

New teacher identity

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Introductions...

Aims and Objectives

- By the end of the session, you will be able to:
- Explore the concept of teacher identity
- Consider the factors that influence teacher identity
- Discuss the impacts this could have on teacher behaviours.

What is identity?

- What makes you you?
- On the outline identify some of the things that you consider to be part of identity?
- For example...


Class activity

- What makes a good teacher?



Is your identity
different to your
teacher/ professional
identity?

Would you change/ add
anything to your
picture.



Defining professional
identity...

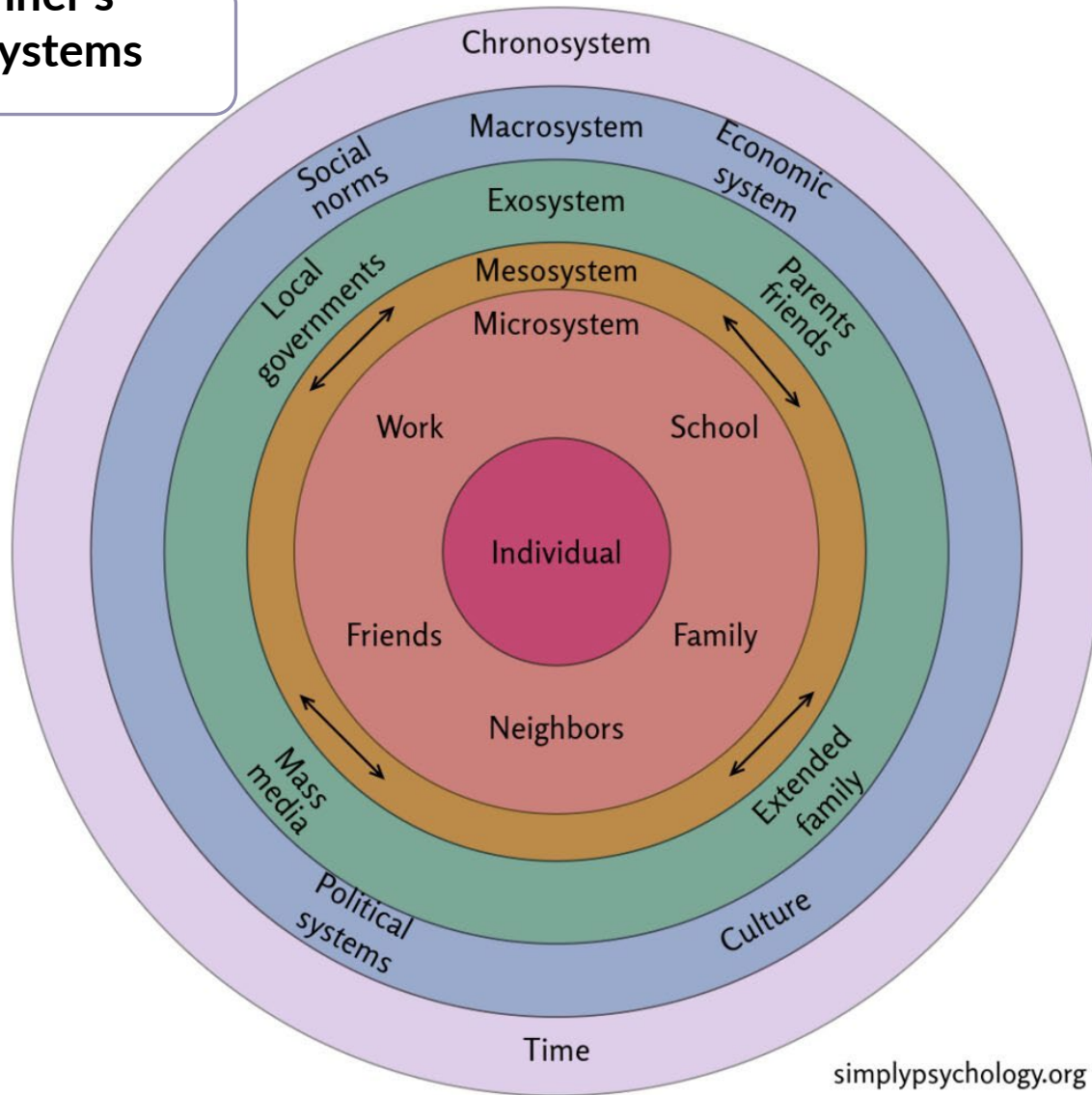
Your professional identity...

- De Ruyter and Conroy (2002, p.510) define identity as 'the **dynamic configuration of the defining characteristics** of a person'.
- The common consensus is that identity is not a fixed attribute of a person but a **relational phenomenon** (Oruc, 2013, p. 207; Rus *et al.*, 2013).
- Arvaja (2012, p.393) suggests that not only is identify multiple in terms of social context but can be '**helpful in understanding teachers' varying positions.**'
- Oppenheimer and Dvir (2014) emphasize '**multiple identities...that are context and culture-dependent.... dynamic and continuous and are constructed and reconstructed throughout life**' (p.141).
- Sirna *et al.*, (2010, p.72) suggest that identities are '**shaped through experiences and mediated by social constructions of race, class, gender and sexuality**' and it is important to consider identities as inextricably linked to pedagogical practices and attitude.
- Jenkins (2014) suggests that individuals will '**self-categorise**' themselves differently according to **the context that they are in**, that personal identity is different from social identity and that social identity is more likely to influence their behaviour choices.



Theoretical approaches to identity

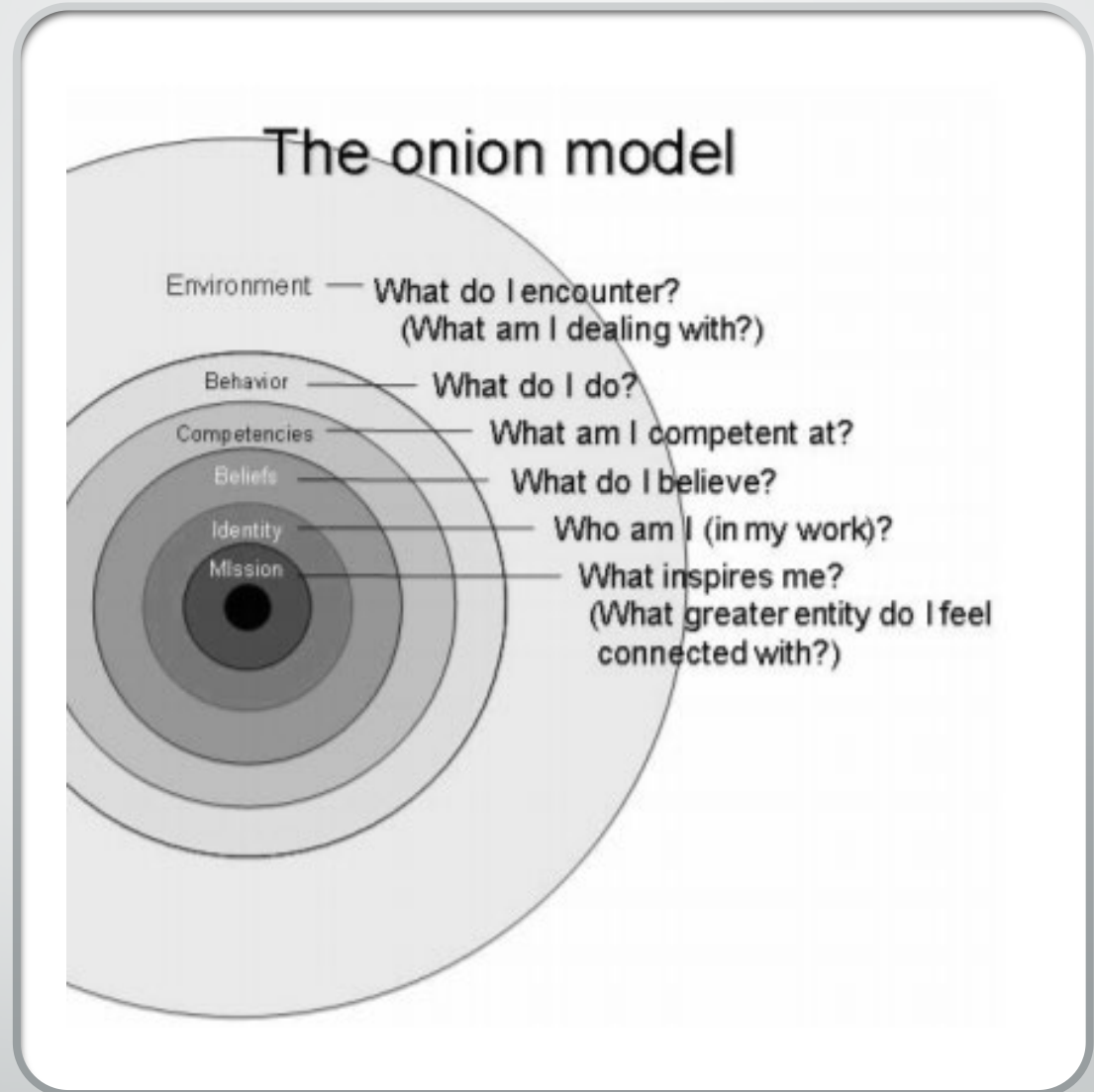
Bronfenbrenner's Ecological Systems Theory



Bronfenbrenner's ecological systems theory applied to identity

- **Identity development is** a complex system of relationships affected by multiple levels of the surrounding environment.
- Explores the individual and their immediate environment and the **interaction** of the larger environment
- The **microsystem is the most influential** level of the ecological systems theory.

Korthagen's
Onion skin
Model (2008)



Korthagen's onion skin Model applied to teacher identity.

- **Your values and beliefs about education shape your identity as a teacher...**
- **This in turn impacts on behaviours, actions, mannerisms, what you wear, how you speak and lots more...**

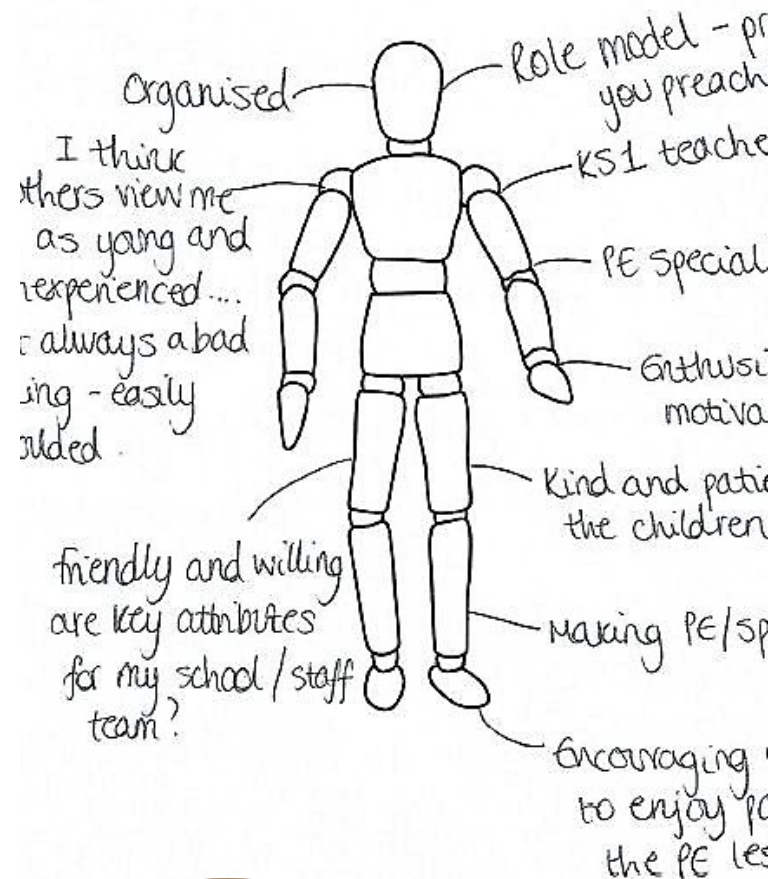
TASK

- Take one theoretical concept and draw the outline on your papers.
- Can you annotate this for yourselves?
- Work with a friend.

New teacher identity

- My study
- a) The participants should be about to enter their first year of teaching in a full-time role
- b) The participants should have specialised in physical education in their undergraduate degree
- In this case the participants had to be a PE specialist new teacher entering their first year of full time teaching
- 1 year in duration
- 3 sampling points (interview and diagram)
- Interpretive phenomenological analysis

I am a 22-year-old primary school teacher with a specialism in PE who is teaching a year 1 class, I am also a 'daughter, a sister, an aunty, [and] a girlfriend' (R16) and I am working in a 'new school' (R177). I enjoy 'exercise, walking, running and going to the gym' (R18), I have always been involved in 'athletics swimming and running...but... I never took PE or sport [in school] so when I [went] to university I thought this is my chance to experience PE as an adult' (B137). Prior to teacher training I was 'working as a teaching assistant' (R112) so 'I always knew the downfalls of teaching' (R117) plus 'my mum and my sister are all in education' (R117), 'I've always probably sort of mothered people a bit' (R133). I think teaching is going to be 'fun and exciting' (R151) but 'stressful' (R147), I think I will 'be just making sure that I'm covering everything they need to know' (R151), I want to feel like I '[know] what I'm doing really and not being lost or feeling lost' (R167). 'It's quite strange coming from being a student and seeing yourself in the adult world' (R183), when I look back I think 'Wow, I've learnt a lot and I'm a different person' (R185). Because I am joining a new school, 'I anticipate that I'm going to have more children join my class' (R177) and I think 'wherever you end up that has a huge impact on the kind of teacher you become' (R173). 'Going into your NQT year is daunting' (R149) but I am 'really motivated' (R161) and 'really organised' (R165) and I am going to 'keep myself 'healthy and fit' (R139).



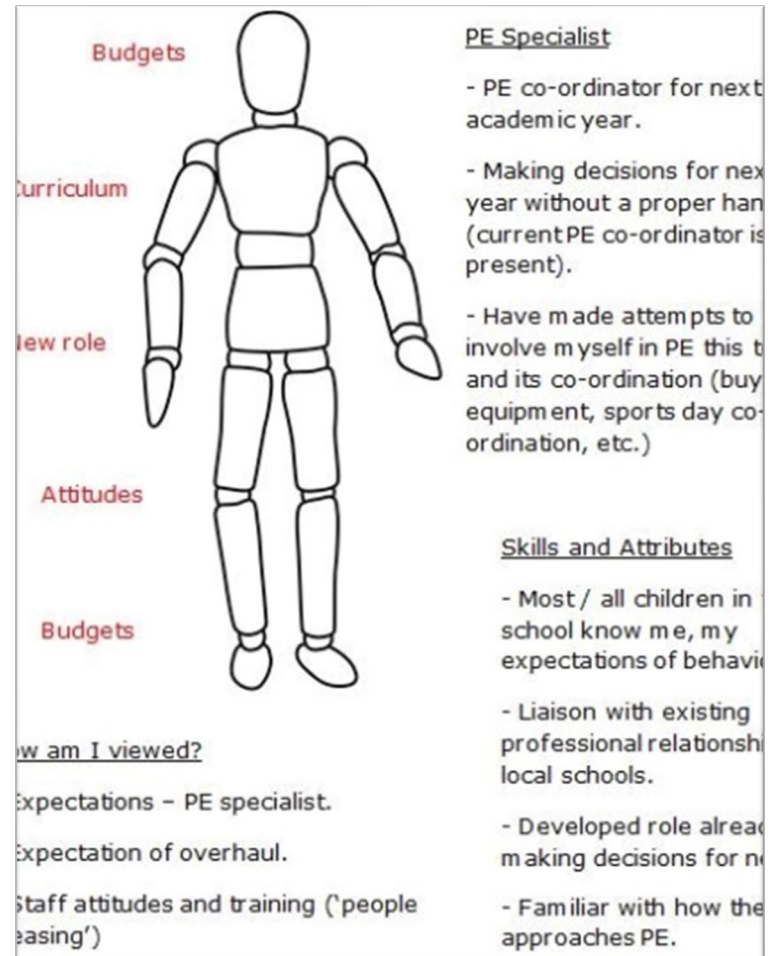
Entry interview
Ravina

My first term has been 'really long but very rewarding' (SM5), I have been 'asking for help, but also accepting help when it is offered' (SM9). 'My colleagues and family have definitely got a better or bigger picture of me now they've seen me working' (SM55), it changed their view of me going from student to adult' (SM39). When I started I 'wanted to "wow" every day' (SM17) but now I see myself in an 'every day role as a detective' (SM29) I find myself 'watching the kids as they are coming through the door' and 'trying to figure out what's going on inside them' (SM29). I think "Me" has been changing a lot' (SM41) 'I wasn't really sure of what kind of teacher I am, whereas before I was fairly sure I was the PE person' (SM35). 'PE was such a big part of who I thought I was' (SM45) and 'that's kind of gone away and I don't know how I feel about that' (SM35). 'I expected to be narrowing down who I was, whereas I am kind of doing the opposite' (SM41), '...trying to be the many faces that you need to be' (SM35). 'I've got more of the nurture side' (SM20), 'I've been told this is the trickiest class ever' (SM51). I haven't had 'mentoring for several weeks' (SM65) so 'I've kind of got an adopted mentor', 'I go to her and bounce ideas a lot' (SM55). It's a big responsibility 'sending home the needy ones or the ones that have got issues' (SM11), 'the serious side of the job, that you're never really fully prepared for... it's difficult to handle' (SM79).



Mid point Sybll

Now I have completed my NQT year 'I think when I first went into teaching I was pretty naïve about it, you forget how much of an act it is' (CE82), 'I mean I've always felt like a trainee, even in the first term of this year' (CE10). I 'actually feel like a teacher' (CE10), 'I just feel like I am one' (CE14), 'I don't have to do the whole strict thing anymore because they obviously know where the line is now' (CE80). 'I don't feel very young any more' (CE49), and my 'persona as a teacher... just changes on a day to day basis now' (CE55), I don't know what my colleagues think of me, 'you never really know what people truly think of you' (CE32), I think 'there is room to be yourself but within a line really' (CE86). 'I always tell anyone who is looking to go into teaching, it's not what you initially expect it to be' (CE86). Next year 'I've been given the responsibility to coordinate year 2' (CE105) and I will be 'PE coordinator' (CE18), 'I'm a bit concerned with ruffling feathers' (CE37) as 'I think the [PE] curriculum we teach is awful' (CE39).



Budgets

Curriculum

New role

Attitudes

Budgets

PE Specialist

- PE co-ordinator for next academic year.
- Making decisions for next year without a proper hand (current PE co-ordinator is present).
- Have made attempts to involve myself in PE this term and its co-ordination (buy equipment, sports day co-ordination, etc.)

Skills and Attributes

- Most / all children in school know me, my expectations of behavior
- Liaison with existing professional relationships local schools.
- Developed role already making decisions for next year
- Familiar with how the approaches PE.

How am I viewed?

Expectations - PE specialist.

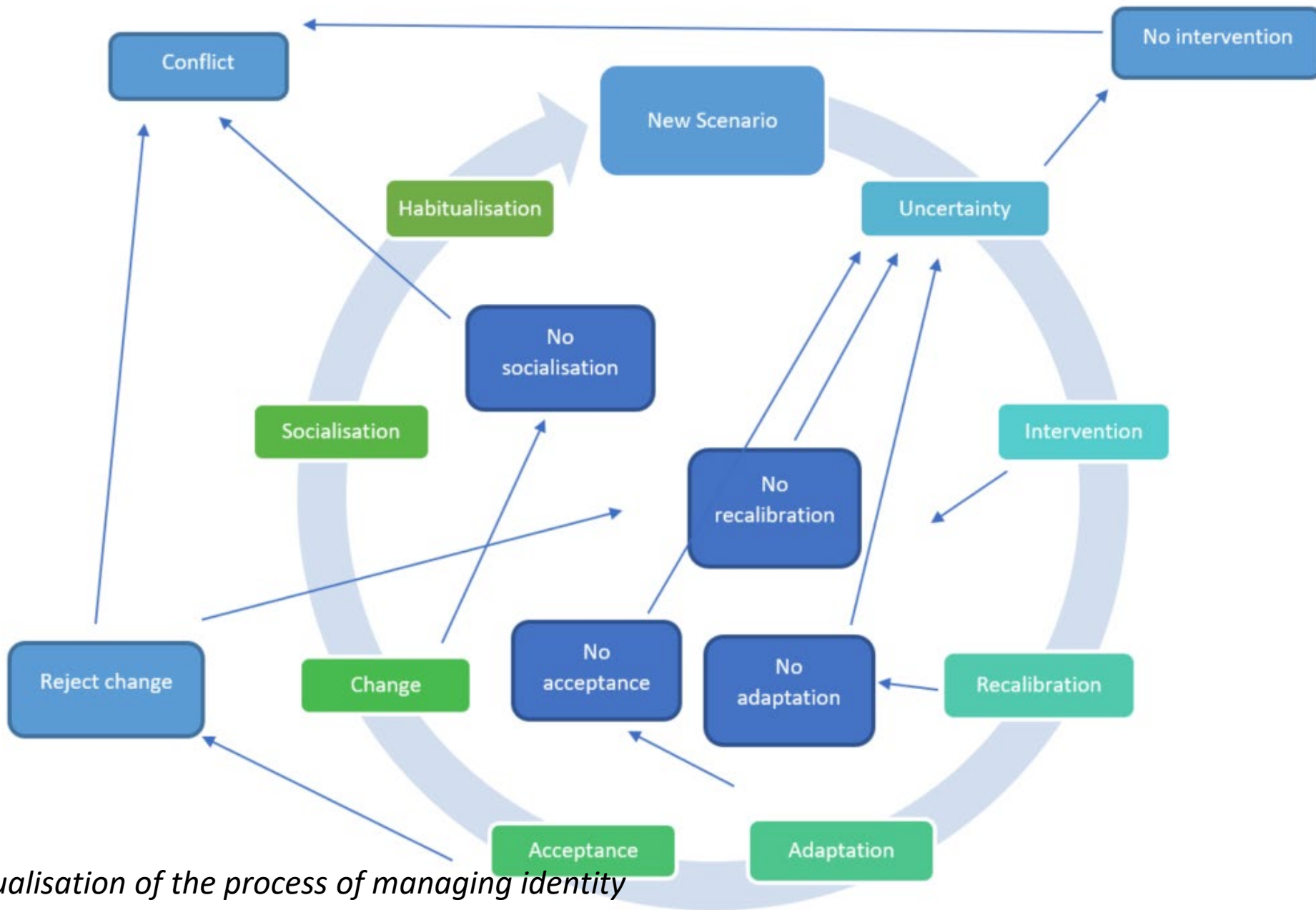
Expectation of overhaul.

Staff attitudes and training ('people teasing')

Exit interview
Charlie

Identity utterances-
full year





visualisation of the process of managing identity conflict in new teachers



Implications for....

Teachers

Children

Mentors

Individuals



Any questions

Thank you

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References

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