Emotional Tensions in Teaching: A Comparative Study of Early-Career and Experienced Teacher Educators

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Abstract
This study investigates emotional tensions experienced by early-career and experienced language teacher educators as they navigate the transition from teaching to teacher education. Drawing on a qualitative research design, data were collected from 12 Iranian teacher educators through semi-structured interviews and narrative frames. This approach allowed for an in-depth exploration of their professional and emotional journeys during this significant career shift. The findings reveal that early-career teacher educators often grapple with self-doubt, the challenge of balancing teaching and research responsibilities, and the difficulty of establishing authority in their new dual roles. On the other hand, experienced teacher educators face distinct challenges, such as adapting to changing educational landscapes, dealing with institutional constraints, and managing leadership and administrative responsibilities. Despite their differences, both groups share common emotional pressures and tensions arising from institutional demands, though the nature and intensity of these struggles vary depending on their career stage. By shedding light on these shared and distinctive emotional challenges, the study contributes to the growing body of research on teacher identity development and the complexities of transitioning into teacher education roles. It highlights the importance of providing targeted support to teacher educators at different career stages, offering practical recommendations to help them manage emotional tensions effectively, adapt to professional demands, and foster long-term growth and resilience in their careers. This research emphasizes the need for institutional initiatives and professional development programs designed to address the unique emotional and professional needs of teacher educators, ensuring their success and well-being in an ever-evolving educational landscape.

1. INTRODUCTION

Emotions, as a complex interplay between individuals and their environments, manifest through physical, psychological, and behavioral responses to various events (Barrett, 2017; Frenzel et al.,

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2021). Within the realm of education, emotions have garnered increasing attention in recent years, as evidenced by the growing body of research exploring their multifaceted roles(Afreen & Norton, 2024; Benesch & Prior, 2023; Derakhshan et al., 2023; Derakhshan et al., 2024; Dreer, 2024; Yuan, 2023) Much of this scholarship has focused on language teachers' emotions, examining how their emotional experiences shape their teaching practices and professional identities(e.g.,Banegas, 2024; Derakhshan & Nazari, 2023; Pham & Phan, 2023; Wu et al., 2023). However, a significant gap remains in the literature regarding teacher educators' emotions, which has received comparatively little attention. This oversight is particularly striking given the pivotal role teacher educators play in shaping not only future teachers' emotions and professional identities but also those of their learners (Barkhuizen, 2021; Derakhshan & Nazari, 2023). This gap is significant because teacher educators' emotional experiences influence the quality of teacher preparation and the broader educational landscape. Addressing this gap will deepen our understanding of how emotional dynamics affect teacher education practices and outcomes, offering valuable insights into professional growth and identity development in this critical population.

Teacher educators' emotions are inextricably linked to their professional identity, a construct that mirrors the concept of teacher identity as defined by Beijaard et al. (2004) and Yazan (2023). Specifically, teacher educators' identity encompasses their self-perception, role understanding, and professional positioning, all of which are deeply situated, context-sensitive, and multidimensional. Emotions—whether positive or negative—play a crucial role in shaping identity development and teaching practices (Nguyen & Ngo, 2023). One significant source of emotional tension for teacher educators arises during the transition from the role of teacher to that of teacher educator. For instance, teacher educators often experience self-doubt when stepping into mentoring roles, as they feel the weight of their new responsibility to shape future teachers. Similarly, tensions can emerge when navigating role conflicts, such as balancing the demands of teaching and conducting research, or when facing the challenge of establishing credibility among peers and students (North et al., 2022; Zhu et al., 2023). This professional shift entails the assumption of new responsibilities, expectations, and challenges, all of which can generate emotional tensions (North et al., 2022; Zhu et al., 2023). While the literature on teachers' emotional tensions has expanded, research specifically addressing the emotional tensions experienced by teacher educators during this transitional phase remains sparse. This is concerning because teacher educators often operate at the intersection of teaching, mentoring, and research—roles that demand emotional resilience and adaptability. Failing to explore these emotional tensions may leave teacher educators ill-equipped to navigate their complex responsibilities, potentially hindering their professional growth and the success of teacher education programs.

A deeper understanding of emotional tensions among teacher educators has far-reaching implications for the education system. By acknowledging and actively reflecting on the emotional challenges they face, teacher educators can adopt strategies to mitigate these tensions, thereby enhancing their teaching effectiveness and fostering positive learning environments for both teachers and students (Golombek & Klager, 2015; Robertson & Yazan, 2022). This study seeks to explore the emotional tensions experienced by early-career language teacher educators as they transition from the role of teacher, to teacher educator, with a particular focus on how these tensions shape their professional identities. Furthermore, it aims to compare these experiences with those of more experienced teacher educators, providing insights into the similarities and differences between the two groups. By addressing this unexplored area, the study contributes to the growing body of literature on teacher educators' emotions and identity transitions, filling an important gap in understanding the emotional complexities of teacher education. Through this exploration, the study underscores the importance of emotional awareness and resilience in

supporting teacher educators' professional growth and, ultimately, in promoting the success of the broader educational system.

2. LITERATURE REVIEW

The transition from teacher, to teacher educator, represents a significant professional and emotional shift, as individuals take on new roles, expectations, and responsibilities. This process often involves identity transformation and the navigation of emotional tensions. This section discusses key themes in the literature, including the identity transition of teacher educators, the nature of emotional tensions in teaching, and the specific challenges faced by early-career and experienced teacher educators.

Identity Transition from Teachers to Teacher Educators

Teacher educators play a pivotal role in supporting and guiding future teachers' professional development while also contributing to their professional growth (Johnson & Golombek, 2020). According to Barkhuizen (2021), their responsibilities extend beyond teaching to include mentoring, research, and program development, making the transition from classroom teacher to teacher educator a complex and multifaceted process. Yuan (2020) emphasized that this transition is not merely a change in job title but a transformation of professional identity, requiring teacher educators to adopt new skills and perspectives. Crocetti and Salmela-Aro (2018) highlighted the multifaceted nature of identity, which is tied to specific roles and responsibilities within a given context. During this transition, teacher educators often experience tensions as they reconcile their existing skills and understandings with the demands of their new roles (Harrison & McKeon, 2010).

Novice teacher educators, in particular, face unique challenges as they navigate this transition. They often experience dilemma, doubt, tension, and confusion as they enter a professional world with unfamiliar expectations (Montgomery et al., 2024). Barkhuizen (2021) and Jonker et al. (2018) noted that novice teacher educators frequently struggle to position themselves within their new roles, leading to professional and emotional tensions. Wood and Borg (2010, p. 17) likened this process to "a rocky road", underscoring the significant challenges individuals face as they adjust to the demands of their new professional identities.

Sources of Emotional Tensions in Teacher Education

The tensions experienced by teacher educators are multifaceted and arise from a variety of sources. Boyd and Harris (2010) identified doubts about professional responsibilities, challenges in developing new pedagogical approaches, and feelings of isolation as common sources of tension. Liang et al. (2023) further noted that workload and institutional demands significantly contribute to these tensions. Barkhuizen (2021) found that language teachers transitioning to academic and research-oriented roles often experience identity tensions as they adapt to the demands of new environments. Similarly, Field (2012) found that novice teacher educators often rely on simplified pedagogical models that lack complexity and effectiveness, further highlighting the challenges of the transition process.

Early-career teacher educators are particularly vulnerable to these tensions. Williams et al. (2012) observed that they frequently rely on their teacher identities as a foundation for growth. However, tensions arise when their existing beliefs and practices conflict with the expectations of their new roles. In some cases, these conflicts lead individuals to revert to their former teacher identities, which can inhibit professional growth. Gkonou and Miller (2023) argued that unresolved tensions, coupled with a lack of effective coping strategies, exacerbate emotional challenges and hinder the development of professional identity.

The Role of Emotions in Teaching and Teacher Education

Emotions play a central role in the professional lives of teachers and teacher educators. Derakhshan et al. (2024) and Zembylas (2005) conceptualized emotions as dynamic constructs shaped by relationships, cultural norms, and workplace values. These emotions significantly influence teachers' instructional practices, identity development, and student outcomes (Ma et al., 2023). Barcelos (2015) emphasized the fluid nature of emotions, which result from the interplay of internal and external factors and shape teachers' perceptions and actions. Emotional awareness, as Teng (2017) pointed out, is essential for managing the wide range of positive and negative emotions encountered in professional environments.

However, tensions are an inevitable part of teaching and teacher education. They often stem from mismatches between teachers' beliefs, institutional values, and student expectations (Stewart & Jansky, 2022; Yazan, 2022). These tensions can arise from internal factors, such as a lack of teaching competence, or external factors, such as social and contextual pressures (Fairley, 2020; Kelly, 2018). While the literature has extensively explored teachers' emotional tensions, limited attention has been given to the specific emotional challenges faced by teacher educators, particularly during the identity transition process.

Emotional Tensions of Early-Career Teacher Educators

Early-career teacher educators face unique emotional tensions as they transition from teachers to teacher educators. Dinkelman et al. (2006) noted that this transition often involves a profound identity shift, requiring novice teacher educators to adopt new skills and perspectives. However, the lack of institutional support frequently leaves early-career educators feeling isolated and unprepared (Harrison & McKeon, 2010). Williams et al. (2012) observed that these individuals often experience tensions as they reconcile their former teacher identities with the demands of their new roles. Gkonou and Miller (2023) emphasized that the absence of effective strategies to address these tensions further complicates the transition process.

Eryılmaz and Dikilitaş (2023) investigated the tensions of in-service English language teacher educators in Turkey and identified interpersonal, intrapersonal, and institutional tensions as key challenges. Similarly, Ramlackhan et al. (2021) examined the experiences of five teacher educators in the U.S. and found that marginalization within teacher training programs significantly impacted their professional practices and identity development. In the Iranian context, Nazari et al. (2023) identified three primary sources of tension among teacher educators: emotional clashes arising from the marketization of teacher education, ethical challenges in institutional work, and vulnerability caused by institutional affiliations. These findings highlight the universal nature of emotional tensions in teacher education while also emphasizing the importance of context-specific factors.

Emotional Tensions of Experienced Teacher Educators

While much of the literature focuses on early-career teacher educators, experienced teacher educators also face emotional tensions. Montgomery et al. (2024) noted that even seasoned professionals encounter challenges related to workload, institutional expectations, and the need to adapt to evolving pedagogical practices. Zembylas (2005) observed that experienced teacher educators often struggle to balance personal and professional identities, particularly when institutional values conflict with their own beliefs.

Despite these challenges, experienced teacher educators may possess greater emotional resilience and coping strategies, enabling them to navigate tensions more effectively. Giralt-Romeu et al. (2021) suggested that experienced educators can serve as mentors and role models for early-career teacher educators, offering valuable insights and support. However, tensions related to balancing authority, collaboration, and professional relationships still persist in their

roles (Taylor et al., 2014). Further research is needed to explore the similarities and differences in the emotional tensions experienced by early-career and experienced teacher educators, as well as the strategies they employ to address these challenges.

The existing literature underscores the importance of understanding teacher educators' emotional tensions as they transition from teachers to teacher educators. While early-career teacher educators face significant challenges related to identity formation and professional adaptation, experienced teacher educators also encounter ongoing tensions in their roles. However, to the best of researcher's knowledge, no studies have ever compared the emotional tensions experienced by these two groups, leaving a critical gap in the literature. This study aims to address this gap by exploring the emotional tensions faced by early-career language teacher educators during their identity transition and comparing these experiences with those of experienced teacher educators.

1.   How do early-career language teacher educators describe the emotional tensions caused by the identity transition from teachers to teacher educators?

2.   How do experienced language teacher educators describe the emotional tensions caused by the identity transition from teachers to teacher educators?

3.   What are the similarities and differences between the tensions experienced by early-career language teacher educators and experienced language teacher educators?

3. METHODOLOGY AND DESIGN

This study employed a qualitative research design to explore the emotional tensions experienced by early-career and experienced teacher educators during their identity transitions. A qualitative approach was chosen as it enabled a detailed examination of participants' lived experiences, focusing on the nuances of their emotional journeys (Ary et al., 2018). Data collection was conducted using semi-structured interviews and narrative frames. Semi-structured interviews allowed participants to reflect on their experiences in depth, while narrative frames, a tool for eliciting structured written stories, encouraged participants to construct cohesive narratives about their emotional challenges (Barkhuizen, 2014). To address potential researcher biases and perspectives, several strategies were employed. First, the instruments were developed based on established literature on teacher identity and emotional tensions (Eryılmaz & Dikilitaş, 2023; Gao & Cui, 2023; Nguyen & Ngo, 2023) to minimize subjective influence. Second, an ELT specialist reviewed the tools to ensure validity and clarity, providing an independent perspective on the research design. Finally, reflexivity was integrated throughout the research process, with the researchers actively reflecting on how their own assumptions and experiences might shape data collection and interpretation.

Participants

The study participants included 12 Iranian language teacher educators, comprising five early-career educators and seven experienced educators, selected through convenience sampling. These individuals were affiliated with private language institutes in Tehran, Mashhad, and Gorgan, Iran, which offered a variety of courses, including general English courses for students at different proficiency levels and teacher training courses for both pre-service and in-service teachers. Participants were selected based on two criteria. First, their level of experience was categorized as either early-career (defined as having two or fewer years of teacher education experience) or experienced (defined as having more than five years of teacher education experience) (Ewing & Smith, 2003; Haynes, 2011; Kim & Roth, 2011). Second, all participants were required to be concurrently teaching both language courses as teachers and teacher training courses as educators, enabling a comparative analysis of the emotional tensions experienced in their dual professional roles.

The demographic details of the participants are illustrated in Tables 1 and 2. Table 1 presents the demographic information of the early-career teacher educators, while Table 2 provides the details of the experienced teacher educators. These tables include information on participants' pseudonyms, gender, age, teaching and teacher education experience, and academic qualifications.

Table 1: Demographic Information of Early-Career Teachers

Participants (Pseudonyms)	Gender	Age	Teaching Experience (Years)	Teacher Education Experience (Years)	Academic Degree
Zahra	Female	29	7	0.5	Ph.D. Candidate in TEFL
Keyvan	Male	34	8	2	M.A. in TEFL
Mahsa	Female	33	10	3	M.A. in TEFL
Nader	Male	37	12	1	Ph.D. Candidate in TEFL
Parviz	Male	44	21	3	Ph.D. in TEFL

Table 2: Demographic Information of Experienced Teachers

Participants (Pseudonyms)	Gender	Age	Teaching Experience (Years)	Teacher Education Experience (Years)	Academic Degree
Elham	Female	45	13	8	Ph.D. in TEFL
Mahshid	Female	37	15	6	M.A. in TEFL
Mohammad	Male	40	17	6	Ph.D. Candidate in TEFL
Hossein	Male	42	18	9	M.A. in TEFL
Ahmad	Male	38	18	5	Ph.D. in TEFL
Sara	Female	49	19	16	Ph.D. in TEFL
Maryam	Female	51	25	11	Ph.D. Candidate in TEFL

Instruments

Two instruments were employed for data collection: semi-structured interviews (Appendix A) and narrative frames (Appendix B). The semi-structured interviews consisted of eight open-ended questions designed to elicit reflective responses about participants' emotional tensions, their sources, and their effects on teaching abilities and self-perception. Participants were also invited to compare the emotional tensions they experienced as teachers with those encountered as teacher educators. These interviews were conducted in Persian, the participants' native language, via phone calls, with each session lasting approximately 40 minutes. The interviews were transcribed and translated into English for analysis. To ensure the reliability of the interviews, the questions were reviewed and piloted with a small group of teacher educators to confirm their clarity and ability to elicit meaningful responses. Additionally, the translations were double-checked by bilingual experts to maintain the validity of the data.

To complement the interviews, narrative frames were utilized as the second instrument. These frames included two sections: the first asked participants to describe a significant emotional experience and the associated feelings, while the second explored how these tensions influenced their professional and personal lives. Participants completed the narrative frames in Persian and submitted them via the Telegram messenger application. These written accounts were

subsequently translated into English for analysis. To enhance the validity of the narrative frames, the prompts were carefully designed to evoke rich and detailed responses while minimizing ambiguity. The translations were similarly verified for accuracy, and the data were cross-referenced with interview findings to strengthen the overall reliability of the results.

Procedure

The study aimed to explore the emotional tensions encountered by teacher educators during their identity transitions. The purpose of the study was to gain a nuanced understanding of these experiences by examining participants' professional and emotional journeys through a combination of semi-structured interviews and narrative frames. Data collection involved purposeful sampling, ensuring that participants were selected based on their relevance to the study's focus. This sampling strategy ensured that the voices of teacher educators navigating identity transitions were effectively captured and represented.

The data were analyzed using the inductive thematic analysis approach proposed by (Braun & Clarke, 2006), following six systematic steps. First, the second author translated the narrative frames and interview transcripts into English, and both authors familiarized themselves with the dataset by closely reading the texts. Second, initial codes were generated by systematically identifying patterns and recurring themes in the data. The initial codes were derived inductively, grounded in the participants' own narratives and experiences as reflected in the data. Third, the authors grouped the codes into broader themes to capture the essence of participants' experiences. Fourth, the themes were reviewed and refined to ensure they accurately represented the data. Fifth, the themes were clearly defined and named to reflect their core meanings. Finally, the themes were synthesized into a coherent narrative, supported by illustrative quotes from participants.

This analytical process enabled the study to provide a nuanced understanding of the emotional tensions faced by teacher educators during their identity transitions.

4. RESULTS

The two figures below summarize the tensions experienced by teacher educators while transitioning to their new position.
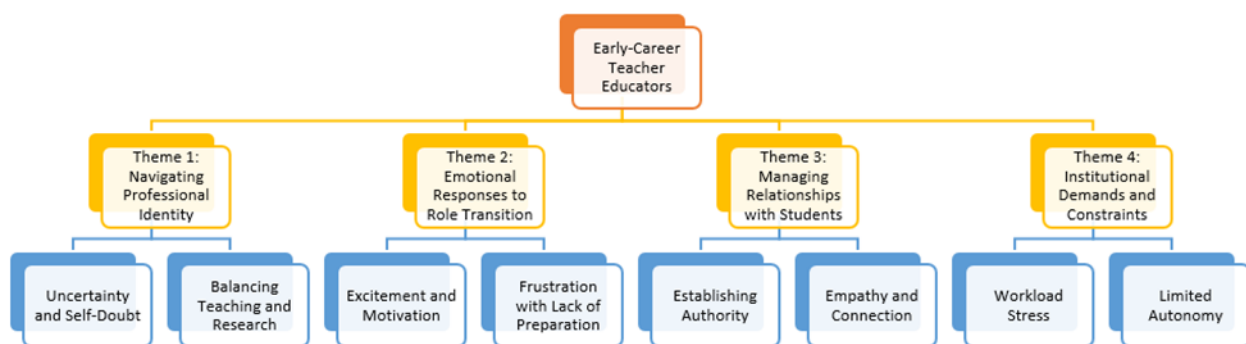
Figure 1: Themes and Sub-Themes of Emotional Tensions in Teacher Educators (Early-Career Teachers)
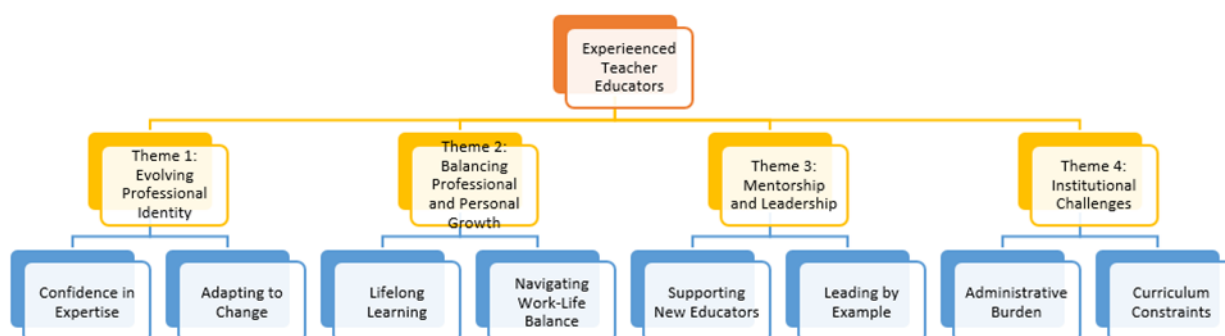
Figure 2: Themes and Sub-Themes of Emotional Tensions in Teacher Educators (Experienced Teachers)

Themes for Early-Career Teacher Educators

Theme 1: Navigating Professional Identity

Sub-theme 1.1: Uncertainty and Self-Doubt

A recurring theme among the teacher educators was the experience of uncertainty and self-doubt, which gave rise to various challenges that were not typically encountered during their time as classroom teachers. The transition to a new professional identity proved to be a demanding process for many. This shift required them to step out of the familiar territory of directly teaching students and adapt to a more multifaceted role focused on mentoring and guiding other teachers in their professional development. As they navigated this change, many educators grappled with feelings of self-doubt and insecurity due to the added responsibilities. For instance, some educators admitted to feeling unsure and inadequate in their ability to fulfill the expectations of their new role as teacher educators.

Keyvan: "I often find myself questioning whether I'm truly qualified to guide and mentor others, especially when I'm still in the process of learning and growing myself. It's this constant internal struggle—wondering if I have enough knowledge, experience, or insight to offer meaningful guidance."

Zahra:

My students are scrutinizing me just as much as I'm observing and evaluating them … I'm trying to help them grow, but I can't help feeling that they're also quietly measuring my abilities and assessing whether I'm worthy of their trust…it often makes me anxious if I'm good enough or if I'm meeting their expectations.

Parviz: "How can I confidently lead others when I feel like there's so much I don't yet know? It's a tough balance to strike, and it leaves me second-guessing myself more often than I'd like."

This sub-theme underscores how professional transitions can challenge educators' confidence and self-perception, requiring not only skill development but also emotional resilience. These challenges point to the need for structured support systems to help teacher educators build confidence and navigate their evolving roles.

Sub-theme 1.2: Balancing Teaching and Research

For early-career educators, the challenge of balancing the dual demands of teaching and academic research often creates significant tension. These individuals are expected to excel in both areas, yet the demands of each are distinct and require different skill sets, time commitments, and mental energy. Teaching requires immediate engagement with students, lesson preparation, grading, and maintaining a dynamic classroom environment, while academic research demands

deep focus, critical thinking, and creativity, often under the pressure of strict publication deadlines. This balancing act can leave educators feeling stretched thin, forcing them to prioritize one over the other, often at the expense of their well-being or their passion for the profession. Below, two educators share their personal struggles with this dynamic.

Nader:

It is like a battle to me personally to be successful at the two sides of teaching and research. On one hand, I have publication deadlines, revisions to do, interviews to take, etc, that require hours of focus to draft. On the other hand, I'm preparing lessons, creating content for my students, grading assignments, and numerous other things… all of these demands … It's like I'm split in two you know?!, trying to give my best to both sides, but there is always this guilt, you know this bad feeling that I'm working on research, I feel like I'm neglecting my students, and when I'm focused on teaching, I worry that my research papers. It's a killing feeling. Mahsa:

I've always been passionate about teaching. But research? Research, for me, feels more like a requirement a task, a duty, or something like that, something I have to do to advance my career, rather than something I really enjoy. The pressure to publish in high-ranking journals in our fields, to produce valuable work, to compete with others in the academic field who are publishing tons of papers each year, I wonder how???... it doesn't feel like it goes with my abilities or my passion, or even my purpose as a language teacher.

For early-career educators, the tension between teaching and research highlights the need for greater support and understanding of the unique challenges they face. The dual demands of excelling in both areas often force individuals to make difficult compromises, leading to feelings of guilt, frustration, and burnout. These experiences underscore the importance of institutional initiatives that promote balance, such as flexible workloads, mentorship programs, and recognition of teaching excellence alongside research achievements. Without such support, the risk is that educators may lose their passion for the profession or feel overwhelmed by the competing priorities, ultimately impacting their well-being and long-term career satisfaction.

Theme 2: Emotional Responses to Role Transition

Sub-theme 2.1: Excitement and Motivation

For many early-career educators, the transition into academia is not just a challenge but also an opportunity for growth and fulfillment. While the path comes with its share of pressures and uncertainties, some participants viewed it through a lens of excitement and optimism, seeing their roles as both impactful and deeply meaningful. The chance to contribute to the development of future professionals, particularly in shaping the next generation of teachers, was seen as a profound and rewarding responsibility. These educators expressed a sense of pride and motivation that stemmed from knowing their work could have a lasting influence. Below, teachers share their reflections on what excites them most about this journey:

Zahra: "It's really exciting to think about the impact I'm having—not just on my students, but on the future of education itself. When I step into the classroom, I'm not just teaching; I'm shaping future teachers who will go on to lead their own classrooms and influence their own students."

Keyvan: "It feels like a big responsibility, but it's also rewarding. I remember I had a friend who always said that, if you become a teacher, you may not become rich, but you will definitely become blissful."

Mahsa:

I think when you see that your efforts today may inspire others… this motivates me to keep going, even on the tough days we have these days. This precious excitement makes me feel like I'm exactly where I'm supposed to be. Believe it or not, I think there is no best place other than a

classroom whether to is for students or future teachers. By the time I'm in the classroom I feel happy. Parviz:

My university professor always says that you are not just teaching a textbook; you are helping to shape the mindset and skills of the next generation of professional teachers. It's inspiring to think that some of the students I'm teaching today will go on to make a significant impact in their classes, and I'll have played a small role in their long journey of teaching... Of course, it's not without its difficulties, but the pleasure of making a difference... you know… it cannot be simply described, you should experience it.

The opportunity to shape the next generation of teachers and contribute to the broader field of education provides a deep sense of purpose and pride. This perspective highlights the rewarding nature of their work, as they recognize the lasting impact they can have on their students and the future of education. By focusing on the meaningful aspects of their roles, these educators find motivation and joy, even during difficult moments, reaffirming their passion for teaching and their place within the academic community.

Sub-theme 2.2: Frustration with Lack of Preparation

A common source of frustration among early-career teacher educators was the lack of formal preparation for their transition into academia. Many participants shared that the shift from being a teacher to becoming a teacher educator felt sudden and unsupported, leaving them to navigate their new roles largely on their own. Without structured training or mentorship, they often felt unprepared to meet the unique challenges of guiding future educators. The absence of a clear framework for transitioning into academia led to feelings of uncertainty, self-doubt, and frustration as they tried to balance their responsibilities while learning on the job. Below, Keyvan and Nader share their experiences with this challenge:

Keyvan:

I myself very soon transformed from a language teacher to a language teacher educator. When I was a teacher, I am still a teacher, but anyway, I had years to build my skills, to improve my general English, for example. But when I became a language teacher trainer, it was like entering a completely different world without a map, or like going to a foreign country and knowing a few words of that language, it is scary, right? I was suddenly expected to teach others how to teach. I kept thinking, 'How can I help others if I still have so many problems myself?.

Nader:

Honestly speaking, few people helped me in this process. Nobody supported or encouraged me. I thought that there would be lots of preparations like hours of workshops, mentorship, and supervising programs, or even just resources to guide me, but I found that I should learn it by myself. Please don't get me wrong, it's not like I don't love my job; I do. But the lack of preparation made everything feel so much harder than it needed to be. I found myself questioning whether I was doing things correctly, whether I was meeting expectations, whether I was even prepared to guide future teachers… I think what made it worse was watching my students rely on me for guidance while I was still trying to process what my own responsibilities were. They think that I know everything, they come to me and ask so many questions, how am I supposed to know all these questions, I'm just a teacher like you.

The lack of formal preparation for the transition into academia emerged as a significant challenge for early-career teacher educators, leaving many feeling unsupported and overwhelmed. The sudden shift from classroom teaching to mentoring future educators, without adequate training or guidance, created a sense of navigating uncharted territory. This gap not only heightened feelings of self-doubt and frustration but also placed additional emotional and professional strain on educators as they struggled to meet both their own learning needs and the expectations of their students. These experiences highlight the urgent need for structured mentorship, training

programs, and resources to ease the transition and better equip teacher educators for their multifaceted roles.

Theme 3: Managing Relationships with Students

Early-career educators often face unique challenges in managing relationships with their students, particularly in contexts where the students are close in age or have similar professional experiences. These dynamics can blur the traditional boundaries between educator and student, making it difficult for new teacher educators to confidently assert their authority and establish their role as mentors. While many educators value the opportunity to relate to their students on a personal level, this closeness can sometimes lead to complications, such as a perceived lack of credibility or difficulty in maintaining professional boundaries. Below, participants reflect on their struggles in navigating these relationships.

Sub-theme 3.1: Establishing Authority

For some educators, establishing authority in the classroom was a significant challenge. They found it difficult to balance being approachable with commanding respect, especially when students saw them as peers rather than mentors. This dynamic often led to feelings of insecurity and a need to prove their credibility.

Mahsa: "One of the hardest parts of this role has been gaining the respect of my students when they see me as more of a peer than a mentor. Many of them are close to my age, and some even have university degrees higher than mine."

Nader:

There's this constant pressure to prove that I belong in this role, that I'm not just someone who's here because of luck. I want to connect with my students and build a good relationship, but I also need them to see me as their teacher, as someone above them in rank if you know what I mean!? That balance is something I'm still trying to reach.

Keyvan:

I thought my professional experience and knowledge would give me a kind of credibility, but I realized it's more complicated than that. Many of my students are successful, confident, and knowledgeable, which is great, but it sometimes makes it harder for me to step into the role of mentor. They see me as someone who's just a step or two ahead... I've had to be very intentional about how I present myself, making sure I'm firm and strict. Sometimes they think that I'm arrogant, but it's not true.

Establishing authority in the classroom proved to be a significant challenge for some early-career educators, particularly when students perceived them as peers rather than mentors. This struggle to balance approachability with commanding respect often led to feelings of insecurity and the pressure to continually prove one's credibility. Despite their knowledge and experience, these educators found that authority in teaching is not automatically granted; instead, it requires intentional effort to navigate complex dynamics and assert their role as mentors. These challenges highlight the need for strategies and support to help educators confidently establish their presence while maintaining positive relationships with their students.

Sub-theme 3.2: Empathy and Connection

While managing relationships with students posed challenges for early-career educators, some participants found that being close in age or having similar professional experiences also created opportunities for empathy and connection. This relatability enabled them to engage with their students on a deeper level, fostering trust and understanding. Many participants noted that their ability to recall their own experiences as students or novice professionals allowed them to better support and guide their students. By drawing on shared experiences, these educators felt they could

create a more inclusive and approachable learning environment. Below, participants reflect on how their relatability has strengthened their connections with students.

Zahra:

One of the things I've really come to appreciate about being closer in age to my students is how it helps me connect with them on a more personal level. I can still vividly remember what it was like to be in their shoes. Because I was in that position not so long ago, I feel like I can empathize with their struggles.

Keyvan: "When they come to me with concerns or challenges, I don't just see it as part of the job; I see it as an opportunity to share what I've learned and to reassure them that they're not alone in what they're feeling."

Being close in age or having similar experiences allowed early-career educators to build stronger connections with their students. This relatability fostered empathy, trust, and understanding, enabling educators to create a more supportive learning environment. By recalling their own experiences, they could better guide students and address their concerns with authenticity and care.

Theme 4: Institutional Demands and Constraints

For early-career educators, institutional pressures often added to their emotional tensions, making an already challenging transition even more complex. These pressures stemmed from heavy workloads, administrative responsibilities, and limited control over their roles and responsibilities. Many participants expressed feeling overwhelmed by the sheer volume of tasks expected of them, ranging from teaching and research to administrative duties. Others noted a lack of autonomy, which left them feeling stifled and unable to fully express their creativity or implement their own ideas in their work. These constraints contributed to feelings of fatigue, frustration, and, at times, helplessness. Below, participants share their experiences with these institutional challenges.

Sub-theme 4.1: Workload Stress

One of the most significant sources of tension for early-career educators was the overwhelming workload. Balancing teaching, research, and administrative responsibilities often left them feeling drained, with little time for personal or professional reflection.

Keyvan: "Balancing everything that's expected of me has been one of the hardest parts of this job. Teaching alone takes up so much time—preparing lessons, grading, meeting with students—and on top of that, there's the constant pressure to keep up."

Nader: "There are endless tasks, like attending meetings, filling out reports, handling paperwork, planning training sessions, and many more. It's exhausting to try to do it all, and often it feels like I'm being pulled in a hundred different directions at once."

Mahsa: "There's never enough time to really focus on any one thing."

Zahra:

Honestly, the work pressure is indescribable, and it feels like there's no end to it. I love teaching, but the amount of other responsibilities makes it hard to give my best. And then there are all these jobs to do that I never expected to take up so much of my day. It's like there's no room for anything.

The overwhelming workload was a major source of tension for early-career educators, as they struggled to balance teaching, research, and administrative tasks. The constant demands left them feeling stretched thin, with little time to focus deeply or reflect on their work. Many described the pressure as exhausting and unrelenting, making it difficult to give their best in any one area.

Sub-theme 4.2: Limited Autonomy

In addition to workload stress, many early-career educators felt constrained by a lack of autonomy in their roles. They often experienced frustration with being unable to shape their

teaching or research agendas, as institutional policies and expectations left little room for personal input or innovation.

Nader:

There are times when I feel like I'm just a part in a huge machine system, following orders. I know there are institutional goals we have to meet, but sometimes it feels like my own ideas or perspectives don't really matter. It feels like I am neglected, I am not seen.

Parviz:

Before I became a teacher trainer, I thought that I would be free in many aspects like I can choose the materials, I can choose how to teach, and things like that. I came into this role with so many ideas for how I could innovate and make the curriculum more interesting and useful for students, but I found that most of those ideas should be put away for now.

Themes for Experienced Teacher Educators

Theme 1: Evolving Professional Identity

The journey of experienced teacher educators is marked by a continuous evolution of their professional identity. As they gain experience, their perspectives on teaching, mentoring, and navigating educational systems shift. While their confidence in their expertise has grown, they also face challenges in adapting to the ever-changing educational landscape.

Sub-theme 1.1: Confidence in Expertise

One of the most significant hallmarks of experienced teacher educators is their increased confidence in their own expertise. Unlike early-career educators, who may grapple with self-doubt and uncertainty, experienced educators have developed a strong sense of self-assurance. This confidence stems from years of navigating diverse teaching scenarios, mentoring students, and overcoming challenges. The participants emphasized how their accumulated experiences made them feel more capable and grounded in their professional identity.

Maryam:

I no longer doubt my abilities. I know that I'm capable. In the past, I used to question myself after every class or workshop, but now I trust my knowledge, skills and myself. I know how to handle unexpected situations and guide my students effectively. I know the answer to most of the teaching questions, I'm not saying I know everything, but I know most of things in this job.

Mahshid:

I believe, actually it is my personal motto that if you practice something thousands of times, you will accomplish it and the peace that comes after this accomplishment is really pleasant. I remember around ten years ago, when I was still very young, every critique felt personal, and every challenge felt destructive. I thought that people had a problem with me … Now, I see things differently. I know my value and my place as an educator, and I know that I bring something different, and I always have something valuable to offer.

The confidence and self-assurance developed by experienced teacher educators serve as a cornerstone of their professional identity. Their reflections illustrate how years of practice, perseverance, and growth allow them to navigate their roles with clarity and resilience. This seasoned confidence not only empowers them to handle challenges but also enables them to fully embrace their value as educators, mentors, and contributors to their field.

Sub-theme 1.2: Adapting to Change

While confidence in their expertise has grown, experienced teacher educators acknowledged the ongoing challenge of adapting to changes in teaching methods, technologies, and educational policies. The dynamic nature of education requires them to continuously update their skills and remain open to innovation.

Sara: "Keeping up with the new trends in education is always difficult. It's not just about learning new tools or methods; it's about understanding how to use them effectively in my classes. There's always a fear of falling behind, especially when younger educators seem so familiar with new technologies."

Elham:

The hardest part of change is unlearning old habits. Some of the methods I used for years are no longer effective. These days, students do not want to listen to lectures or repeat countless long sentences. They want their teachers to use the new technologies in the clss, This is actually something which is requested in my training classes too. Teachers ask me about different AI tools, how they work, how they can be used in the classroom. But at the same time, it's exciting. I have the chance to update myself as an educator.

Participants also highlighted that adapting to change was not only about technology but also about responding to shifts in student needs and societal expectations.

Hossein: "The students we're teaching today are different from those we taught a decade ago. They have different expectations, different challenges, and they learn in different ways."

While experienced teacher educators have developed confidence in their expertise, they recognize that adaptability remains crucial in their profession. The ever-evolving landscape of education, marked by new technologies, shifting student needs, and societal changes, challenges them to continuously grow and innovate. Despite these challenges, many view this as an opportunity to stay relevant, enhance their teaching practices, and better meet the needs of their students and peers.

Theme 2: Balancing Professional and Personal Growth

In addition to discussing their evolving professional identity, participants reflected on the intersection between their professional lives and personal growth. Many experienced educators find that their work profoundly shapes their personal values and perspectives, and vice versa.

Sub-theme 2.1: Lifelong Learning

Experienced educators emphasized the importance of lifelong learning, not only for their professional success but also for their personal fulfillment. They view teaching as a reciprocal process, where they learn as much from their students as their students learn from them.

Sara: "Every class I teach is an opportunity to learn something new—not just about the subject matter, but about myself and the world. My students challenge me to think differently, and that keeps me sharp and engaged."

Ahmad: "As an educator, I can't stop learning. It's not just about staying up-to-date in my field. When they see me excited about learning, it inspires them to do the same."

They see teaching as a two-way process, where the exchange of knowledge and perspectives with their students fosters growth on both sides. This commitment to continuous learning not only keeps them engaged and inspired but also serves as a powerful example to their students, encouraging a shared passion for discovery and growth.

Sub-theme 2.2: Navigating Work-Life Balance

Balancing the demands of teaching with personal life is a recurring challenge for many educators, particularly as their responsibilities increase with experience. Participants shared how they strive to maintain this balance while staying committed to their professional roles.

Hossein:

It's easy to let work take over your life, especially when you're passionate about teaching. But I've learned that I need to set boundaries. Taking time for myself and my family makes me a better educator… it gives me the energy I need to give my best to my students… There was a time when

I felt guilty for taking a break or saying no to extra responsibilities. Now, I realize that taking care of myself is a necessity. When I take care of myself, I'm more present and effective in my work.

However, participants emphasized the importance of setting boundaries and prioritizing self-care as essential strategies for maintaining both their well-being and their effectiveness as educators. By nurturing their personal lives, they find renewed energy and focus, enabling them to better serve their students and fulfill their professional commitments.

Theme 3: Mentorship and Leadership

Another prominent theme in the reflections of experienced teacher educators is their role as mentors and leaders. With their extensive experience, they often find themselves guiding less experienced colleagues and shaping the direction of their institutions.

Sub-theme 3.1: Supporting New Educators

Participants expressed a strong sense of responsibility to support and mentor new educators, helping them navigate the challenges of the profession.

Maryam: "I remember how lost I felt during my first few years of teaching. Now, I make it a point to be the mentor I wish I had back then."

Elham:

Mentoring isn't just about giving advice or teaching some techniques, it's about listening, understanding, and helping new educators build their confidence. I deeply believe that, in this career, we should teach teachers how to become effective, how to become creative, instead of just giving them fish, we should teach them how to get their own fish.

By sharing their experiences, offering guidance, and fostering confidence, they aim to equip early-career teachers with the tools they need to navigate the profession successfully. This commitment reflects their belief in the importance of nurturing the next generation of educators and ensuring the continued growth and innovation of the teaching community.

Sub-theme 3.2: Leading by Example

Experienced educators also see themselves as role models, demonstrating professionalism, resilience, and a commitment to lifelong learning.

Mahshid:

In our profession, we are showing others that it's okay to make mistakes, to ask questions, and to keep growing. That's what I try to do in my work. I think we are more than just teacher educators, we are like role models. We need to teach more than teaching concepts to these future teachers. They need to know teaching is not a simple job, it is a profession, it is the art of living professionally and having a positive impact.

Sara:

I want my students and colleagues to see that teaching is about more than just teaching textbooks. It's about building relationships, working on the curiosity and creativity of people, and making a difference. That's the legacy I hope to leave behind. I think after many years, our students don't say that Mrs. X was very knowledgeable in grammar, or Mr. Y knew lots of vocabulary. What students will remember in my personal view is the positive memory you leave behind.

Through their actions and attitudes, they aim to inspire future educators to embrace teaching as both a profession and a way of making a meaningful impact. By demonstrating the importance of curiosity, creativity, and building relationships, they strive to leave a legacy that extends beyond academic knowledge, fostering positive memories and lasting influence in the lives of their students and colleagues.

Theme 4: Institutional Challenges

As experienced teacher educators navigate their roles, they encounter a range of institutional challenges that shape their professional experiences. While these challenges differ from those faced by early-career educators, they remain a significant source of tension. Institutional constraints, administrative expectations, and inflexible policies often limit their ability to focus on teaching, research, and innovation. Below, we explore key aspects of these challenges.

Sub-theme 4.1: Administrative Burden

One of the most frequently mentioned challenges by experienced educators is the growing administrative workload. Participants expressed frustration about the disproportionate amount of time spent on non-teaching tasks, which detracts from their primary mission of educating students and contributing to their fields through research. This administrative burden includes paperwork, departmental meetings, compliance requirements, and other bureaucratic tasks.

Elham: "Sometimes I feel like I spend more time on paperwork than on teaching or research. It's frustrating because I became an educator to inspire students and contribute to my field, not to fill out endless forms or attend meetings that don't seem to go anywhere."

Hossein: "The administrative demands are overwhelming. Every year, it feels like there's more to do—more reports, more evaluations, more meetings. It's exhausting, and it often feels like it takes away from what really matters."

Sara: "There are days when I feel like my job has less to do with teaching and more to do with managing bureaucracy."

Participants voiced their frustration at the time and energy consumed by bureaucratic tasks, which they feel detracts from their ability to inspire students and advance their fields. This growing burden highlights the need for balanced systems that allow educators to focus on what truly matters—educating and making meaningful contributions to their profession.

Sub-theme 4.2: Curriculum Constraints

Another significant challenge experienced educators face is the rigidity of institutional policies regarding curriculum design and implementation.

Elham: "There's little room for innovation when you're bound by strict guidelines. I have so many ideas for how to make my courses more engaging and relevant, but the curriculum policies are so rigid that it's hard to implement any real change."

Sara: "I understand the need for consistency, but sometimes the policies feel too restrictive. It's frustrating when I see opportunities to improve the learning experience, but I can't act on them because of institutional red tape."

Mohammad: "The curriculum is often designed with a one-size-fits-all approach, but education doesn't work that way. Every group of students is different, and as educators, we need the flexibility to tailor our teaching to their needs. Unfortunately, the system doesn't always allow for that."

Many participants felt constrained by inflexible guidelines that limit their ability to innovate or adapt their teaching to meet the evolving needs of students. These constraints often leave educators feeling stifled and unable to fully exercise their creativity or expertise.

Comparison of Themes between Early-Career and Experienced Teacher Educators

The tensions experienced by early-career language teacher educators and experienced language teacher educators share several similarities, but they also diverge significantly due to differences in professional maturity, expectations, and institutional roles. Both groups face challenges tied to their professional identity, institutional demands, and relationships with others, though the specifics of these tensions differ. Early-career educators struggle with navigating their nascent professional identity, often marked by uncertainty and self-doubt as they transition from being

language teachers to teacher educators. This identity conflict is compounded by the need to balance teaching and research responsibilities, which many early-career educators find overwhelming due to a lack of preparation and institutional support. Similarly, experienced educators also grapple with their professional identity, albeit in a different way. Their challenge lies in the continuous evolution of their expertise and adapting to changes in pedagogy, technology, and institutional expectations. While early-career educators often feel excitement and motivation tempered by frustration, experienced educators are more likely to feel a sense of confidence but must constantly adapt to remain relevant, reflecting a more seasoned approach to professional growth.

Institutional demands and constraints are another shared source of tension, but the nature of these pressures differs. Early-career educators often experience workload stress and limited autonomy as they try to establish themselves within the institution, often feeling constrained by a lack of decision-making power or support. In contrast, experienced educators face challenges such as administrative burdens and curriculum constraints, which stem from leadership responsibilities and their higher level of involvement in institutional decision-making. While both groups must navigate institutional demands, early-career educators struggle with finding their place within the system, whereas experienced educators often take on a more active role in shaping and leading those systems. Additionally, managing relationships with others is a common theme, but early-career educators typically focus on building authority and empathy with students, while experienced educators are more involved in mentoring and supporting new educators. This difference highlights the progression from managing immediate classroom dynamics to taking on broader leadership responsibilities as educators advance in their careers.

Another key distinction lies in how personal growth and balance are perceived by the two groups. Early-career educators often experience emotional tension tied to their lack of preparation for the multifaceted demands of their roles. They must manage the stress of transitioning into a new professional identity while trying to establish meaningful connections with students, often feeling isolated. Experienced educators, on the other hand, focus more on balancing professional growth with personal life, emphasizing lifelong learning and work-life balance. Their tensions are less about uncertainty and more about maintaining equilibrium amidst mounting responsibilities. Both groups face challenges related to institutional limitations, but early-career educators view these as barriers to autonomy and growth, while experienced educators see them as obstacles to implementing long-term change or innovation. Overall, the tensions reflect a developmental continuum: early-career educators focus on identity formation and foundational skills, while experienced educators navigate leadership, mentorship, and the evolving nature of their expertise. Despite their differences, both groups share a commitment to student success and professional growth, though how these are pursued depends on their stage of career development.

5. DISCUSSION AND CONCLUSION

This study employed a qualitative research method to explore the emotional tensions encountered by early-career and experienced teacher educators during their transition from teachers to teacher educators. The research adopted a combination of semi-structured interviews and narrative frames to gain in-depth insights into participants' lived experiences, with data analyzed using Braun and Clarke (2006) thematic analysis approach. This systematic method ensured that the findings were firmly grounded in participants' narratives while enabling the identification of patterns and themes across the dataset.

The findings of this study provide a nuanced understanding of the emotional tensions faced by early-career and experienced teacher educators during their transition from being teachers to teacher educators. The research supports the premise that identity transition is a deeply emotional and multifaceted process that involves both internal and external pressures. Early-career teacher educators, in particular, grapple with self-doubt, the challenge of balancing teaching and research,

and a lack of preparation for their new roles. This aligns with the findings of Mansfeld (2020), Mansfeld et al. (2022) and North et al. (2022), who emphasize the destabilizing impact of dual identities and role conflicts during the transition. Similarly, experienced teacher educators navigate tensions tied to their evolving professional identity, the need to adapt to changes, and institutional challenges such as administrative burdens and curriculum constraints, as also highlighted by Murray and Male (2005) and Dinkelman et al. (2006). While both groups experience tensions, the nature and intensity of these challenges differ, reflecting a developmental continuum in professional growth. The study's contribution lies in its exploration of the emotional aspect of these transitions, which has been underexplored in prior literature that predominantly focuses on identity shifts (e.g.,Kastner et al., 2018; Williams, 2014).

A key finding of this study is the significant role emotions play in shaping early-career teacher educators' experiences. Feelings of uncertainty, frustration, and vulnerability are prevalent, stemming from their lack of preparation and the high expectations placed on them. This finding is consistent with the work of Lasky (2005) and Song (2016), who argue that emotional vulnerability arises when there is a misalignment between one's desired emotional state and actual experiences. In this study, early-career educators reported feeling emotionally drained due to the dual demands of teaching and research, a finding echoed by Mansfeld et al. (2018), who highlight the need for emotion regulation strategies to build resilience. However, this study extends existing research by emphasizing the impact of institutional constraints on emotional well-being. For instance, the workload stress and limited autonomy reported by early-career educators are consistent with findings by Allen et al. (2016), who note that inadequate support during career transitions exacerbates tension. The study also highlights the crucial role of institutional support in navigating these challenges, suggesting that the absence of structured training and mentorship programs amplifies emotional tensions. This finding underscores the importance of implementing systemic changes to better prepare educators for their roles, thereby addressing a shortcoming in the current body of research, which often overlooks institutional responsibilities.

In contrast, experienced teacher educators exhibit greater confidence in their roles but face unique tensions tied to their leadership responsibilities and the evolving educational landscape. As found in prior studies (e.g.,Bond & Koops, 2014; Wood & Borg, 2010), the professional identities of experienced educators are shaped by their accumulated expertise and the need to adapt to new pedagogical methods and technologies. This study reaffirms this while adding that experienced educators must also navigate the tension between their professional growth and institutional constraints, such as administrative burdens and rigid curricula. These findings align with Dinkelman et al. (2006) and Murray and Male (2005), who emphasize the challenges of balancing teaching excellence with institutional demands. However, an important contribution of this study is its focus on mentorship and leadership as sources of both tension and fulfillment for experienced educators. Participants reported that mentoring new educators and leading by example are rewarding but also emotionally taxing, as they feel responsible for shaping the next generation of teachers. This dual role highlights the complexity of their professional identity, which involves a delicate balance between their own growth and their commitment to supporting others. While this finding aligns with Beltman et al. (2011), who emphasize the reciprocal nature of teaching and learning, it also raises questions about the sustainability of this model, suggesting a need for further research into how institutions can better support experienced educators in their leadership roles.

Conclusive Implications and Suggestions for Further Studies

Despite these limitations, the findings contribute to a deeper understanding of the emotional dimensions of identity transitions in teaching, offering practical implications for teacher educators and institutions. For early-career educators, the study highlights the need for structured mentorship programs and training workshops to ease the transition into academia. Institutions should provide

clear guidelines and resources to help educators balance teaching and research responsibilities, thereby addressing a key source of tension identified in this study. For experienced educators, the findings suggest the need for policies that reduce administrative burdens and provide greater flexibility in curriculum design, enabling them to focus on teaching and mentorship. These implications are supported by prior research on the role of institutional support in fostering resilience and reducing burnout (e.g.,Crawford, 2018; Gu, 2018). Additionally, the study's emphasis on emotional vulnerability and resilience offers valuable insights for professional development programs, which should incorporate emotion regulation strategies to help educators navigate their roles more effectively. By addressing these tensions, institutions can empower teacher educators to thrive in their roles, ultimately benefiting the broader educational community.

The study's findings also reveal certain limitations and potential flaws that warrant discussion. One limitation is the reliance on self-reported data, which may introduce biases such as social desirability or selective recall. Participants may have emphasized certain aspects of their experiences while downplaying others, potentially skewing the findings. Furthermore, the emotional tensions reported by teacher educators are context-specific and may not be generalizable to other educational settings or cultural contexts. For example, institutional demands and support systems vary widely across countries and institutions, which could influence the nature and intensity of the tensions experienced. Another potential limitation is the lack of longitudinal data, which would provide a more comprehensive understanding of how emotional tensions evolve over time. Additionally, the study focuses primarily on negative emotions, which may overlook the role of positive emotions such as joy, pride, and fulfillment in mitigating tension. Future research could address these limitations by incorporating longitudinal designs, exploring cross-cultural differences, and examining the role of positive emotions in resilience-building. While this study highlights the interplay between internal and external factors in shaping emotional tensions, it leaves open questions about the relative weight of these factors and how they interact over time, suggesting a need for further exploration.

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Appendices

Appendix A: Interview Questions

1. Can you describe your emotional experiences during your transition from being a teacher to a teacher educator? Please include both positive and negative emotions.
2. What do you think are the main sources of the emotional tensions you've experienced in your role as a teacher educator?
3. How have these emotional tensions affected your ability to teach and mentor other teachers? Could you provide specific examples?
4. How have these emotional tensions shaped your perception of yourself as a teacher educator, particularly in comparison to your previous role as a teacher?
5. How have your relationships with your students (teachers-in-training) been influenced by your emotional experiences in this role?
6. What strategies have you used to manage the negative emotions that have arisen in your role as a teacher educator? Were they effective?
7. How do you compare the emotional tensions you faced as a teacher with the ones you face now as a teacher educator? Do you find the current role more or less emotionally challenging? Why?
8. What aspects of your role as a teacher educator do you find most rewarding, and how do these rewards impact your ability to handle emotional tensions?

Appendix B: Narrative Frames

For Early-Career Teacher Educators

One of the most challenging emotional experiences I faced as an early-career teacher educator was …………………….. This experience was difficult for me because ………………………………. It made me feel ……………………………………….. The situation impacted my teaching by ……………………………….. It also affected my perception of myself as a teacher educator by ………………………………….. To manage this challenge, I tried to …………………………………… but the outcome was ……………………………………………..

For Experienced Teacher Educators

One memorable experience that caused emotional tension in my role as an experienced teacher educator was ……………………………………. This experience was significant because ……………………………………. It evoked feelings of ………………………………….. The situation influenced my teaching and mentoring by ………………………………….. It also affected my relationships with colleagues or students by ……………………………. To address this, I …………………………………… but the result was …………………………………….