISTEs to invest in themselves and improve their practices. Therefore, tensions could also be seen as an opportunity for professional learning.

Keywords: identity tensions, professional learning, in-service teacher educator, teacher educator identity

Introduction

Who is a *teacher educator*? There has been an "ongoing vagueness about the term" (Hamilton et al., 2016, p. 197). Defining *teacher educator* has been characterised as problematic as this professional group's working contexts, roles and practices vary significantly across the globe. Teacher educator traditionally refers to those engaged in initial teacher education (ITE) in the university context (Clemans et al., 2010; Kelchtermans et al., 2018; O'Dwyer & Atlı, 2015). A more recent understanding expands the definition and includes in-service teacher educators (ISTEs) who work outside academia. Similarly, European Commission (2013, p. 8) defines teacher educators as "all those who actively facilitate the (formal) learning of student teachers and teachers." Despite the comprehensiveness of the term, most of the emerging research still focuses on those in ITE, and less is heard from ISTEs who contribute to practising teachers'

professional development (Hamilton et al., 2016; Loughran & Menter, 2019, O'Dwyer & Atlı, 2015).

Teacher educators working outside of ITE have been regarded as often overlooked and a neglected area of research (Murray & Male, 2005; Vanassche & Kelchtermans, 2016) and efforts to illuminate the roles and contributions of teacher educators remain notably insufficient (Hamilton et al., 2016; Murray; 2016). Kelchtermans et al. (2018, p. 129) pointed out that "there is a need to raise awareness of the different and distinctive national and institutional contexts teacher educators are working in and how they affect their practices as well as their opportunities to develop professionally."

This study attempts to address this call by researching the professional identity development of one ISTE tasked with leading the professional development (PD) of practising language teachers in Türkiye. Acknowledging the distinctiveness of teacher educators' development, we presented a case study of an ISTE, Aynur, who experienced more than one transition in her teaching career. Aynur has degrees in different fields (BA in physics teaching, MA and PhD in Educational Administration) and became an ISTE in English Language Teaching (ELT) with this interdisciplinary background. In this case study, we mainly focused on her lived experiences on the path of developing a professional identity through tensions as an ISTE in ELT in the context of in-service teacher education (INSET) in Türkiye.

Accordingly, this paper is guided by the following research questions: 1) How does an in-service teacher educator describe the experience of educating teachers? and 2) How does an in-service teacher educator develop professional identity through tensions? To address these questions, Davey's (2013) theoretical-methodological framework for investigating teacher educator professional identity was utilised, and the participant's process of *becoming*, *doing*, *knowing*, *being* and *belonging* was analysed, primarily through the tensions she lived through. By revealing Aynur's professional growth as an ISTE in a unique context, we intend to contribute to the emerging research on the professional development of ISTEs.

Conceptual Framework: Professional Identity

It has been two decades since Beijaard et al. (2004) proposed that research studies defined professional identity in different ways or did not define it at all due to its vagueness. Over time, recent studies have reached a relatively settled definition of identity. They present identity as not static or settled but as "socially constructed, subjective, plural, and subject to constant personal negotiations as people position and re-position themselves within social and institutional contexts" (Hamilton et al., 2016, p. 182). As this definition implies, professional identity is a loaded and comprehensive concept that affords researchers an analytical tool to study and conceptualise the preparation, growth, professional learning, practices, agency, and emotions of teachers and teacher educators (Yazan et al., 2022).

In this study, we adopted Davey's (2013) definition of professional identity that is conceptualized for examining teacher educators' professional development:

> *Professional identity as both personal and social in origin and expression, can be thought of as multifaceted and fragmented, as well as evolving and shifting in nature. Professional identity involves emotional states and value commitments, necessarily some sense of group membership, or non-membership, and identification with a collective.* (pp. 31-32)

This comprehensive definition includes all three central identity premises mainly explained in identity literature (i.e., psychological, sociocultural and post-structuralist). First of all, this definition has notable potential to yield personal, social, and professional dimensions in a combined way by treating professional lives individually and collectively. This is perfectly in alignment with psychological/ developmental approaches that prioritise the internal mental systems as the driving force of the individual's identity development, the existence of a relatively stable self-image with the possibility of multiple selves, and the not-total-discard of external worlds (Beijaard et al., 2004; Davey, 2013). In other words, identity development involves the attempts of individuals to align their self-perception with the perception others hold of them, prioritising their own perspective over external viewpoints in this psychological/ developmental understanding.

Secondly, Davey's conceptualization tactfully covers the sociocultural approach with its primary focus on the social dimension and groups' performances as distinctive communities (Davey, 2013; Gee, 2000; Wenger, 1998). In this sociocultural paradigm, identity as a phenomenon is mediated and constructed by cultural and social interactions within the specific context of the social situation, which signifies affinity and dynamicity at the forefront of its conceptualisation.

Last but not least, the post-structuralist perspective is well-reflected in this understanding of identity by underscoring the role of discursive practice and power relations in identity development (Davey, 2013; Gee, 2000) and the incomplete, dynamic nature of becoming contested with constant struggles (Zembylas, 2003). That is, the unified understanding of identity is challenged as it is constructed between the structures individuals reside in and the agency they claim to possess in these structures. The post-structuralist view approaches agency as closely entwined with power dynamics in society practised through discourses. Therefore, identity is never complete but always dynamic in the process of becoming; the process of identity development is neither linear nor stable. In that regard, it prioritises the emotionality and value-laden nature of professionalism. Davey's multifaceted foci offer a rich thematic source to scrutinise the professional identity tensions of an ISTE in the Turkish INSET context.

Literature Review

Previous research has indicated that the shift from school teaching to teacher education is generally painful, challenging, and loaded with anxiety and uncertainty (Clemans et al., 2010; Murray & Male, 2005; Swennen et al., 2010). Field (2012) regarded the transition as "fraught with difficulty" and expressed that "the new professional identity is hard won" (p. 811). The literature has indicated that during the first years of teacher education, novice teacher educators attempt to highlight their credibility through their own experiences of schooling while clinging to their successful teacher identity and regard ex-school identity as "street credibility" (Murray & Male, 2005, p. 132) to provide them with empathy for the students of teacher education. By describing the process of establishing teacher educator identity on top of previous teacher identity as a struggle, Dinkelman et al. (2006) interpreted this situation as not "a simple exchange of their classroom teacher identities for a new teacher educator identity. [Teachers] retained elements of the former as they struggled to construct the latter" (p. 21).

The professional identity development of teacher educators is presented mainly by the position of 'expert become novice' (Murray & Male, 2005, p. 136). Teacher educators who are

experts already in their subject and in-class teaching turn into neophytes. To better adapt to the requirements of becoming a teacher educator, they need to accumulate extended pedagogical skills for teacher education in new and different organisational structures of academia (Murray & Male, 2005). It generally takes two or three years for teacher educators to restore their professional identity in their new profession (Dinkelman et al., 2006; Murray & Male, 2005).

Researching teacher educators' professional identity poses challenges due to the multiplicity of the contexts, practices, and requirements of teacher education not only institutionally and locally but also nationally and internationally (Hamilton et al., 2016; Murray, 2016). As a result, "teacher educators are not one identity" (Lunenberg & Hamilton, 2008, p. 186). Since teacher education practices vary from one context to another, the context itself could be the most influential element of teacher educator identity (Loughran & Menter, 2019). In addition, teacher educators themselves perceive the job of teacher education differently across the globe (Czerniawski, 2018), which supports the diverse nature of teacher educator identity.

Tensions in Teacher Educator Identity Development

Tensions lie at the heart of professional practice, growth, and learning, while waiting to be noticed, analysed, and hopefully resolved, although not every tension is completely relieved during one's lifetime. Professional identity development, especially at the beginning of a new career, is surrounded by multiple tensions as professionals experience various social, cultural and political discourses (Yazan et al., 2022). Davey's definition (2013) profoundly captures the duality in professional identity development by placing its origin both in individuals and relationships, emphasising personal values and collective identification and membership. These could function as working constructs for unearthing professional tensions.

Berry (2007) proposed the interconnected tensions in teacher educators' ITE practices as paired conflicts such as telling and growth (i.e., directly presenting as in the transmission model versus facilitating self-directed active learning), safety and challenge (enabling prospective teachers to feel secure and cared versus undermining their current understanding of teaching and pushing them to do better). Tensions arise in the workplace when professionals are "caught between the two worlds" of personal beliefs, feelings, values and insight and of professional expectations, values and standards (Pillen et al., 2013, p. 243). Tensions of teacher educators could be described as their "feelings of internal turmoil" in their teacher education practice, especially when they are puzzled and "pulled in different directions by competing forces" (Berry, 2007, p. 32). As framed and defined in Berry's self-study work (2007), feelings are inherent constituents of professional tensions.

The sense of discomfort due to the gap between personal opinions and professional requirements and experiences (Pillen et al., 2013) could be both fertile and disturbing (Yazan et al., 2022), depending on the educators' personal experiences and practices. For instance, in the INSET context, O'Dwyer and Atlı (2015) presented that overtaking multiple identities in the institution is likely to pose challenges for teacher educators as they are both colleagues and educators to the teachers, and they might be expected to be a role model and a friend for them simultaneously. Similarly, Eryılmaz and Dikilitaş (2023) explored identity tensions of language teachers tasked with being in-service teacher educators in the same school. In their narrative study, they illustrated that teacher educators experienced tensions at three levels: intrapersonal (a sense of incompetency), interpersonal (re-evaluation of collegial relationship) and institutional

(acknowledgement and support of administration) by highlighting the importance of recognition and support in managing the tensions.

Methodology

The aim of this study was to obtain an in-depth understanding of one ISTE's processes of taking up professional identity. This purpose called for a more focused and detailed method of inquiry. Therefore, a qualitative case study (Yin, 2018) was an excellent fit to explore the participant's process of *becoming*, *practising*, *knowing*, *being*, and *belonging* as an ISTE in the Turkish INSET context. Adopting Davey's (2013) conceptualisation and social constructivism (Creswell, 2013), we acknowledged that the participant's interpretations of experiences are plural and various, and her self-informed understanding is constructed through historical and social relationships she forms in daily interaction with other people. Thus, the social and cultural contexts of the participant carry the utmost significance.

The Context

In Türkiye, the Ministry of National Education (MoNE) is the agent responsible for recruiting teachers for state K-12 schools. Providing teachers with professional development facilities is also a responsibility of the ministry. With the collaboration of teacher educators working in tertiary institutions, it offers various online and face-to-face INSET seminars. In addition, when needed, it organises staff development programs in which teachers receive training to become teacher educators and lead PD seminars. The study participant, Aynur, attended one of those programs designed for English language teachers, attended a series of "training-the-educator" sessions, and became a teacher educator.

Aynur attended a six-month-long training course on developing expertise in language teaching and offering PD for language teachers, which also functioned as an induction program for ISTEs. In this program, more than 100 English language teachers across Türkiye attended the first "training-the-educator" course. After each course, the instructors, i.e., experienced teacher educators from the universities, and trainers from the British Council and the American Embassy, selected the most successful and promising ISTE candidates. Only one-third of the teachers made it to the end of the induction program, and one of them was Aynur. This group offered PD seminars to all English language teachers at state schools in the country within this context. They travelled across Türkiye and offered PD for a week-long INSET in different cities.

The Participant

This study was part of the first author's doctoral dissertation investigating the professional identity development of ISTEs. In snowball recruiting (Creswell, 2013), Aynur stood out with her non-language major and resistance to becoming an ISTE. A recent review study on language teacher educators (Yuan et al., 2022) showed that language teacher educators are a diversified, heterogeneous group of professionals with various backgrounds and qualifications. The study further claimed that boundary crossing (having multiple career transitions) could assist educators' professional development. In that sense, Aynur's identity

development with multiple transitions is worth exploring. Aynur obtained her bachelor's degree in physics education from an English-medium university. She worked as a science teacher for four years in private institutions. Her aspiration to apply for a graduate program drove her to become an English teacher in a state school so that she would have enough time and resources to study. She began to work as an English teacher as her bachelor's degree was obtained from an English-medium instruction university. Since she was not educated to be an English teacher, she called herself "*a fake English teacher*." She earned a master's in Educational Administration, Supervising, Planning and Economics. When she became an ISTE, she taught English to young learners for eight years and was a PhD student in Educational Administration and Policy.

Data Collection and Analysis

The primary data collection tool of this research was individual, semi-structured, face-to-face interviews. The interview protocol was prepared following Davey's (2013) identity lenses (*becoming, doing, knowing, being, and belonging*). The interview questions were about the participant's 1) demographic-educational background, 2) reasons for becoming an ISTE, 3) experiences in the "training-the-educator" program, 4) daily experiences and job descriptions as an ISTE, 5) knowledge and expertise she drew on in INSET, 6) challenges and satisfaction, 7) professional communities she belongs to, and 8) professional development practices. The questions were reviewed and refined by two external researchers from different universities and piloted with one ISTE who attended the same "training-the-educator" course.

The first researcher visited the participant's hometown on a pre-arranged day based on the participant's schedule. The interview took four hours and forty minutes and was digitally recorded and transcribed by the first author. The language of the interview was Turkish, the mother tongue of both the participant and the researchers. The comments of the participant were translated into English, later reviewed, and edited to increase the clarity and directness of the quotations.

For data analysis, as a first step, all data sources- interviews, documents (i.e., official assignment documents and certificates) provided by the participant, and the researchers' notes (researcher diary) - were gathered for a case study database (Yin, 2018). The researchers invested in transcripts by taking detailed notes, in other words, memoing (Creswell, 2013) in the margins in the form of summaries and paraphrases in English. Thematic content analysis (Patton, 2015) was utilised to draw conclusions from the data. To reach patterns and themes, which are the core meaning of the text, Saldana's (2013) first-cycle and second-cycle coding was conducted. Before carrying out the first-cycle coding, the researchers identified certain interview sections based on Davey's (2013) framework (such as doing, knowing or being) through holistic coding. Then, in the first cycle of coding, they tried to discover new concepts through in-vivo and values coding strategies (Saldana, 2013). In the second-cycle coding, they grouped the codes generated out of the first step into more coherent and combined smaller numbers of categories, as can be seen in Appendix A (Saldana, 2013). Member checking (Creswell, 2013) was primarily utilised to ensure the credibility of the analysis. The participant received a file in English with final interpretations of her quotations and confirmed the analysis.

The study was conducted with ethical approval (2017-EGT-196) from the Middle East Technical University Human Subjects Ethics Committee. The participant was briefed about the purpose of the study. She provided her written consent before the interview. A pseudonym, Aynur, was assigned to her to ensure anonymity.

Findings

INSET as a Transformative and Educative Process

The analysis of Aynur's making sense of the experience of INSET was a significant component of this study, as how she described the experience was part of her new identity as an ISTE. Her descriptions were deeply linked to her transformation and professional learning in educating teachers. So overall, she regarded the experience as a transformative and educative process. She talked about her transformation as being evidenced in multiple changes in her character and beliefs in teaching and learning.

She accentuated not only the INSET process, where she offered PD for teachers but also the "training-the-educator" as being another type of school activity. By drawing attention to her observation of how experienced educators facilitated teacher learning in discussion and reflection during the course, she said: "*It's a great experience. I learned more than I taught. Not just the preparation but the interactions in seminars were very educating.*" Emphasising the drastic scale of the change she underwent thanks to these learning opportunities, Aynur said: "*My personality changed. It's quite a formation for me.*" She used to be "*a lone wolf*" who preferred to complete the tasks independently. With this job, collaboration grew on her, and she "*enjoyed group work*." In addition, this job raised her sense of altruism: "*I had to stop spoiled behaviours and suppress my self-interests. I have to think about other people. Being an educator means being responsible.*" She experienced the process of transformation firstly through questioning her perceptions about education: "*I questioned my entire beliefs about education and intelligence.*" The metaphor she generated for expressing her opinions about INSET further corroborates this lived transformation. She likened this experience to an entity which was alive and constantly growing. She had the stem, like a tree, and with each experience, it transformed: "*Professionally, it's a great learning experience. It's like something alive, constantly growing. It has roots inside me, and it keeps expanding. It changes with each experience; it doesn't remain the same*."

In a similar way, Aynur further elaborated on changes in her perceptions. She had not previously been fond of her job; teaching grew on her through sharing experiences: "*In sessions, teachers are not there to undermine you. You're trying to understand the issue of sharing. It's joyful. I loved my job; what else can I say?*"

Aynur, whose major was physics teaching, reflected on the transformation she underwent via educating language teachers. Before her experience as an ISTE, she saw teaching as a patterned-fixed job, believing that specific behaviour led to either specific good results or inevitable harmful consequences. However, in INSET, she understood that teaching required taking initiative and being open to change, which reconstructed her thinking about teaching: "*Teaching used to be a fixed-patterned job for me. If you do this, good. If you do that, bad. This job actually requires an entrepreneurial spirit; it is necessary to reconstruct it all the time. I realised this in seminars*." In a similar vein, by putting particular emphasis on the significance of classroom culture and the role of learner cognition, she expressed that she was previously not aware of the importance of such concepts:

> *Educating teachers is really inspiring. Of all the educative programs I attended, I hadn't seen a classroom environment which emphasised cultural diversity in the class, nor had I carried any concern for creating a learning atmosphere for diversity. I was a physics teacher. My job was $E=mc^2$. I taught formulas. I didn't have concerns such as students don't adopt particle physics, they don't believe*

in the Big Bang, they believe in God's creation, and now I have to deal with it. I mean, positive sciences are not about dealing with in-class culture.

Similarly, she talked about how much she values the affective dimension of learners currently by contrasting her newly formed ideas with her previous physics teaching and argued that:

I studied physics; we were serious people; we stepped into the class with a severe attitude, placed the textbook on the desk, turned our back on the students and faced the board. Now, I'm an educator who cares and tries to get students to enjoy the lesson. I use jigsaw and discussion activities.

All in all, Aynur regarded the INSET experience as educational, which enabled her to learn more than she taught. She also interpreted this engagement as transformative, which changed her mindset about teaching and learning.

Developing Professional Identity as an ISTE

Becoming an ISTE

Aynur's becoming process was initiated by the principal in her province. She was recognised as a hardworking teacher due to her commitment to some technology-integrated language teaching projects. Her principal highly recommended she apply to the "training-the-educator" course. Claiming her "*fake language teacher*" status to underline her lack of education in language teaching, she was unwilling to apply at first. She felt that speaking English in front of language teachers and addressing them in English could be threatening; thus, this would require great courage. Yet, with her superior's encouragement and advice that even attending "the training-the-educator" stage would contribute, she applied for the training. She believed she would be rejected since she had insufficient knowledge and expertise to lead English teachers.

The "training-the-educator" course, an induction process, enabled Aynur to further her knowledge in the methodology and assessment of language teaching, materials development and curricular updates. She immensely appreciated this pedagogical component. She admired learning how to design workshops and participating in practice workshop sessions where she implemented a workshop of her choice, and experienced teacher educators observed her. At the end of each training session, the candidates were assessed by their instructors. Aynur interpreted this selection process as ego-boosting: "*Our egos were bolstered. We were selected by academics at every stage. The successful remained; the rest were sent away*." She looked up to the instructors and sincerely appreciated their efforts: "*Our instructors were the most prominent academics in their fields. An exclusive group. They differed in style, methodology, rapport*."

Aynur started the INSET seminars by expanding her knowledge of language teaching and educating teachers. Yet, she was not free of tensions in her initial experiences. She still held to her belief that speaking English in front of a group of language teachers would be threatening. Yet, when she first offered INSET without any substantial problems, she concluded that she was actually a fluent speaker of English and found assurance: "*I was stressed out at first because I wasn't quite sure if I was speaking fluently until I was in front of teachers all alone*." The second tension she felt was developing her own strategy for establishing credibility as an ISTE. Aware of the negative teacher attitudes toward the INSET sessions in Türkiye, she decided to talk about her academic engagements to suggest that she was qualified to offer PD to teachers and position her as relatively higher than other participant teachers:

For warm-up sessions, I prepared mini cards. There were visuals to sign that I was pursuing a doctoral degree. I did this to show that I wasn't a regular language teacher; I was way ahead of them so that they would listen to me.

Resolving the initial tensions at the beginning of her ISTE career assisted her in persevering in this job.

Doing as an ISTE

Aynur's work context required her to offer bi-weekly one-week INSET in different cities. So, most of her job was about designing and delivering INSET sessions. Aynur considered offering PD to be a heroic job that was more dynamic than teaching English to students. To her, ISTEs claimed to save teachers from going in the wrong direction in teaching, i.e., ineffective teaching practices. They entered the classroom with this noble purpose and maintained their goal throughout the sessions: "*Your audience is adults with experiences and philosophies about classrooms and education. You, like a hero, enter the classroom and, during the day, try to maintain your heroism. I mean, you save teachers from the wrong paths they follow.*" To her, being a hero in the INSET context means assisting teachers in halting their fixed teacher-centred routines at work and adopting a more student-learning-oriented, dynamic, professional growth mindset.

Aynur thought this heroic deed could be actualised by enabling participant teachers to feel a need for professional development. She expressed that in these sessions, participant teachers should feel the need to improve, and ISTEs should communicate the message: "*Today, I'm here with you, telling you, but this isn't the point. When I'm gone tomorrow, please still see development as a need."* She regarded this as a legacy to be handed down to the teachers as the concept of qualification enlarges; hence, teachers should see improvement as a need: "*We told teachers that 'what's qualifying today may not be tomorrow, so, you need to develop continuously, see it as a need. Please don't let tomorrow be a repeated today'.*"

What conflicts with this mighty purpose to Aynur is the program structure she worked in. She felt professional discomfort in this context since this INSET program took place outside teachers' schools and classrooms. Therefore, she found the program incomplete and incoherent. She admitted that ISTEs assumed they could alter teachers' practices or beliefs. However, they could not observe those participant teachers in their classes; hence, they could not track the assumed changes in teachers' language teaching. In that sense, she felt they were incapable of reaping the benefit: "*We're short of harvesting the crop*." Therefore, she was emotionally challenged by the program's structure in which she was involved: "*Since we couldn't observe the teachers' behaviours, we assumed we somehow changed in the classroom. The program was not complete in itself. I don't have any evidence. I feel poor, not complete.*"

Knowing as an ISTE

To perform her duties, Aynur prioritised certain knowledge types. She particularly valued the intricate, web-like range of knowledge in action: managing the psychologically safe zone for teachers to share their experiences, knowing oneself and knowing the audience. Emphasising the audience of INSET as knowledgeable, experienced language teachers, she regarded reflective practices as a sine quo non:

> *Adults enrich their learning by talking and carefully thinking about their experiences. Teachers aren't passive in training sessions; it isn't like adding to them. Adults aren't static; it isn't like you are writing on a blank sheet; they are not tabula rasa. So, you need to unearth their knowledge through reflections.*

Aynur put a considerable amount of emphasis on how to facilitate comfortable learning environments for teachers. She valued the importance of interaction and the presence of psychologically safe zones. She stated that ISTEs do not primarily focus on teachers' weaknesses. Rather, they support teachers when they cannot explain problems alone, and they manage psychologically safe environments so that teachers will be willing to share their practices without hesitation. She also added that when interaction was maintained among teachers, the knowledge was reconstructed in the learning environment:

> *Being an ISTE means supporting teachers when they struggle to explain stuff. Actually, we managed the psychologically safe zone in the classroom by contributing to teacher interaction through which knowledge is always reconstructed. ISTEs should observe teacher interaction: which groups are working on what? Who leads them, and which knowledge types show up? So, it is actually a field of analysis.*

In relation to this, she considered observation and analytical skills crucial for anticipating how ISTEs' guidance would impact students, especially after encountering events that raised concerns about a participant teacher's ability to integrate INSET into her classroom:

> *One day, one teacher approached me and asked, "Can I use the same materials you used here in my classes?" This hurt me because she couldn't realise that these materials were not for her classes. Why? I addressed a group of different ages, cognitive skills, and readiness. She couldn't grasp that "You are a teacher; I am practising with you, but your students can't manage it the same way you did." Teacher educators should foresee how their services will reach students in such cases. Sometimes you feel worried that I tell teachers this, but they may not realise it and try to do the exact same thing with their students.*

Concerning addressing all participant teachers in sessions, for instance, Aynur considered dealing with personal conflicts and dispelling prejudices to be the priority of an ISTE: "*As ISTEs, you should overcome personal conflicts and remove your prejudices. There are various people in the sessions, some of whom you approved of physically and ideologically, some not. But your actual job isn't this, but to address all.*" Reemphasising the audience as knowledgeable participants, Aynur claimed that to listen to the experience and knowledge of the participant teachers as another source of expertise, ISTEs should remove their ego: "*Since we listened to teacher experiences and learning, listening to the knowers, and acknowledging them is super important. In INSET, knowledge doesn't just belong to you; there shouldn't be any ego issues.*" Yet, still, to assert legitimacy as an ISTE in such an environment, she highlighted the fact that ISTEs need to improve themselves all the time, be entrepreneurs, and show leadership qualities so that they can be of assistance to teachers: "*You need to be outstanding, open to trying out new things, have some entrepreneurial and leadership skills in the classroom so that they will listen to you.*"

Being an ISTE

Aynur's challenges and emotional ambivalence also shaped her approach. From the beginning, she questioned her suitability for the job as a person with a degree in physics education. This is the biggest ambivalence she experienced. She continuously asked the question "*Am I a good fit for the mission?*". This question turned into "*Am I doing the right thing?*". In other words, she started to pursue self-inquiry into professional development as an ISTE. She acknowledged the necessity of tensions in the job for improvement, claiming that she needed to have challenges to work on so that she could find informed and lasting energy for INSET:

> *It was a nightmare to be chosen as an educator for English teachers as I studied physics. Later, I questioned if I did it properly. I mean I was 45 years old but still questioning my identity, realising missions. It feels like a masochist who finds happiness and energy in knowing that I have weaknesses to improve. I love learning. Am I willing and competent enough to learn more? Yes, then it will go on forever. From INSET, I learned that there is always room for improvement.*

Belonging as an ISTE

Aynur's sense of professional belonging in facilitating teacher PD could be observed within two groups: 1) teachers and 2) university-based teacher educators (UBTEs).

Her practitioner pathway to being a teacher educator associated her with the teacher community. Yet, she set herself apart from them, simultaneously relaying the comment of one of the instructors in the "training-the-educator" course:

> *When you define yourself as an ISTE, you define yourself as different from other teachers. I'm partially a teacher, but one academic praised us as the crème de la crème. We really counted on this compliment. Instructors all said, "We have great expectations from you. You, as a group, already deserve it. You are really good. That's why your name is teacher educator."*

The relationship with the UBTEs seemed a little more intricate. In INSET context, she also collaborated with some UBTEs, and she had a chance to compare herself with them. She clearly articulated that they had the same purpose: "*educating high-quality, competent teachers.*" Yet, their approaches seemed to differ, supporting Aynur's INSET practices to be more likeable, approachable, doable, and sensible as she had real classroom teaching experience. Aynur expressed that most UBTEs could not interact with teachers and manage interactions in sessions. She stated that the majority did not have any actual classroom teaching experience. However, offering workshops necessitated different types of expertise:

> *Back in the cities, academics from ELT departments also offered INSET with us. Following their presentations, some teachers started complaining because academics couldn't build rapport with the groups. Most of them don't have any in-class teaching experience. You are managing human interaction there; you talk to the knowers. Read from the PowerPoint presentation, etc. No way! So, engaging teachers, human interaction is totally different. Academics may not be familiar with this.*

Discussion

In Aynur's accounts, dualities and tensions were present from the onset of her role as an ISTE. What appears to mitigate these tensions is her conceptualization of experiences as transformative and educational. Her continuous effort to compare her previous understanding of physics teaching with her evolving comprehension of teaching environments and interaction roles in language classes likely served as a driving force for her to make sense of the tensions in enacting teacher education. Embracing a learning-oriented mindset in her new position aligns with her transformation, as she expresses her experiences in positive terms, indicating a sense of satisfaction with the change. This outlook may be largely attributed to her disposition to view providing professional development to teachers as both educative and transformative, which helped her navigate the constant self-questioning inherent in her role. Similar to the educators in Clemans et al.'s (2010) study, Aynur also "*found herself*" in this job (e.g., "*I loved my job*") through her transformation, immense learning and acknowledging the necessity of continuous learning. Murray and Male (2005) reconceptualised the transition to teacher education as 'expert becomes novice'. In Aynur's case, her hesitation to participate in the "training-the-educator" course may be read as her acknowledgement of her novice status. Perhaps that is why she emphasised her great (love for) learning, and positioned herself as a lifelong learner, which may have helped her survive and make the most of these tensions. Moreover, changes in her character and vast emphasis on learning are a mirror of her identity change and knowledge expansion, which novice teacher educators often go through as in "'reforming', 're-defining', 're-constructing', 'restructuring' and even 're-packaging' but all transformations of some sort" (Murray, 2016, p. 63).

On a similar note, the role of dualities and tensions can be observed in Aynur's professional identity development as an ISTE. Traditionally, the career histories of teacher educators are based on two distinctive routes: 1) the academic pathway and 2) the practitioner pathway (Davey, 2013). While higher education or doctoral studies are steps in the academic route; experience as a schoolteacher enables an educator to hold a position in teacher education institutes without any academic engagement in the practitioner pathway. This is considered common for teacher educators in many countries (Davey, 2013; Kelchtermans et al., 2018; Murray, 2016). Similarly, Aynur became an ISTE thanks to her experience as a state schoolteacher. However, she was engaged in doctoral studies when she first participated in INSET. Therefore, it could be argued that this was a practitioner pathway that converged with the academic route, which she drew on to secure her educator legitimacy.

Aynur's transition to INSET was significantly influenced by her principal's recommendation to participate in the "training-the-educator" course, which can be seen as a pull effect rather than a pre-determined and conscious choice (Davey, 2013). However, as Murray (2016) argues, even if the initiation of their careers is somewhat serendipitous, teacher educators ultimately make deliberate decisions to pursue this path. This holds true for Aynur. The "training-the-educator" course not only motivated her transition but also bolstered her self-confidence in leading professional development sessions, as it involved rigorous assessments and exams that she successfully completed. This clearly illustrates her perseverance in becoming a teacher educator. In this sense, her perseverance throughout ISTE training could be interpreted as part of her professionally informed personal agency since she acted intentionally, turned the pull into a push, and affected her professional development and identity (Murray, 2016). In other words, as a part of her initial experiences in *becoming a teacher educator*, her step into INSET

could be shaped by a pull factor, initiated and encouraged by other people, while her remaining in this new job was a strong push which was full of purposeful, conscious attempts.

Aynur, who had already started the "training-the-educator" course as a vulnerable candidate with a sense of false identity and anxiety because of her non-language bachelor's degree, took her imposter syndrome (Clemans et al., 2010) to the induction process and first experiences. She needed to convince herself of her competence in leading teachers and overcome her doubts. The high quality of the "training-the-educator" course and being selected by prominent educators in each session contributed to boosting her confidence. However, this alone was insufficient to eradicate her feelings of insecurity; she remained anxious about speaking the language of instruction during sessions. It appears that her individual performance in speaking English fluently in front of her new students, the participant teachers, played a crucial role in helping her overcome her insecurity and affirming her proficiency as an English speaker. As O'Dwyer and Atlı (2015) discuss, for INTEs to be credible, they must skilfully display their subject matter knowledge in sessions.

Despite the valuable contributions of the "training-the-educator" course to her knowledge in language teaching and workshop design, Aynur sought additional ways to establish her legitimacy as an ISTE in the classroom. She found a source of self-assurance by highlighting her academic achievements. Aynur's urgent need to assert her credibility from the very beginning can be explained by O'Dwyer and Atlı's (2015) proposition. They argued that "the fact that the in-service relationship may not be a master/apprentice one, and that the in-service trainee is a fully-fledged member in the institutional context, is a source of increased pressure on the educator" (p. 14). Consequently, in the context of INSET, the adult audience inevitably generated credibility concerns for Aynur as a tension to be resolved in her *becoming an educator* stage.

All these factors may have forced Aynur to grapple with the tension of false identity. Murray (2016) suggested that clinging on to teacher identity is strategically used by teacher educators in the academy based ITE to indicate that they were not distant from the reality of school life. In this line of thought, academic engagement is interpreted as mainly detached from classroom teaching, and the presence of actual pupil teaching must compensate for it. Yet, the present study showed that for Aynur, the message of being engaged with the academy (i.e., pursuing a doctoral degree) was a way to establish her credibility and signal that she was worthy of being listened to. This might be related to the context of INSET in which the students are practising teachers who claim to be colleagues of the ISTEs and share more or less similar profiles as their pupils (O'Dwyer & Atlı, 2015). Therefore, it may be proposed that further academic degrees were seen as a means of further legitimacy in INSET contexts.

In terms of tensions in task performance of INSET, Aynur felt a lack of coherence between her aim and the one-shot nature of the program as *doing as a teacher educator*. Although she aimed to foster lifelong teacher development through her one-week sessions, she was unable to observe their impact directly. Despite her optimism regarding teacher uptake and classroom implementation, the structure of these sessions did not include follow-up observations of participant teachers by ISTEs, limiting her ability to assess the long-term effectiveness of her training. The discomfort she expressed with the nature of the program was very much related to the well-documented problems of Turkish INSET. The research on INSET in the Turkish context has pointed out the lack of a follow-up in its evaluation (Odabaşı Çimer et al., 2010; Uysal, 2012). Indeed, all these concerns lay at the very heart of the one-shot nature of Turkish INSET. Therefore, it could be inferred that the shortcomings of the INSET programs nationally yielded

tensions for Aynur as she believed in the necessity of responsive and lengthy INSET programs for language teachers. As Vanassche and Kelchtermans (2016) have explained, the discrepancy between "one's self-image ('what I am doing?') and task perception ('what ought I be doing?')" (p. 357) yields vulnerability and strong emotional responses. As far as Aynur was concerned, the lack of classroom observation in the structure of the INSET program drove her into emotional struggles and questioned the effectiveness of her services. Therefore, it may be argued that seeing some sort of tangible evidence for the end product of teacher education services is likely to relieve teacher educators' tensions and strengthen their self-images.

The tensions in *knowing as a teacher educator* are multifaceted in Aynur's case. The INSET participants, being experienced and knowledgeable teachers, required diverse forms of knowledge. Instead of a transmissionist approach, these learners necessitated a constructivist methodology and reflective practices that valued their expertise. To facilitate reflection, Aynur aimed to foster a non-threatening atmosphere where teachers could freely share their experiences without fear of making mistakes. This required the ISTE to recognize and value teachers' stories as legitimate sources of knowledge within the sessions. Effective communication skills, combined with personality traits such as humility, egolessness, assertiveness, and guidance, were essential for creating a productive learning environment where no participant felt judged or insecure. Similar arguments were presented in adult training as *managing risk* to facilitate a professional safe learning environment (Ince, 2017). Yet, it seems this also challenged Aynur's authority as an ISTE. She needed to perform humbly and, at the same time, assertively to maintain her leadership. The balance and tensions of these knowledge types made the job more complex. As also acknowledged by her as part of "*being a masochist*", i.e., loving her weaknesses as an opportunity for improvement, some tensions are not necessarily to be relieved (Canagarajah, 2012). It may be maintained to open up further means of improvement.

As with these tensions, what was observed in the ISTE's account was a duality in her affinity for this new job as a part of *belonging as a teacher educator*. Following the practitioner pathway, she was still part of the teaching community. Yet, being called "*crème de la crème*" by the academics positioned her as different to and above other teachers. This seemed to accelerate the ISTE's self-categorization and self-identification with teacher educators since "the groups' approval and acceptance of the individual's role increase feelings of self-worth, self-esteem and self-efficacy and lead to self-verification" (Izadinia, 2014, p. 432).

On one hand, appreciation from academics was crucial for Aynur in developing a sense of belonging to the educator group. On the other hand, working with UBTEs and observing their flawed INSET practices, which led to teacher complaints, prompted her to distance herself from UBTEs. She positioned herself as more responsive and knowledgeable about in-service teacher learning. As O'Dwyer and Atlı (2015) highlighted, in-service educators' fully acknowledged affiliation with the institution fosters a deep understanding of its organizational structure and knowledge. This contextual knowledge and experience were essential for Aynur in distinguishing herself from UBTEs. She noted that she adeptly exhibited the desirable behaviors expected from participant teachers, reinforcing her distinct and effective approach. In this way, her affinity appeared more complicated, both inclusive and exclusive of teachers and UBTEs, which may be another tension in her positioning. This could be reasonably similar to what Wenger (1998) called "brokering", "use of multi-membership to transfer some elements of one practice into another" (p. 105). Employing both her experience as a schoolteacher and her academic background (which may bring her a step closer to UBTEs), in her new teaching

environment, it is likely that she possessed "enough distance to bring a different perspective, but also enough legitimacy to be listened to" (p. 110) in the job of offering PD to teachers.

Conclusion, Implication and Limitations

This study has presented the professional identity development of one ISTE through her conceptualisations and tensions. The findings suggest that resolving tensions early may be needed for ISTEs to persevere in their new job. In the study, the solution was achieved by Aynur's establishing legitimacy through her academic achievements and finding a source of assurance to showcase her content knowledge through speaking English in front of the practising teachers. Yet, as the rest of the tensions indicate, it may be that not all are meant to be resolved. Some could be productive and drive INTEs to invest in themselves and improve their practices. Although the participant called herself a masochist as she enjoyed her ambivalence, her tensions could be seen as an opportunity for professional learning.

To assist ISTEs in resolving their identity tensions, promoting a working environment where their efforts are acknowledged and praised seems effective. Increasing the chances of novice teacher educators' meeting with/learning from the experienced may help them notice and enhance their strengths. In addition to knowledge-enrichment aspects, such encounters could be needed to address the novice teacher educators' emotional needs. In that sense, offering supportive and collegial (in)formal induction could better work for ISTEs. Another significant aspect of the identity development of INTEs is their positioning in relation to the learners of INSET, i.e., participant teachers. In INSET, the audience is officially appointed teachers with experience and knowledge. Having colleagues as the audience and following the practitioner pathway to teacher education seemed to incite a constant struggle for legitimacy and propose knowledge and practice for teacher education centring around the characteristics of the audience, knowledgeable others. Izadinia (2014) asserted that "little is known about how a teacher educator identity re/shapes under the influence of their relationships with student teachers" (p. 437). In this sense, this case study offered insightful revelations about how the dynamics between ISTEs and participant teachers influenced the educators' professional identity development in the INSET context. In addition, boundary crossing is argued to promote educators' professional growth and recommended for much wider audience (Yuan et al., 2022). Offering valuable insights into an ISTE's professional learning through identity development in multiple shifts, the present study treated boundary crossing not only as a transition from teaching to teacher education, which is the common form in research studies, it also conceives of it as switching to and drawing on different disciplines and subjects (in the study, both physics and English language). In that regard, without any claim for generalization but acknowledging the uniqueness of the individualized process of identity development, this research displays the process of an ISTE's professional identity development through relying on various disciplines and tensions in a unique context.

This study offers vivid and stimulating findings on the identity development of ISTEs through tensions. However, we are aware that the results cannot be generalised to other contexts and teacher educators due to the single case study design. In addition, the data were collected via only face-to-face interviews. However, as argued, teacher educator identity is varied and plural (Lunenberg & Hamilton, 2008; Yuan et al., 2022). Showcasing the identity development of an ISTE with multiple transitions could promote a point of reflection for other ISTEs to adopt an

identity-focused retrospection on their development. We also believe that future studies with multiple participants in different settings will offer more insightful data to comprehend better the dynamic process of ISTEs' identity development and tension management.

Disclosure statement

No potential conflict of interest was reported by the author(s).

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Appendix A: Coding Scheme

<table>
<tr><th colspan="3">RQ1 INSET as</th></tr>
<tr><td colspan="2">A. Educating Experience
1. Learning more than teaching-interactive process
2. Learning new things (she wasn’t educated to be a language teacher)
-Active student participation
-Individual differences
-Cognitive differences
-Cultural diversity (a concept she didn’t question as a physics teacher)
-High-quality experience</td><td>B. Transformative Process
(Questioning her perceptions about education, intelligence and all her thinking ways)
(Metaphor-growing, improving, having the stem, changing with each experience like a tree)
1. Change of perspectives about learning
-More focus on philosophical orientations
-Learners' individual differences
-Learning not time-bounded
-Different ways of learning
2. Change of perspectives about teaching
-Previously patterned job
-Reformatting: From serious to fun
-Classroom practices
3. Change of personality
-More responsible, selfless
-From working alone to working in groups</td></tr>
<tr><th colspan="3">RQ 2 1. Becoming an ISTE</th></tr>
<tr><td>A. Being dragged and dropped,

(No self-initiated attempt to apply for the position)
• Unwilling to apply
• A fake language teacher-
• Addressing language teachers -threatening
• Insufficient to lead English teachers
• Belief to be eliminated in the process
• Recognised as a hardworking teacher</td><td>B. Receiving a high-quality induction

-Election process- ego-boosting
-Training
• Crème de le crème
• Better than the rest
• Higher expectations – earned that title
-Content:
• CEFR- Course book integration & changes- Assessment- Lesson Planning- NLP- Workshop design
• Native speakers correcting their pronunciation (British Council- American Embassy)
• Workshops
• New learning- she wasn’t educated to be a language teacher
• Lecture-discussion-workshop:</td><td>C. Finding strategies for credibility
• Confirmation: a fluent speaker of English
• Warm-up: preparing cards about her life
• Putting the logo of her college, and
• A statement for her PhD degree
• Proving her worth
• Giving a reason to make them listen to her</td></tr>
</table>

	-Academics-Instructors: elegant, very professional- suitable for the job	
RQ 2 2. Doing teacher education as		
a. Weekly Experience 1. One week for training teachers 2. One week for assignment-off 3. Travelling a lot	*b. A Heroic Job With Mighty Purposes* 1. Heroic Purpose (like a hero) • -Trying to correct teachers' path • -Teachers with experiences, philosophies about classes & education, perceptions, rights & wrongs • -Creating a need for development and leaving the need as legacy – philosophy of training • -The message is you will be the one who outperforms yourself • -Reflective approach adopted	*C. In An Incomplete Setting: The Structure of The Program:* • Lack of coherence • Inability to track the changes in the teachers' English teaching • Infertile situation
RQ 2 Knowing as an ISTE		
a. Knowledge of how to promote these learning environments & manage these environments. • Knowledge reconstructed all the time • Creating a psychologically safe environment so that everyone can share their ideas • Managing this psychologically safe zone • Supporting teachers when they cannot explain situations. • Interactive environment managing • Classroom as a social system-background of teachers-problems • Training: you need to manage relationships among teachers *Variety in learning modes* b. Presenting theory c. Its discussion d. Workshops e. Discussing classroom implications	*b. Reflexive Knowledge & Personal Knowledge* • Not a competent trainer but a successful learner • Being dynamic- open to development all the time, responsibility of trainers • Tracking of their learning • Leadership qualities & being an entrepreneur • Overcoming conflicts & dealing with prejudices • Addressing skills - Eloquence	*c. Knowledge of Others/ Teachers/Learners-Social Knowledge* • Knowledge of adults- their needs- how they learn • Knowledge of differences in how learners / teachers learn • Reflection in action • Managing/adapting to teacher's needs-being more didactic (teacher's asking to use the same materials with her students) 1. Observing & predicting how her service reaches the pupils 2. Communication skills • Importance of listening to the knower • Putting egos aside

<table>
<tr><th colspan="2">RQ2 4 Being an ISTE</th></tr>
<tr><td colspan="2">a. Maintaining Challenges, Ambivalences and Tensions for Growth
• Training English teachers as a person who was trained to be a physics teacher
• Is she a fit for the mission? (The biggest ambivalence)
• Self-questioning (am I doing the right thing?)
• As a trainer, self-questioning- what was missing
• At least- being aware- a kind of happiness & enjoying from suffering
• Questioning yourself all the time but also developing all the time
• Identity/ambivalence problem
• Creating an image worth watching</td></tr>
<tr><th colspan="2">RQ2 5 Belonging as an ISTE to</th></tr>
<tr><td>a. The teaching community Crème de le Crème (Best of the best)

• ISTEs as a group
• Self-confident people
• Already appreciated</td><td>b. The Same Goal but Different Contexts: UBTEs VS ISTEs
• Seem to share the same goal
• But different practices
• Training teachers who know about it
• Activation- workshop is different
• INSET is all about interaction
• UBTEs:
o More didactic and presentation-oriented process
o More theory-based studies
o No attempts to inspire people
o Only methodology courses- not beyond PPT reading
o No interaction
o They don’t have classroom experience
o Failing to manage human relations in INSET</td></tr>
</table>