

CHANG-KREDL, Sandra; KINGSLEY, Sarah. Identity expectations in early childhood teacher education: Preservice teachers' memories of prior experiences and reasons for entry into the profession. In: *Teaching and Teacher Education*, 43 (2014), p. 27-36. (Adapted)

Introduction

[1] The focus in early childhood and elementary teacher education in Western society has traditionally been on the child's development (Cannella, 1997; Soto & Swadener, 2002). In this paper, our focus is on the subjective experience and identity development of the early childhood teacher candidate. (...) Specifically, we examine how memories and reasons for entering the field affect the pre-service teachers' identity expectations. (...) Our initial problem was the high rate of teacher attrition** observed worldwide especially within the first few years of a teacher's career (Ghamrawi & Jammal, 2013; OECD, 2013; Smith & Ingersoll, 2004). (...)

Theoretical framework

[2] The conceptual framework for this study intersects teacher identity studies with the curriculum approach of currere (Pinar, 2012), which is a life history and memory approach.

[3] Teacher identity is an elusive area of study. Many general theories are posited. Gee (2001) described identity as a “‘kind of person’ within a particular context” (p. 99). Teacher identity has also been described as standing “at the core of the teaching profession” (Beauchamp & Thomas, 2009, p. 178), a framework through which teachers develop their ideas on “‘how to be’, ‘how to act’ and ‘how to understand’ their work and their place in society” (Sachs, 2005, p. 15). Identity can be viewed as a resource through which people “explain, justify and make sense of themselves in relation to others, and to the world at large” (MacLure, 1993, p. 311).

[4] While research on teacher identity has proliferated in the last decade, more overt attention to identity development is required in teacher education programs (Chong, Ling, & Chuan, 2011) and, in particular, on the prospective teacher in early childhood education programs. Izadinia (2013) reviewed 29 empirical and peer reviewed research studies, international in range, on pre-service teachers' professional identities. Overall, pre-service teacher identity in these studies was described as encompassing seven areas of self-perception: cognitive knowledge, confidence, teacher voice, relationships with students/colleagues/parents, sense of agency, self-awareness and critical consciousness. These seven areas of self perception were described as being shaped and influenced by the pre-service teachers' educational contexts (i.e., university teacher education programs or practice teaching sites), learning communities (i.e., small groups of student teachers, communities of practice), and prior experiences (i.e., memories of one's unique life history). While these three areas are overlapping, the current study focuses on the third area, prior experiences, as a critical aspect underpinning the developing teacher's identity.

[5] The strand of curriculum studies known as currere (Latin for ‘to move’, ‘to run’) focuses on the subjective experience and critical self-examination of the teacher (Pinar, 2012). The currere approach emphasizes understanding more than instrumentalism, for instance: “Why have I become a teacher; what are my motives ... and what relation to my psychic life do they bear?” (Pinar, 1975, p. 402). The first step is regressive: “One returns to the past, to capture it as it was, and as it hovers over the present” (Pinar, 1975, p. 21). The next steps are progressive and analytical, to juxtapose the remembered past, the present and the imagined future: “How is the future present in the past, the past in the future, and the present in both?” (Pinar, 1975, p. 26). (...)

The present study

[6] Telling stories about one's self is an important part of identity work, even described explicitly as “doing identity work” (Watson, 2006, p. 525). As Mishler (1999) writes, “[w]e express, display, make claims for who we are and who we would like to be in the stories we tell” (p. 19). In this present study, we examine how prospective teachers narrate how their memories of prior experiences influence their reasons for entering the teaching profession and their professional identity expectations. Fifty-three narratives written by students preparing for a prekindergarten practicum in an early childhood and elementary education university program were collected. The study was driven by three research questions: 1) What life histories are recounted in the pre-service teachers' memory narratives? 2) What reasons for entering the teaching field and expectations for one's future identity are recounted in the pre-service teachers' narratives? 3) What implications do these findings have on teacher educators' understanding of pre-service teachers' identity development?

Methodology and methods

[7] **Context and participants:** The research took place in Montreal, a large, urban, bilingual city in Quebec, Canada. The prospective teachers were in a large Anglophone university, enrolled in an early childhood and elementary education program with stringent admission requirements. The students are required to complete five teaching practica, the first two in preschool settings. This research addresses the students as they prepare for their first practicum experience in a childcare or prekindergarten setting. The participants were full-time, first or second year undergraduate students. Of the 53 participants, 48 were female and 5 were male. The pre-service teachers' ages ranged from 19 to 42, with a mean age of 23.1 years. In terms of ethnicity, the breakdown was: 44 Caucasian, 3 Middle Eastern, 2 Asian, 2 African-Canadian, and 2 biracial. All students were proficient in English.

[8] **Data collection:** Undergraduate students were asked to write a narrative about themselves. Specifically, during their first or second year in the program, students completed a prekindergarten practicum and seminar, which the first author taught between Fall 2009 and Winter 2011. At the beginning of the course, the students wrote a narrative with the following open-ended guideline: “Describe past experiences that led you to choose to enter the field of early childhood an elementary education.” The question was based on Pinar's currere, to elicit thoughts about how memories affect one's motivation to teach and one's imagined future as a teacher. (...) By linking past experiences to one's professional choice, reasons such as emulating past teachers become relevant explanations for entry into the field. After the course was completed, students were invited to share their narratives for research purposes. Fifty-three narratives were collected.

[9] **Data analysis:** The analysis was conducted in different phases. First, to determine patterns in the data, inductive coding was used to identify broad themes and common reference points in the essays for: a) prior experiences, b) reasons for entering the teaching field, and c) expectations for the student's future teacher identity. Second, thematic categories were tested for general rater reliability. Third, we focused on a smaller number of individual narratives, within the patterns revealed, for “intensive exploration” (Cole & Knowles, 2001, p. 70). (...)

** attrition: redução ou declínio da força de trabalho em uma empresa, instituição ou área de produção.

RESPONDA AS QUESTÕES DE ACORDO COM O TEXTO.

1. Considere o Parágrafo [1]. Qual foi o problema inicial das pesquisadoras? (10 pontos)

Resposta: O problema inicial era a alta taxa de redução da força de trabalho / do número de professores em todo o mundo. Essa redução é observada principalmente nos anos iniciais da carreira.

2. Considere o Parágrafo [2]. Segundo as autoras, o referencial teórico que usaram no estudo é composto da intersecção de duas orientações teóricas. Quais são elas? (10 pontos)

Resposta: O referencial teórico resulta da interseção das áreas de estudos de identidade e a abordagem curricular denominada *currere*.

3. Considere o Parágrafo [4]. Segundo as autoras do texto, Izidinia (2013) revisou 29 pesquisas internacionais dentro do tema de identidade profissional de professores em formação. Sobre o trabalho de Izidinia (2013), pergunta-se:

a) Quais foram as sete áreas de auto percepção identificadas? (03 pontos cada; 21 pontos totais)

Resposta: conhecimento cognitivo; confiança / segurança; voz do professor; relações com alunos, colegas e pais; senso de agência; autoconsciência; e consciência crítica.

b) Quais foram as três fontes de influências dessas sete áreas de auto percepção? (03 pontos cada; 09 pontos totais)

Resposta: As três fontes de influências são:

- a) Contextos de formação [inicial] de professores (cursos universitários de formação de professores ou campos de estágio);
- b) Comunidades de aprendizagem (pequenos grupos de professores em formação, comunidades de prática);
- c) Experiências prévias (memórias / histórias de vida)

4. Considere o Parágrafo [5]. As autoras explicam que a abordagem ou método *currere* busca mais compreender do que instrumentalizar [os professores em formação]. Elas explicam que o método tem duas fases. Pergunta-se:

a) Qual é o nome de cada fase? (05 pontos)

Resposta: A primeira fase é a regressiva e a segunda é progressiva e analítica.

b) Como cada fase é explicada? (10 pontos)

Resposta:

- a) A primeira fase (regressiva) é um retorno ao passado com finalidade de explicar como ele era e como ele paira sobre / atravessa o presente;
- b) A segunda fase (progressiva e analítica) tem a finalidade de justapor o passado resgatado, o presente e o futuro projetado / imaginado.

5. Considere o Parágrafo [6]. Foram três as perguntas de pesquisa que orientaram o estudo relatado no texto lido. Quais são elas? (15 pontos)

Resposta: As perguntas de pesquisa são:

- 1) Que histórias de vida são relatadas / (re)contadas nas narrativas das memórias dos professores em formação?
- 2) Que razões para entrarem na área de ensino e que expectativas em relação à identidade [profissional] futura os professores em formação relatam nas narrativas?
- 3) Que implicações esses resultados / resultados têm sobre como os formadores de professores entendem o desenvolvimento da identidade dos professores em formação.

6. Considere os Parágrafos [7], [8] e [9]. Complete o quadro a seguir.

a.	Contexto (local) da pesquisa:	Primeira disciplina de estágio [ou prática] de cinco em um curso de formação de professores para o ensino em anos iniciais e ensino elementar de uma universidade anglo fônica de Montreal, Quebec, Canadá. O campo de estágio era creche e jardim de infância.
b.	Período em que a pesquisa ocorreu:	Do período que vai do outono de 2009 ao inverno de 2011.
c.	Número total de participantes:	53
d.	Instrumento utilizado na coleta de dados:	Narrativas
e.	Número de fases em que a análise ocorreu:	2