INTRODUCTION/BACKGROUND
This qualitative study focuses on the constructive relationship between direct and indirect contextual forces that impact upon teacher educators. The study assumed an ecological perspective explaining the understanding that not only are teacher educators influenced by the forces that impact upon teacher educators. The study assumed an ecological perspective explained by the understanding that not only are teacher educators influenced through their ontological and epistemological constructs; teacher educators influence change through their ontological and epistemological constructs.

As researcher, I had three assumptions to this study: Teacher educators act as ecological conduits through which experience and knowledge are received, reconstructed and expressed; Teacher educator lives are influenced by factors both external and immediate to their working contexts; Teacher educators influence change through their ontological and epistemological constructs.

METHODS
Case study – Semi structured interviews with 5 university teacher educators in Vancouver, Canada.

Analysis in 3 phases:
- Phase 1 – utilising grounded theory (reference) Lead to the construction of an initial ecological model
- Phase 2 – landscape analysis - microgenetic analysis – focusing on the conditions influencing change in teacher educators
- Phase 3 – soundscape analysis – discourse analysis looking for emotive expressions

ANALYSIS RESULTS
The first research question – what are the influences that impact upon teacher educator perspectives? – was revisited based on phase 1 above: To what are the influential landscapes and soundscapes of teacher educators? The second research question was revised to how are the influential landscapes reflected in the perspectives and voices of the teacher educators?

Landscapes are:
- Places for the construction of knowledge
- Interdependent contexts
- Spaces that Influence Perspectives
- Acoustic and unacoustic attitudes

Bronfenbrenner’s (1998) theory of the Ecological Development Process was applied to understand landscapes and the implications upon teacher educators. His layered model represents the impact of forces upon the teacher educator and their impact upon those layers. In this study the layers impacting upon teacher educators are globalization, policies, Vancouver, the education system, and teachers.

Soundscapes are:
- An acoustic environment - sound production and a listener
- Words are produced in and BY the context
- Acoustic community
- More than one person and perspective

The second research question was revised and addressed in this section: how are the influential landscapes reflected in the perspectives and voices of the teacher educators?

DISCUSSION:
If this study is to have value, then the theoretical model of the study needs to be looked at as a constructive process to be used by other groups or individuals of teacher educators in contexts different from Vancouver. The model is not about producing outcomes, but more about construction of meaning. In much as the themes represent findings, and therefore an outcome, their applicability in contexts other than Vancouver may not be universally constructed by all teacher educators. For instance, emotion as a theme may not be as applicable all teacher educators. This lack of specific application of the model to other contexts is the models strength: its emphasis on process.

APPLICATION:
The third question of this study – how can the perspectives and voices of teacher educators lead others in their professional theories and practices? – can now be answered as a result of the study.

KEY REFERENCES
JTB, EdD (2002) Teacher’s voice is a ‘struggle to produce [teacher’s] own meaning out of the myriad connotations and associations of the words we use’ Roberts (1998) - [Teachers] operate with mental representations of the world which are our knowledge, and which change as we learn’. They construct knowledge...

*overview of doctoral dissertation (2005)