The Training We Receive Is Not Useful To Work”. Study About The Identity Of The Novice Teacher

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The Research

Focus

- Professional Identity in School Teacher Training

Methodology

- Teachers Accounts
- In-depth Interviews
- Discussion Groups

Outcomes

- III Phase: What identity is constructed by teachers in early years of profession in relation to teacher training in college
The Inquiry Process

- **MALAGA**

  It is analysed the experience of 15 school teachers in their early professional integration period. It was narrated by themselves along 4 meetings which were focused on the reflection on this experience and the pre-service teacher training in college. The "narrative act" that take place in these meetings was developed in two dimensions: firstly, a oral account, and then this was rebuilt in written account, including the discussion along meetings. Thus, it was developed what we call "a collective narrative", in that the experience was reviewed through debate and public discussion.

- **JAÉN**

  Autobiographies of six teachers developed at finalizing a course of Teacher Center about "building the identity of the novel teachers" were analysed. The stories were built in their own homes and subsequently analysed by research group. Informants raised their stories from a personal perspective, which displayed their experiences in different directions, depending on the culture of the school or schools in which they worked. All informants especially highlighted the reception that they had in these schools.
Perspectives either more academicism or more relational

Students, classroom, School, classmates, academic subjects.

• Gender and familiar traditions

• Centrations or specific glances

• Different work contexts

Urban, rural, state-subsidised Schools
WEAVES OF PROFESSIONAL IDENTITIES

WORKING CONDITIONS

TRAINING AND JOB

SIGNIFICANT EXPERIENCES

PEDAGOGICAL/CULTURAL IMAGINERIES

- “You get the worst group of Students”...
- Rural School
- MRP (educational renovation movement)

- “You learn with the practicum” ...
- Discrediting of the profession
- “You are so young... you’ll change
- Isolated work
GEOGRAPHICAL ASPECTS

RELATIONSHIPS

WORKING CONDITIONS

HIERARCHIES

MANAGEMENT
- What happens between the training and school reality?
- When and how you become a teacher?
Professional and/or personal experiences that have direct impact on their teaching identity.

Milestones that constitute important turning points in the development of professional identity and that help to understand the later processes and commitments of teachers.
"As a beginning teacher in each school in which I have been there was a different philosophy of work, or even several, depending on whether there were one or more strong groups of veteran teachers. I have checked that the most innovative teachers, with more enthusiasm and commitment to improve teaching, have not always been the youngest, but those who believed that children were the most important, and that our work would be very important to your future.

"I always found in each course three or four conflictive students who interrupted me the proper functioning of the classroom."

"... The teacher becomes in the classroom, not by a mark of public examination and it is the time that makes you a better teacher."
“Socialization in the early years can be understood as a strategy for institutional ‘domestication’ in order to configure a specified professional model” (Rivas et al. 2005).

The curricula of initial teacher training seem more interested in giving either entirely decontextualized theoretical frameworks or technical criteria on what should or should not be done.

Teacher identity begins to be forged even before starting teacher training studies, due to own experience as students, and the influence of socio-cultural imaginary about the school and teaching, among other factors.

The years of university training make explicit many of the views about the school and it is positioned as one of the mainstays of teacher identity.
REFERENCES


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RESEARCH FOCUS

What identity is constructed by teacher training students?

- Previous School Experience.
- Experience like student of teacher training in University.
- Experience acquired in early five years like a teacher.
Methodological design: NARRATIVE-BIOGRAPHICAL RESEARCH

Phase I
- School experience accounts of teacher training freshmen

Phase II
- Accounts of teacher training students on their formation experience in University.

Phase III
- Accounts of teacher of no more than five years of practice like teacher on labor insertion.

Phase IV
- Discussion groups and forums with educational agents.