



The European Conference on Educational Research
The Past, the Future and Present of
Educational Research in Europe

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

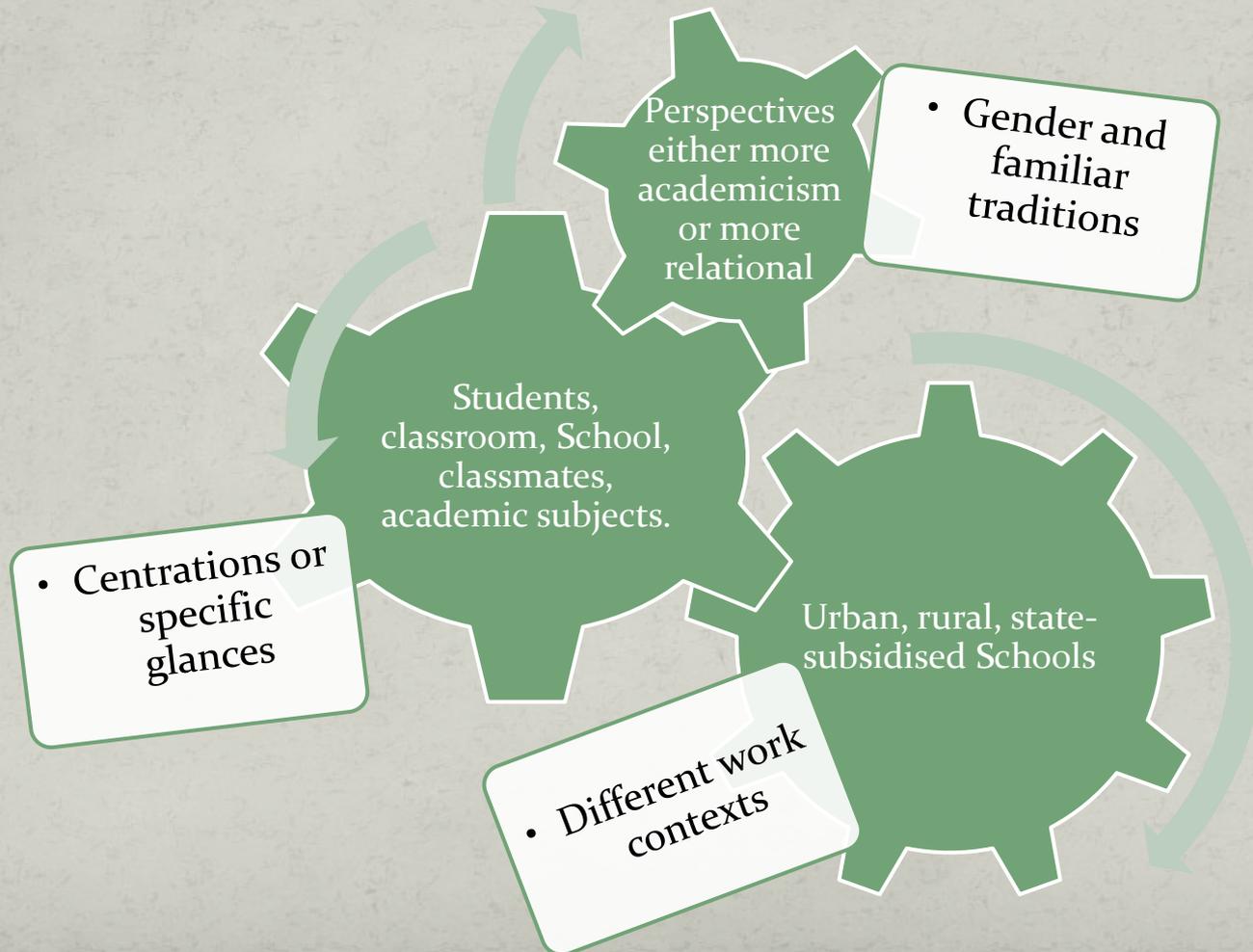
- **MALAGA**

- 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.

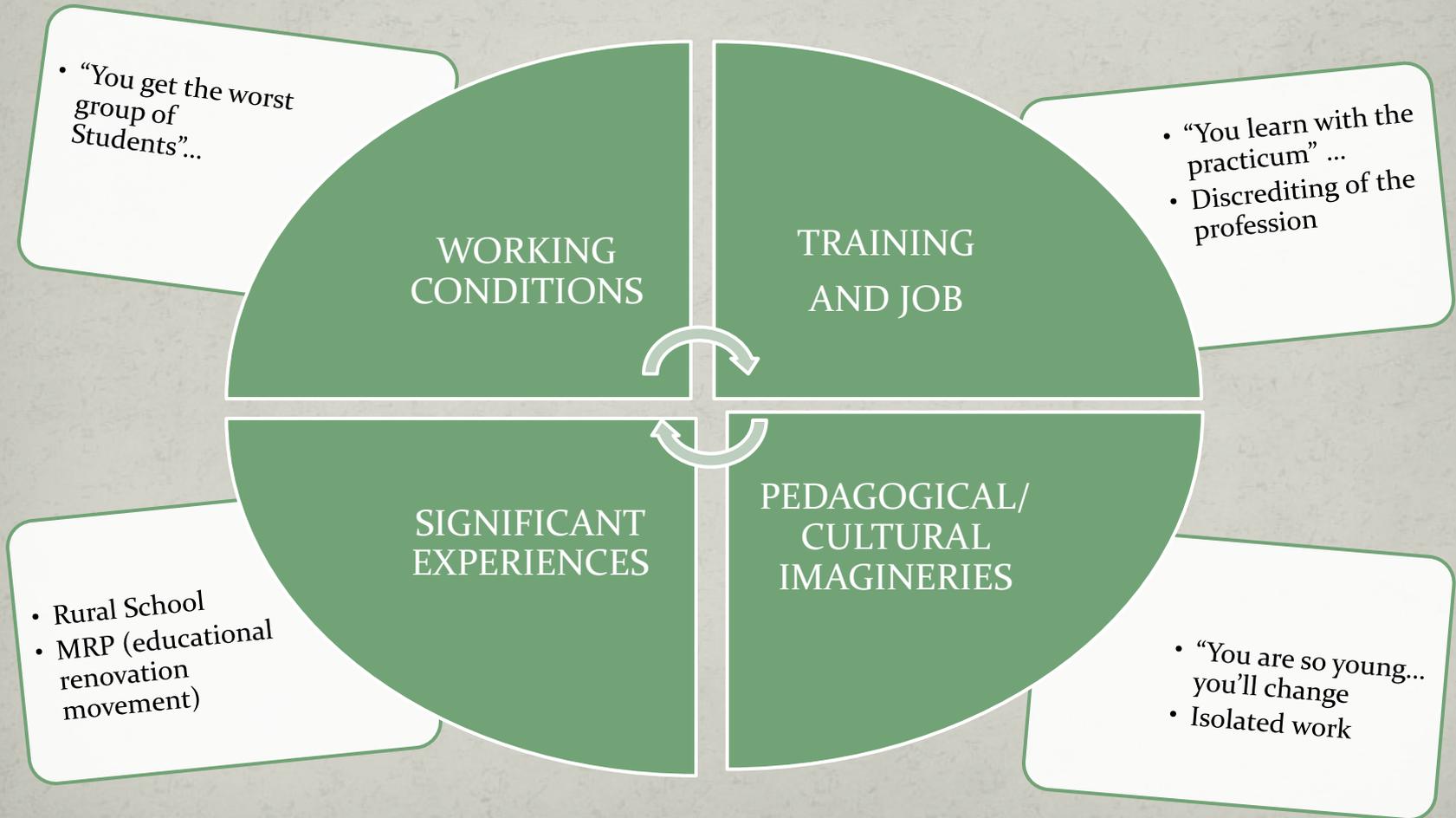
- **JAÉN**

- 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.

First Steps



WEAVES OF PROFESSIONAL IDENTITIES



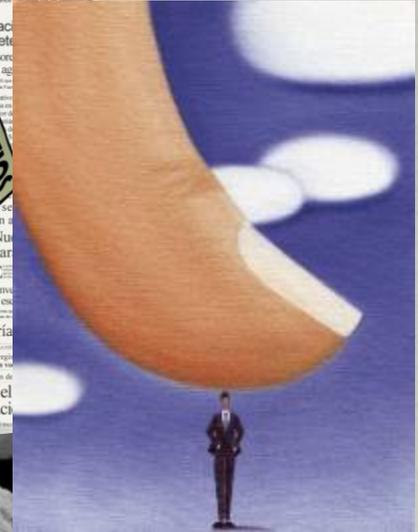
GEOGRAPHICAL ASPECTS



¿CUÁNTO ERES CAPAZ DE AGUANTAR?



RELATIONSHIPS



WORKING CONDITIONS

HIERARCHIES

MANAGEMENT



TRAINING AND
JOB

- What happens between the training and school reality?
- When and how you become a teacher?

SIGNIFICANT EXPERIENCES

- 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.

"... The teacher becomes in the classroom, not by a mark of public examination and it is the time that makes you a better teacher."

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

**PEDAGOGICAL /
CULTURAL
IMAGINERIES**

DEBATES ABOUT PROFESSIONAL IDENTITY

- ◆ “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.

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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

