

## Experiences from the academic training. Study about the identity of the novice teacher, second part.

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We present some progresses of the current research project we are developing called "**The professional identity of teacher studies**". It aims to analyse the training received by students in the faculties of education in the Autonomous Community of Andalusia, especially in the degrees of pre-school education and primary education. To that effect we enquire about the influence of the experience as school student in their training and what kind of professional identity they are generating along the formation period and after five years of activity as teachers.

We present some results from the second phase of the research project: The analysis of the teacher students experience accounts in the college

This research pretends to analyse the experience of teachers in training through narrative perspective and life stories resources. It allows us get processes of interpretation from experience and the views of the subjects according to Hollingsworth and Sockett (1994). This research perspective arises from the orientation known as "research professor" connected with the revisions of Goodson (1981, 1995 and 1996), mainly disclosed widely (Ball and Goodson, 1985; Goodson and Walker, 1991; Goodson and Hargreaves, 1996; Goodson and Sikes, 2001) and occupy a place in educational research from the work of Clandinin and Connelly (1992, 1994, 1996, Connelly and Clandinin, 1990, 1994, 1995, 2000), McEwan, Egan (1998), Sikes (Packwood and Sikes, 1996; Sikes, Measor and Woods, 1985) and Hargreaves (1996, 1999).

Therefore, the discourses of teachers become central as a manifestation of their own identities and the interpretations they attribute along their experiences (before to be trained all studies long and afterwards). From this idea, we conclude they are active participants in their construction as professionals, We means, how a teacher build his/her identity in a postmodern era? Authors such as Castells (1999), Beriain (1996), Touraine (1994), Beck (1993), Luhmann (1991), Bauman (2003) and Giddens (1991) used the concept of crisis of identity in contemporary contexts. Institutional training scenarios play a key role in how they generate and manage these crises by the subjects involved.

In the specific case of the teacher in training, most analyses are about how teacher identities are carried out revealing the conflict generated between the expected professional practice and the training received. In this way, students manifest the low incidence and expectations of the academic formation in college for their career and employability. They question the model of the studies in front of the school reality requirements. The profession is learned, according to their voices, in the school practice itself. In this complex scenario, the period of professionalism extends, such as Huberman (1993) says, about five years; in this sense Lave and Wenger (1991) contribute that not only the professional identity of novice teacher builds through the following sources: knowledge students, learning to teach, discover the culture of their school, etc., also, at the same time, the teachers of the school that a novice belongs to, will redefine their identities, creating a process of identity construction from training experience, which according to Wenger (1998) is a shared construction through their participation in the previous school life .

### *Methodology, Methods, Research Instruments or Sources Used*

The methodology is based on the perspective of narrative-biographical research and participatory research, through school experiences accounts. The voices of the Students in training, through their stories and in-depth interviews are the main component of data collection. We understand that the subjects have knowledge of the school reality and the social, cultural and political meanings through the stories that compose their experience. This methodological point of view, therefore, is part of the constructivist approach to understand knowledge construction. It is centred on subjects and on the ways they build, collectively, their view of the world and its reality. In this project and phase case, this perspective focuses on its unique perspective on schools, educational processes, training and the teaching profession. From a global perspective, in this research project we work with teachers and teacher students in autobiographical accounts in three phases: at the beginning as teacher students (the current topic), after their initial training is finished, and once inserted in the school system; we call it 'professional initiation stories'. In the paper we will focus on the second phase; these stories are collected from different academic works through written life stories about their academic experience.

In the end, the analysis and interpretation of the stories collected in the mentioned three phases of the research will be working in discussion groups with members of the university academic community (authorities, teachers and students), with system education community (authorities, representatives of professional groups, teachers, etc.) and the subjects of the research. Our aim is to have a comprehensive view of the type of training that is being given to our future teachers, and how this training is affecting their work and their future vision of the profession, as well as the dimensions involved: learning, teaching, knowledge, students, school curriculum, etc.

### *Conclusions, Expected Outcomes or Findings*

The project aims to answer the following questions: How initial teacher training contributes to professional development? Is there a professional identity generated in teacher training college? What kinds of educational experience are living the future teachers in their professional studies?

Based on these expected questions we will try to get a broader understanding about the following issues:

- \* The relationship established between teacher training and future professional practice.
- \* The assessment of teacher training that is taking place in Andalucía, according to professional models that are been developed.
- \* The description, analysis and interpretation of the relationships produced between the discourses of Primary Teacher Education and the construction of its professional identity.
- \* The possibility of making public the voices of students and teachers about the process of training and employability.

- \* To identify professional models of graduates in the colleges of education.
- \* Understanding the impact of the curricula of Primary Teacher Education in the formation of professional models of education students.
- \* Understanding the employability process of graduates from teacher training during the first 5 years of exercise and how it affects the creation of professional models.
- \* The possibility to glimpse the changes in the initial teacher training needed to improve future professional practice.
- \* The observation of positive experiences and practices that affect the training of teachers.

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