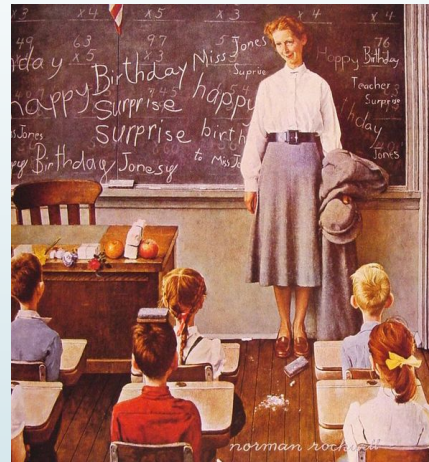


# Development Day May 21, 2019



## **“It’s Just Not What I Thought It Would Be’: Novice Teachers Navigating Tensions in Identity”**

Dr. Katharine Covino

Assistant Professor, Department of English Studies

Fitchburg State University



# AGENDA

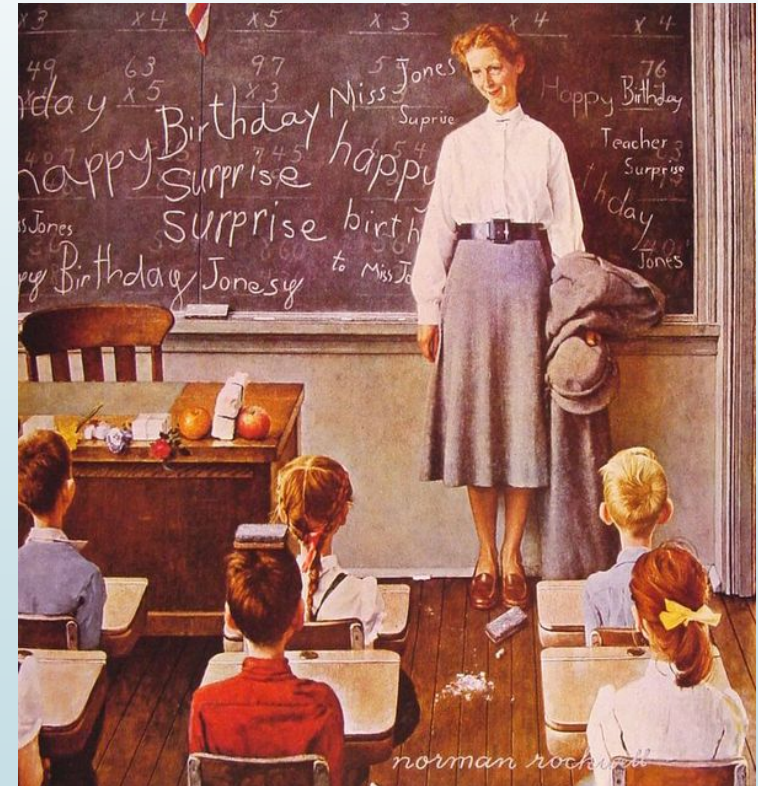
- Introduction
- Capturing the voices of student teachers
- Data collection and analysis
- Tensions and disconnects
  - Teaching
  - Reflection
  - Mentoring
- Negotiating tensions and disconnection - - Findings and implications
  - Tensions as tools
  - Teachers as learners

# INTRODUCTION

**WHO AM I?**



**WHAT WAS MY STUDY?**



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# CAPTURING THE VOICES OF STUDENT TEACHERS

IN THEIR  
OWN  
WORDS

# DATA COLLECTION AND ANALYSIS



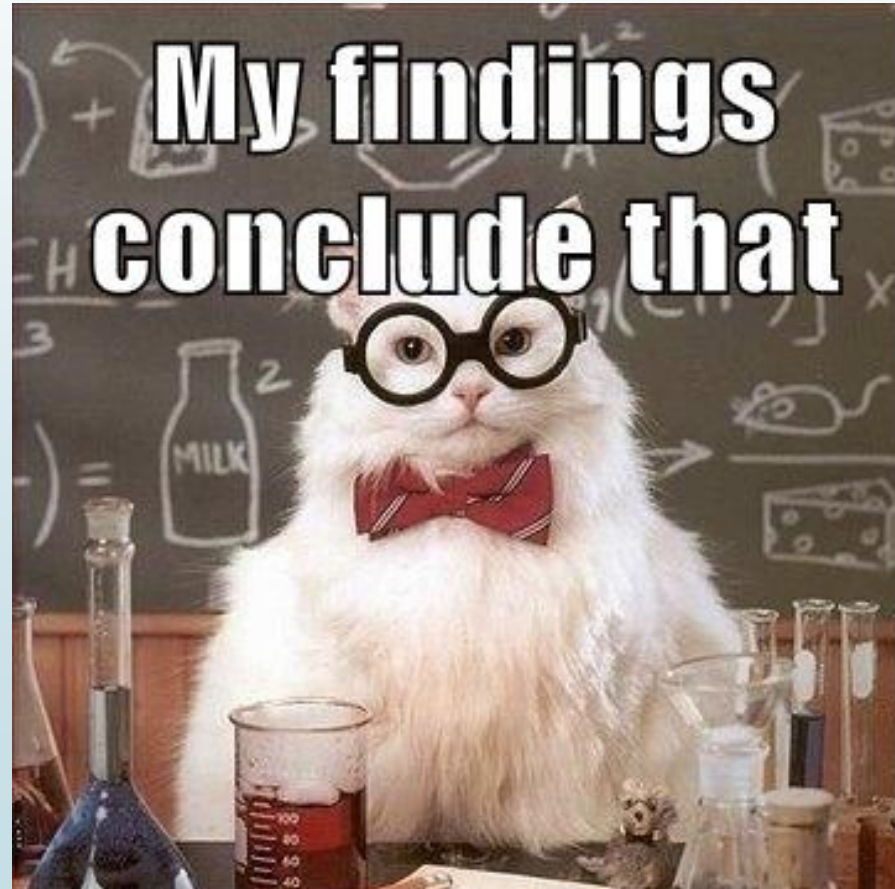
All the participants were known to the researcher from her teaching at various local universities, but were not currently her students.

# TENSIONS AND DISCONNECTS



**The central part of the chapter will closely examine these areas of tension, reconceptualizing them as barriers to praxis and agentic identity formation.**

# NEGOTIATING TENSIONS AND DISCONNECTS – FINDINGS AND IMPLICATIONS



# NEGOTIATING TENSIONS AND DISCONNECTS – FINDINGS AND IMPLICATIONS





# NEGOTIATING TENSIONS AND DISCONNECTS – FINDINGS AND IMPLICATIONS

Guided by a deeper understanding, they possessed a more sophisticated view of themselves as teachers, and, building on this sense of self, could offer their near-peers a more dynamic and empowered means of constructing a teaching identity in which their divergent personas in the two *worlds* could align and entwine, rather than divergence and conflict. In short, they found a way to learn from tensions and to practice (and model) a different identity paradigm.



# FINDINGS AND IMPLICATIONS

## TENSIONS AS TOOLS



# FINDINGS AND IMPLICATIONS

## TENSIONS AS TOOLS

**“In terms of my identity with the person I was paired with, I think that we had very different teaching philosophies. In the beginning, I was like, ‘Oh, this is going to be a long experience.’ But, then it ended up being a wonderful experience because we were so different. [I] don’t think you necessarily have to be paired with someone who has the same teaching philosophy, but just with someone who respects that you are different.” (Abigail)**

# FINDINGS AND IMPLICATIONS

## TENSIONS AS TOOLS

In sharing her experience, Abigail modeled her ability to use tensions as a productive tool for agentic identity formation; a lesson she offered both to her near-peers in this study and to all novice teachers.



# FINDINGS AND IMPLICATIONS

## TEACHERS AS LEARNERS



# FINDINGS AND IMPLICATIONS

## TEACHERS AS LEARNERS

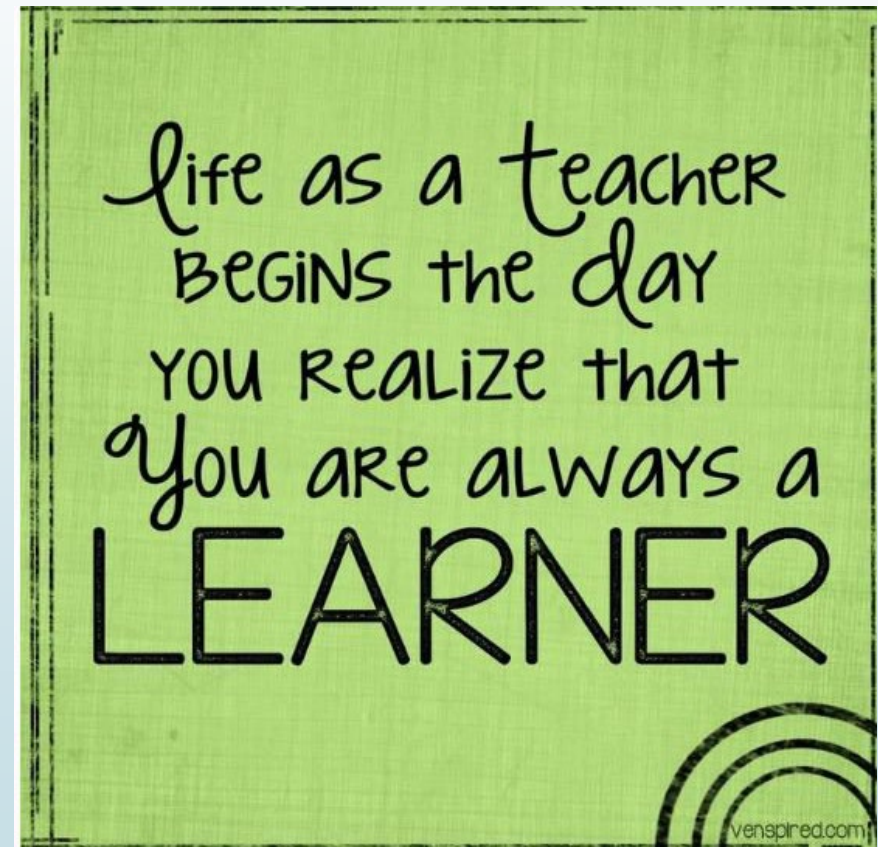


**A couple of teachers in the study, however, found ways of successfully inhabiting a more synergistic identity. These teachers embraced a constructivist philosophy that conjoined the roles of teacher and learner.**

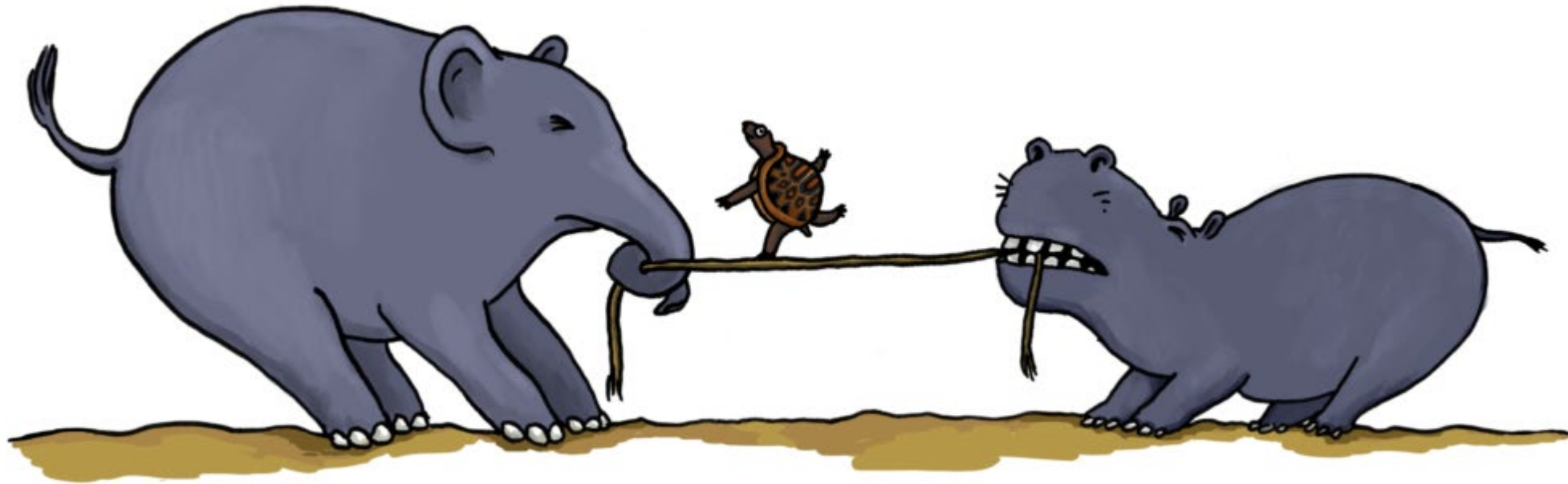
# FINDINGS AND IMPLICATIONS

## TEACHERS AS LEARNERS

**“You know, I think the comment that you’re always a student, in a sense, rings completely true especially when you’re a teacher because you’re always learning. And no matter how young you are or how old you are in the profession, how many years, I think you can always learn.” (Abigail)**



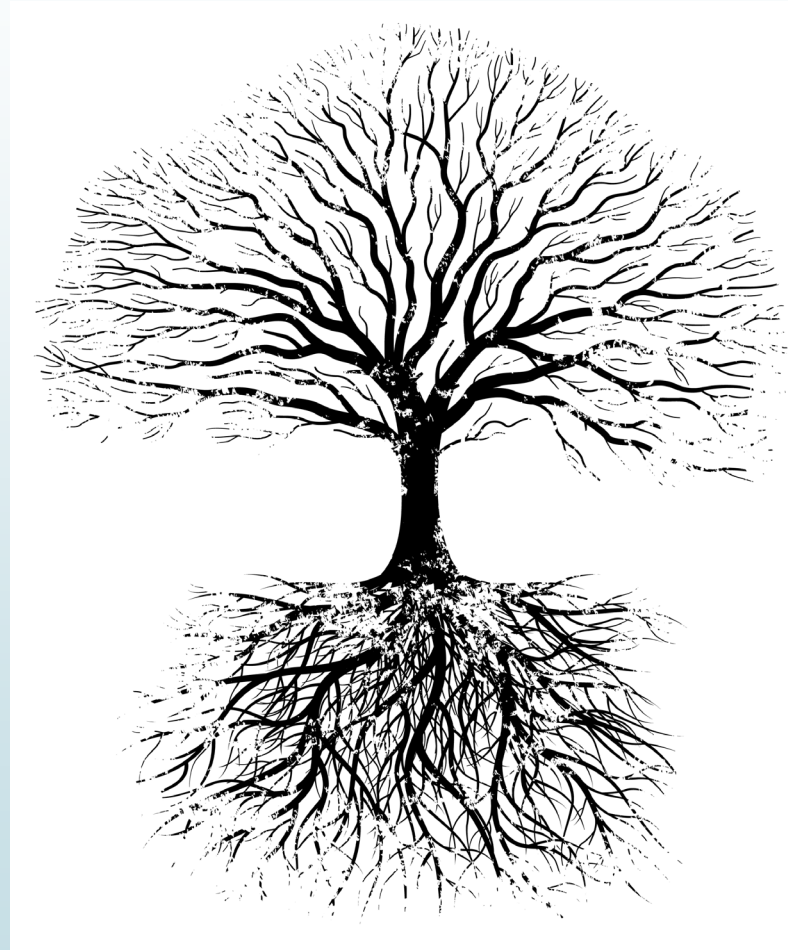
# FINDINGS AND IMPLICATIONS TEACHERS AS LEARNERS





# FINDINGS AND IMPLICATIONS

## TEACHERS AS LEARNERS



# FINDINGS AND IMPLICATIONS CONNECTIONS TO OTHER AREA OF STUDY OR PROFESSIONAL DEGREES?



# QUESTIONS? COMMENTS? FEEDBACK?

Thank you for your attention!

