Teacher Educators' Strategies for Continuous Professional Transformation

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Abstract

*Continuous professional transformation among teacher educators is generally regarded as an ongoing process and often taken for granted in both discussion and research. The purpose of this reflective paper is to explore strategies for continuous professional transformation among teacher educators. For it, we **(authors)** employed a longitudinal qualitative research design, reflective research approach. We relied on qualitative data generated from 2022 to 2024 based on our, six authors' professional reflective experiences, discussions, observations, and programs. We generated data texts from written reflections, documents, and meeting minutes. Adapting thematic data analysis approach we explored nine themes of continuous professional transformation among teacher educators such as engaging in critical collaborative inquiry, nurturing diverse learners, sharing success and sad stories, fostering intellectual growth and ethics, conducting research, monitoring and mentoring, problem solving, pedagogical innovation, and continuous reflective practices. The findings of our study revealed the collaborative inquiry, self-reflection, and lifelong learning are essential for professional growth, enabling educators to refine their practices in response to evolving educational needs. The study also revealed the chief strategies for continuous professional development as taking responsibility of given tasks, making contributions in collaborative tasks and taking self-initiation. Our study recommends the potential implications of these strategies as significant to the early career teacher educators who aspire for continuous professional transformation in their university contexts.*

Key words: Continuous professional transformation, longitudinal qualitative research, strategies, teacher educators

Introduction

Educators usually initiate for their professional development (Van der Klink, et. al., 2017). Continuous professional development of university teachers is considered as an ongoing process (Dilshad et al., 2019). For many years, teacher educators have been

looking only for transformative learning experiences for graduates and school students in Nepali university context (Luitel & Wagley, 2017). Educators' transformative professional development might seem enough for individual educator's consciousness, growth, or development but not sufficient for collective, group/s, or social formation. For social formation, continuous professional transformation seems to be vital. However, the exploration of continuous professional transformation among teacher educators seems to be overlooked.

Adult learners learn from reflective narratives of self and others and improve andragogy to support teachers to improve their pedagogy. Andragogy teaching and learning involve teacher educators to focus on solving evolving and emerging problems collectively (Galbraith & Fouch, 2007). Besides, self-concept, experiences, readiness to learn, motivation, and problem-centered learning are some of the major characteristics of andragogy (Puruwati et al., 2022). Educators need to focus on the emergence of collaborative, collegial partnerships, active learning and trust, respect and reciprocity between the learners and themselves (Laws et al, 2009). Adults are mostly interested in the learning of subjects that have immediate relevance and impact on their job or personal life (Machynska & Boiko, 2020).Team based learning, case studies, and reflective disclosure are some possible effective practices (Chavan & Khandagale, 2022). In Nepali University context, critical-appreciative (Dhungana, 2021), participatory (Dhungana et al., 2022) and joyful (Dhungana, 2023) have contributed in fostering educators' transformative professional development.

At first glance, a one-time transformative learning experience for teacher educators may seem sufficient, but it proves inadequate in the context of rigorous community engagement within continuous professional development programs. Seemingly, it was the call for continuous professional transformation. From rigorous engagement in community based programs we sensed that teacher educators' professional transformation plays a vital role in influencing the learning of themselves, students, parents, colleagues, and policy developers. Rather than seeking time, funding and study leave (Dilshad et. al., 2019), we need to look for alternative and then engage in University-Community partnership program of university (e.g., Continuing and Professional Education Program (CPEP) run by the Continuing and Professional Education Centre (CPEC) of Kathmandu University School of Education). CPEC started running school-based continuous professional development programs since 2022 for teachers, as well as short courses, project development and implementation initiatives, and collaborative programs. These efforts involved teachers, teacher leaders, teacher educators, and policy developers, in partnership with national and international educational institutions. Going beyond conventional approaches to teaching and learning in the university and community

contexts, as educators of CPEC we fixed so many evolving and emerging professional issues.

In short, transformative professional development/learning in graduates and teachers is not enough as there is the need for continuous professional transformation among educators for those who continuously and professionally engage in academia and community with teachers and students. Therefore, the purpose of this study was to explore strategies for continuous professional transformation among teacher educators.

Methods

Intending to explore strategies for continuous professional transformation in teacher educators, we six (authors) teacher educators of Kathmandu University School of Education reflected three years' (from 2022 to 2024) professional learning experiences adapting a qualitative research approach.

We adapted a longitudinal qualitative research design (Wood et al, 2024) to explore our professional experiences within the university context as a qualitative research approach. Six teacher educators were selected purposefully as we were the colleagues and also early career teacher educators lived experiences were significant to explore ways of continuous professional transformation. The longitudinal qualitative research design explored our, so-called minoritied individuals' everyday professional practices and lived experiences to show transformative change within a university system (Wood et al, 2024).

We collected data texts using the methods such as personal reflective experiences, discussions, observations, programs and professional practices as they generated our lived experiences. The tools we used are written reflections, documents, and meeting minutes. Adapting the living model of professional development (Dhungana, 2022), we conducted weekly meetings on Mondays to share and reflect on asking the questions like: What worked well and what did not? What did we learn? How could we improve what we were doing? We used thematic analysis approach as we reflected on our written reflections, documents, and meeting minutes and recognized patterns as themes. The nine themes were the nine ways of continuous professional transformation among teacher educators. They are engaging in critical collaborative inquiry, nurturing diverse learners, sharing success and sad stories, fostering intellectual growth and ethics, conducting research, monitoring and mentoring, problem solving, pedagogical innovation, and continuous reflective practices which we elaborated in the findings and discussion section.

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Results and Discussion

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In the following sections we share our ways of continuous professional transformation.

Critical Collaborative Inquiry

Our journey through the Continuing and Professional Education Centre (CPEC) was characterized by an ongoing cycle of learning through action and reflection on the Continuing and Professional Educational Programs (CPEPs). As teacher educators, we encountered evolving pedagogies, new technologies, and social shifts that required us to continually adapt and innovate in our professional practices. Engaging in critical collaborative inquiry, we navigated through initiatives such as school policy development, curriculum enhancements, pedagogical innovation, and assessment practices that fostered a responsive and adaptable teaching approach. This collective experience underscored the need to remain flexible and open to change, allowing us to refine our practices to meet the demands of an evolving educational environment. A key aspect of our professional growth involved collaborative inquiry, which enriched our knowledge base and broadened our perspectives on educational challenges.

For example, Author-6's journey from engineering to education highlights the transformative nature of professional inquiry. By blending engineering-based problem-solving with critical, analytical, and collaborative skills, Author-6 found new ways to make learning more engaging and relevant for students. This unique integration of skills provided insights into how interdisciplinary experiences can be leveraged to enhance teaching effectiveness.

Our collaborative inquiry focused on improving student retention in short courses at our institution. Through engagement in professional learning communities, research initiatives, and leadership roles, we explored diverse strategies to address student needs, which subsequently informed our teaching practices and institutional policies. Such initiatives illustrate how collaborative inquiry can serve as a powerful tool for professional development, enabling educators to tackle complex educational issues with a holistic approach.

Collaborative inquiry, self-reflection, and lifelong learning are essential for professional growth, enabling educators to refine their practices in response to evolving educational needs. Our narratives echo similar findings from studies on collaborative professional inquiry (e.g., Drew et al., 2016; Priestley & Drew, 2017), reinforcing that educators who embrace adaptability and reflection are better equipped to lead meaningful educational change. This commitment to continuous improvement resonates with the work of Laws et

al. (2009), who emphasized community partnerships, active learning, and collaborative inquiry as vital components for sustainable professional development.

Nurturing Diverse Learners

Within collaborative space engaging in diverse programs of CPEC provided opportunity to meet diverse learners. Meeting with diverse learners and working with their needs we could improve our pedagogical competences.

For instance, Author-3 commenced journey with a stereotypical lecture-based classroom environment where she found teachers as protagonists in the traditional realm of the classroom. Later, she tried to bring something new in the lecture-based approach but the newness of her pedagogy put her into trouble. The people around her were not used to what she wanted to incorporate in her teaching. Interaction with students was the heavy noise of her classroom which was considered a mismanaged or uncontrolled class. Yet she did not stop to experiment innovative pedagogies and surprise them from her pedagogical interventions and that so-called noise of her classroom (classroom interactions) with students provided invaluable insights to jump into diverse learning styles and needs.

Our enhanced pedagogical competences began to nurture diverse learners that shifted our role of teacher educators which became a transformative and enriching experience. Diverse learners refer to the diversity in learning in terms of age, education, geographical location, culture and level. Our continued collaborative journey nurturing diverse learners contributed to the professional development of teachers that marked a crucial moment in our career. In this ever- evolving and dynamic setting, we encountered a diverse array of learners (professionals) who were seeking to enhance their skills, pursuing career transitions, eagerness to learn for personal and professional growth. This context challenged us to adapt to different strategies of teaching and learning so that it could tailor to the unique needs of adult learners. Whenever we uttered our voice to narrate our own story of this journey that really jolted down every essence of our journey from being to becoming a teacher educator, detailing the challenges, ups and downs, growth, and fulfillment encountered diversity along the way.

Valuing adult learners' experiences support to connect their learning in their real contexts (Machynska & Boiko, 2020). Accepting challenges, learning by best practices and mistakes and adapting context-responsive approaches are vital to impact meaningful learning of diverse learners. Diversity in the training process and diversity in the individuals and groups improve the effectiveness of the programs (Hubbard & Romeo, 2012).

Sharing Success and Sad Stories

We shared our successes, failures, regrets and sadness in our informal meetings and discussions and formal meetings. Further we reexamined or reflected what worked well and what not well together with trainees that perhaps led us towards transformative learning. Sharing success and sad stories became a culture of CPEC.

For instance, Author-4 was brought up and groomed by hearing the meaning of transformation as metamorphosis, a transformation of one being into another and she would see nothing and saturate where she stopped. She recalled her earlier days in University where she started regretting herself for being a positive teacher educator. She usually got an assignment where she needed to reflect her current teaching practices and looked through it from various educational philosophies and theories. The initial days were filled with regret and sadness as she figured out most of her teaching practices were highly dominated with lecture based and facilitator centered.

Sharing regrets becoming vulnerable might sound unprofessional; however, it explores strengths and areas of improvement collectively. Educators' realization of their strengths and limitations followed by better plans make TPD sessions more participatory and participant centric (Dhungana, 2021; Dhungana, et al, 2022). The reflective narratives of self and others can improve andragogy that supports teachers to improve their pedagogy. Andragogy learning involves educators to focus on solving evolving and emerging problems by connecting to the past experiences to the present context collectively (Galbraith & Fouch, 2007).

Fostering Intellectual Growth and Ethics

We believed that we can be change agents by fostering our intellectual growth and ethics. Connecting it into our educational practices, it advocated active participation or engagement of individual (both learner and facilitator) in the creation of knowledge in a collaborative and cooperative space. Once the assumption of knowledge as static body, it had been resulting in content knowledge transmission from teachers to students in a decontextualized environment. This means being 'expect' in content knowledge imparting would be taken as the main concern of teacher for scoring good marks/grades in tests.

For instance, the gradual transformation in Author-5 perception of education and pedagogical practices led and made him aware about focusing on other dimensions beside mere content knowledge delivery. Considering these aspects, continuous teaching professional development (TPD) program gained its popularity among schools and much in his practice. He was dedicated to play a vital role in preparing skillful teachers, and

their (teachers') journey began with introspection. He engaged in reflective practice critically evaluating teaching methods and their impact on learners. This self-evaluation paved the way for continuous growth and development. Lifelong or continuous learning was a fundamental principle of this journey.

We were committed to continually expanding our knowledge, skills and pedagogical expertise in this field. Relying on this context, we attended various seminars, conferences, and graduate programs (in-person/virtual) to keep up with the ever-changing field of education. We were sure that that commitment ensured us to remain at the forefront and informed of educational innovation and best practices which are still going on in different parts of the world.

Human beings are the agents of change of ongoing society through its activities, including the interrelated processes of being, knowing and doing (Stetsenko, 2015). Intellectual engagement creates an empowering environment for excavating the inert capacities and skills of teachers (Ghimire, 2019). The continuous transformative professional development journey is dynamic process characterized by self-reflection, refraction, lifelong learning, re/search, collaboration and values morality (Pitsoe & Letseka, 2014).

Research

Research was another integral part of our journey. We assessed needs of different teachers interacting, discussing with teachers, students, teacher-leaders and stakeholders. Then we developed programs to enhance teachers' pedagogical practices, foster an environment of intellectual curiosity and evidence-based instructions.

For instance, Author-6's engineering degree equipped him with the skill of systematic analysis of educational techniques and tools. However, he was not much confident on his pedagogy. Author-2 and Author-6 did a basic assumption analysis and came up with evidence-based decisions that further helped his techniques. This empirical process enabled them to identify weak points that needed improvement and the use of very effective techniques to strengthen learning of the students, teachers and educators.

Our goal was to ensure education accessible and equitable for all. Additionally, some of us had experience of textbook and teacher guide writing work under Curriculum Development Center (CDC) of Nepal. However, implementation opportunity was not possible for all (e.g. Author 1 and 6). Through CPEP we reached out to the teachers of different part of the country and strongly advocated for effective implementation of the curricula. We further introduced different innovative interdisciplinary approaches through our pedagogical practices intending to facilitate 21st century learners.

Engaging in educational research (plan-act-observe-reflect to foster values) (McNiff, 2009) allows educators to explore status quo (particularly in their academic domain) and best teaching methods that provides opportunity to exchange innovative, context-responsive pedagogical new insights to the broader field of education. The compartmentalized approach may not be fruitful for educational practitioners as knowledge discourse and construction best occurs in a rich interdisciplinary environment (Rijal, 2020). The exchange of knowledge, experiences, and innovative teaching strategies in the process of research among the education professionals enhances pedagogical values, knowledge and skills. For this, collaboration and networking are vital aspects (Farrow et al, 2022). The collaborative networks provide valuable support and inspire the cross-pollination of ideas.

Monitoring and Mentoring

Being teacher educators of CPEC, we worked at the grass root level in different schools and among the teachers where every school evolved/sensed as a project/program for us that contributed our continuous professional learning.

For instance, after the need assessment and with a planning of appropriate workshop/session, Author 4 was responsible for mentoring and monitoring the activities of teachers. The wealth of lived experience and experiential knowledge shaped him as natural collaborator within his team and beyond in guiding and supporting teachers. Additionally, self/peer evaluation and feedback were essential backup support for him to foster his continuous learning.

Collecting teacher learners' feedback at the end of the session, self-assessment, and even feedback from peers were essential activities that we did. It was not only been helpful to update our upcoming planning but also helpful to evaluate our own teaching performance and to improve. Assessment focused on developing essential knowledge and skills, guiding the refinement of teaching methods. For that, moral and value education was the guideline. We sensed that teacher educators need to instill ethical principles and values in the educators. We facilitate, recognizing that these values (e.g., core values of the institution or individuals) would shape the character of our future teachers and students.

The professional development journey seems to be a rich textile of dedication, lifelong learning, and commitment to fostering intellectual growth and ethics of future educators. Feedback contributes to engage learners in critical self-reflection (Kobiela et al., 2023). The journey marks by constant refraction, growth, and adaptation, and it profoundly affects the quality of teacher preparation as well as the success of students and the entire education system.

Problem Solving

Continuous exploration of emerging needs and strengths by designing and implementing TPD programs with necessary mentoring and support enhanced teachers and teacher educators learning experiences.

For instance, Author-6 began to think himself a problem solver which was a huge transformation in his life—one in which there were moments of bewilderment and others that were enriching for him. Coming from a civil engineering background, he gave the educational field a different perspective. The academic training he had in engineering gave him a strong background in logical reasoning, critical analysis, and specific skills. These skills greatly influenced his facilitating role. He utilized engineering problem-solving techniques to solve issues affecting learners; these included the development of well-defined interventions targeting students who were lagging behind, or the implementation of creative classroom practices that promoted student involvement in exhibition. Another example in which he applied his engineering competencies was in the case of project-based learning experiences, (e.g. developing paper using rice straw) where he borrows from his experiences of engineering design methodologies to set tasks that get students applying knowledge and skills to problems facing society.

Gradually our journey took us towards us as problem solvers. We nurtured critical analysis, creativity, and collaboration on the part of the students. While at the same time we continuously provided a new path for pedagogical innovation and authentic assessment.

Time, funding and study leave might be constraints of professional development of educators in one context (Dilshad et al, 2019), however, they can be an opportunity for a continuous professional transformation. Educators working for more than office hours without taking study leave for institutional growth may contribute to personal growth. Working for common good, institutional and personal growth can be foundation for continuous professional transformation in diverse contexts.

Pedagogical Innovation

Pedagogical innovation was another hallmark of our journey. Pedagogical innovation refers to the innovative pedagogies that are context-responsive. Context-responsive pedagogies work well in the particular context. Principles of constructivism especially guided and prepared us in leading learning experiences where teachers and students actively constructed their pedagogical knowledge and skills.

For example, with almost one and half decades of teaching experiences for students from primary to undergraduate level, Author-5 realized that diversity among learners is a

fundamental consideration. He implemented differentiated, arts-based, project-based and inquiry-based learning in a way that students and teachers were found encouraged to have curiosity and explore topics of interest. He realized that opportunities given to students and teachers to pose questions, gather information, and reach conclusions helped teachers to gain better understanding and deepen their extent of critical thinking.

We tried to adopt new teaching methods and technologies, adapting to the changing educational landscape. Whether integrating digital resources or adopting student-centered strategies, we were at the forefront of educational innovation. Towards these ends, inquiry-based learning, differentiation, and project-based learning are the pedagogical strategies that we explored and used for further developing critical thinking, creativity, and problem-solving ability. While developing professionally, we were drawn towards developing curriculum frameworks that aligned with our approaches to student-centered innovative pedagogies.

Through innovative pedagogies, in the context of higher education, educators enhance 21st century skills and innovative skills (Kivunja, 2014). Recognizing the individual difference and unique needs of diverse student groups is a must to adapt new teaching methods that can create an inclusive and culturally responsive learning environment (Marenus, 2024) among teachers and educators.

Continuous Reflective Practices

Questioning the relevancy and context-responsiveness of teachers' professional development curriculum developed by the Nepal government (CEHRD, 2016), we worked with Principals and Headteachers of community and institutional schools along with teacher educators of CPEC. We developed school-based CPD curriculums, adapting a participatory approach. In the process, we engaged in continuous transformative professional development as we learned the following:

Author-1 connected teachers' school-based continuous professional development curriculum with the schools' vision, mission, and goals, including values and skills that the schools wanted to foster. Universities and schools have their visions, missions, and goals, however, their activities were not aligned with their vision, mission, and goal. The visions, missions, and goal were not living or continuously improved, addressing the contextual needs and aspirations. Besides, she learned to analyze curriculums (international, ECA, others) adapted by universities and schools. Effective implementation of the CDC curriculum was the first stage. The second stage was to develop school curricula through the classroom curriculum. The classroom curriculum was an improved version of the lesson plan or project plan, which was a part of the curriculum that included all the components of the curriculum.

Besides, we developed a curriculum framework and an ECA curriculum with teachers and principals that align with the CDC curriculum framework, addressing the gaps. We explored the possibilities of creating school-based innovative (integrated, participatory) curricula to address the learner's needs and aspirations, making hidden curricula explicit for the greater good (e.g., entrepreneurship). We learned to advocate for creating a professional learning space for teachers for continuous professional development. It was because we discovered that a school did not have a room where all teachers could sit for a meeting. Another school had only chairs, not tables. Many schools did not have a culture of teachers' professional learning opportunities like conducting sessions in the school and/or sending out of the schools for training and other professional opportunities. We learned to see equal value in multiple pedagogies to implement the curriculums effectively. We learned to integrate feedback and reflection into our professional practices when we internalized the essence of formative assessment as a way of living and aspiring for a better professional life. Facilitating and exploring students' learning goes side by side unless one should sit for summative assessment. 'Teaching first and testing next' approach seems to blur by adapting formative assessment. We realized that formative assessment is a way of living that can continuously be enhanced through constructive feedback and critical self-reflection processes.

Disciplinary egocentrism creates the dualist discourse of disciplinary vs. interdisciplinary that values one approach over another (Rijal, 2022). However, the equal value of context-responsive approaches develops equitable approaches. Interdisciplinary approaches (e.g., STEAM) supports to teach integrated curriculum and other subjects like Social Studies, Science, Nepali, English, and Mathematics by developing disciplinary, interdisciplinary, and integrated projects. STEAM approach enhances problem-solving skills, interdisciplinary collaboration, hands-on and project-based learning, including active student engagement, authentic learning experiences, practical skills, and integration skills (of multiple disciplines) of students (Bakhramovich & Ismatovna, 2023) and of teacher and teacher educators. It helps in encouraging student engagement, following interdisciplinary integration of students (Luo & Cong, 2024), teachers and educators. It also develops research skills of teachers and educators (Choriyevna (2024). The integral (non-dual) perspective contributes to teacher educators' continuous transformative professional development (Taylor et al. 2012).

In short, we were open to engage continuously in our transformative professional development by contributing to university-based academic programs and community-based short courses (e.g., courses on parental education, inclusive education, non-teaching staff education, ECA education, AI in education), and other initiatives.

Reflections

The purpose of this study was to explore strategies for continuous professional transformation in teacher educators. We, authors, explored the above mentioned nine ways of continuous transformative professional development of educators. They are engaging in critical collaborative inquiry, nurturing diverse learners, sharing success and sad stories, fostering intellectual growth and ethics, conducting research, monitoring and mentoring, problem solving, pedagogical innovation, and continuous reflective practices. The nine ways may/not is a linear process and may/not different in the diverse contexts. The nine ways evolves as a participatory, context-responsive framework for continuous transformative professional development in teacher educators.

Figure1

A Framework for Continuous Professional Transformation
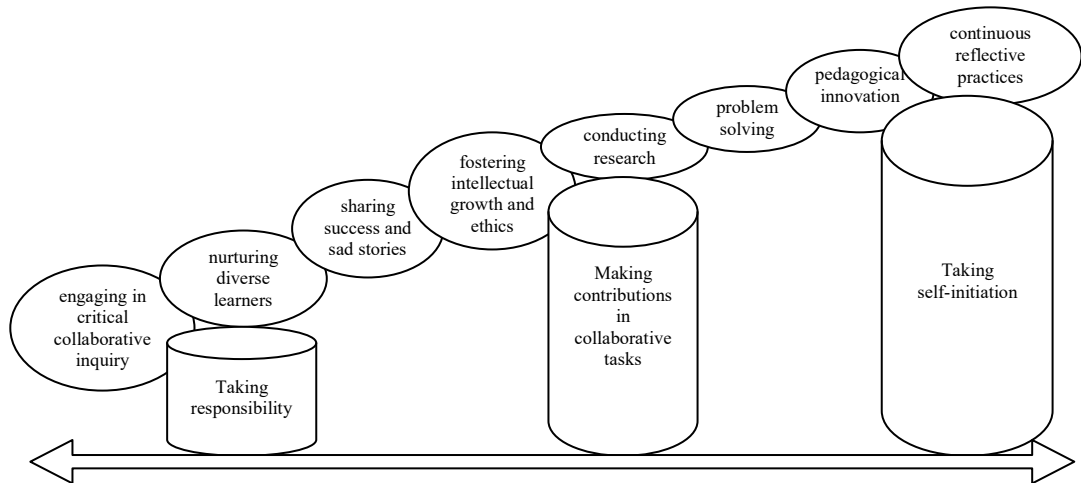
However, our continuous transformative professional development would not be possible if we were unable to develop three strategies as pillars (see Figure-1) such as taking responsibility for given tasks, making contributions in collaborative tasks and taking self-initiation that contributed to our continuous professional transformation. A self-study (Dhungana, 2021) and value-based research (Dhungana, 2023) might have contributed as foundation for the development of the context-responsive strategies. Our continuous professional transformation journey was not a linear but a cyclical, iterative and continual as given in the Figure-1 that worked well in the context of Kathmandu University School of Education which can be useful in other similar contexts.

For instance, according to the Dean of Kathmandu University School of Education,

Higher education requires significant transformation. In developed countries, disruptive technologies and evolving labor markets have prompted a discourse around the shift in higher education. In transitional society like Nepal there are three major challenges of working towards the shift in higher education. First, the system lacks resilience to unprecedented external changes. Second, a loss of trust and confidence among the local population has led to a disengaged environment of action and reflection. Third, the tendency to seek external solutions has hindered the exploration of diverse internal opportunities. (From the FaceBook wall of the Dean, Kathmandu University School of Education, 13 October 2024)

Although the School of Education, Kathmandu University already embarked on the journey of continuous professional transformative by initiating some of the core components of education through CPEC including community engagement of educators and maximizing job opportunities, the Dean continued seeking internal and external opportunities. Such opportunities nurtured creativity, critical thinking, and innovation not only among students (Bakhramovich & Ismatovna, 2023) but also among teachers and teacher educators.

These strategies of continuous professional transformation in teacher educators created multiple opportunities as we developed non/accredited training courses and programs that we implemented. Further we developed assessment tools and teaching materials and also organized exhibition, workshops and seminars. The opportunities engaged us in continuous teaching, facilitating, learning and reflection that contributed to our continuous transformative professional development as we developed academic, research, and mentoring skills.

Being teacher educators was a continuous, transformational process that combined ethical commitment, lifelong learning, critical self-reflection, and teamwork. It highlights how dynamic professional growth is and how important it is to continuously evaluate oneself, conduct research, and innovate. We modified teaching strategies to create inclusive, culturally sensitive learning environments by adhering to these concepts. We made sure that teaching methods were context-responsive as we gathered feedback from peers and instructors and improved our programs and practices. The commitment to supporting the ethical and intellectual development of aspiring teachers was what made this trip so important—it will eventually improve further.

We will continue seeking knowledge about new trends in education and reflecting on our practices in search of opportunities and solve problems together with students, teachers, teacher educators, and policy developers.

Conclusion

Exploring three strategies of educators in finding nine ways of continuous professional transformation in educators, was not challenge free. The major challenge was a negative gossip. Perhaps positive gossip among the team and beyond during meetings and breaks to discuss other's positive actions and initiations might be more supportive for the continuous transformative professional development (Cheng et. al, 2022) and continuous professional transformation in educators. We were self-motivated. However, we felt low from negative gossips. Our emerged and evolved strategies of taking responsibility for given tasks, making contributions in collaborative tasks and taking self-initiation worked well. Critically reflecting on our professional practices we created multiple programs and opportunities of developing academic and research skills, critical and creative thinking skills for us that motivated us. Gradually, negative gossips began to change into positive gossips. Besides, we still need to foster the three strategies and explore others which may further create ample opportunities (e.g., entrepreneurship) for us and beyond (e.g., university graduates and scholars, teachers, teacher leaders, community) and foster continuous professional transformation that can be possible in other similar contexts.

Accomplishing given tasks is teacher educators' dharma. Not limiting self to the given task, teacher educators need to collaborate and take initiation for developing entrepreneurship and transformative academic leadership in this transition time. Doing so, they can develop entrepreneurship skills (e.g., the skills of creating and experimenting new concepts, ideas and/or creating and providing ample job opportunities to graduates and other professionals). Rather than only relying on top-down approaches and practices, we sensed an urgent call for critically reflecting on our ongoing programs based on community needs and strengths. The focus of educators demands in developing and sustaining the successful programs and taking initiation on envisioning, innovating and creating new programs in higher education and beyond. Finally, the three strategies may be supportive to the early career teacher educators for their continuous transformative professional development and continuous professional transformation in the similar university contexts.

Ways forward

The continuous professional transformation among us/educators was possible by three strategies such as taking responsibility for given tasks, making contributions in collaborative tasks and taking self-initiation that influenced our learning and others by exploring community needs, developing new programs and generating necessary fund to run the programs by themselves. Therefore, we will continue exploring needs and strengths of community, sustaining needy programs, and developing new programs in the university for our and institutional growth. Further we will explore available fund (e.g., in the university and UGC) and run new programs for our continuous professional transformation. Also, with problem solving intent, we will continue generating funds in the local and global levels by developing collaborative programs, collaborating with institutional schools, municipalities and educational institutions for other collective innovative initiatives.

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