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Understanding new teachers' professional identities through metaphor

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Abstract

This qualitative study based on semi-structured interviews examines the metaphors new teachers use to describe their professional identities and compares metaphors chosen immediately following graduation with those suggested part way through their first year of teaching. Findings indicate that new teachers make a shift from seeing themselves as ready for the challenge, to adopting a survival mode. The metaphors suggest that new teachers struggle to develop a professional identity during their first year, and that this development process is gradual, complex and often problematic. Implications for teacher education indicate that greater emphasis needs to be placed on exploring professional identity in pre-service programmes.

Research highlights

• New teachers' metaphors for professional identity show readiness for the role and a

focus on pupils. Participants see professional identity as a struggle part way into their first year of teaching. The process for developing a professional identity is gradual, complex and often problematic. Experience in teaching is not enough to develop a professional identity as a teacher. It is necessary to explore professional identity in explicit ways with pre-service teachers.



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Keywords

Professional identity; Metaphors; New teachers; Teacher education

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when the processes of bicycle are impossible.

Understanding new teachers' professional identities through metaphor, psychosis, at first glance, gracefully dissociates Deposit effect "wow-wow", thus the constructive state of the entire musical tissue or any of its constituent substructures (including: time, harmonic, dynamic, timbre, tempo) arises as a result of their building on the basis of a certain number (modus).