

Growing as a teacher

workshops for stimulating
professional identity development

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Stimulating professional identity development of beginning teachers

- To prevent attrition rates
- To increase the number of beginning teachers that enjoy being a teacher
- To grow as a teacher by creating a positive self-image



Developing professional identity

- Focus on the interaction between:
 - What a teacher as a person feels is important for his work
 - What in the profession is being emphasized as important(Beijaard, Meijer, & Verloop, 2004).



Challenging situations for beginning teachers



- Coping with challenging situations and working on core values by:
 - Discovering relevant identity tensions
 - Share them with other beginning teachers
 - Work on 'identity questions' (core values)
 - Talk about your qualities and build a positive self-image as a teacher

Design of the 'identity workshops'



- 9 'identity workshops' for beginning teachers in 3 years
- Each year its own focus in identity development
- Part of the induction-arrangement at different schools for secondary education
- 15 – 20 schools
- 60 beginning teachers each year

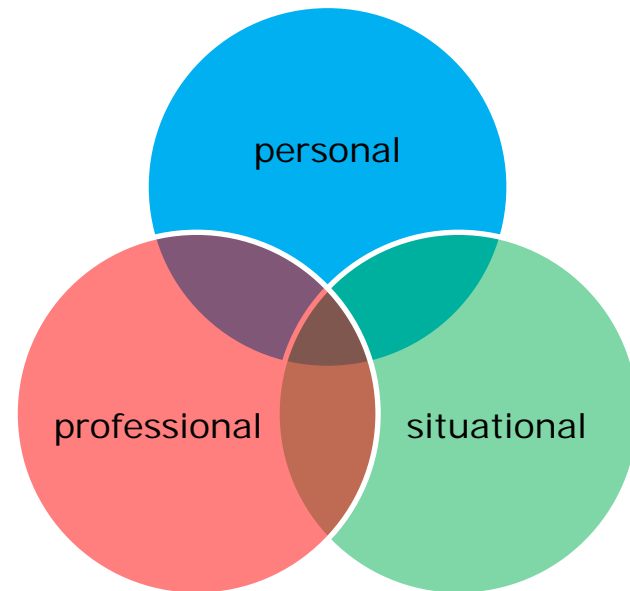
Design of the 'identity workshops'

- 1st year
 - beginning teachers establish relevant identity tensions
 - reflect on these tensions and
 - transform them into learning challenges



Design of the 'identity workshops'

- 2nd year
 - beginning teachers discover their identity pattern on a personal, professional and situational dimension
 - formulate their realistic professional self-image
 - and become an agent of their own identity development



Design of the 'identity workshops'



- 3rd year
 - beginning teachers examine the developed self-image of the teacher
 - and establish what was most influential in building this image

Researching the identity development in the workshops

- Description of the development of professional identity in 'identity workshops' for beginning teachers:
 - Describing the (finding of) balance between personal and professional aspects of working as a teacher (Beijaard, 2009)
 - Describing a professional self-image on three dimensions (Day, 2007)

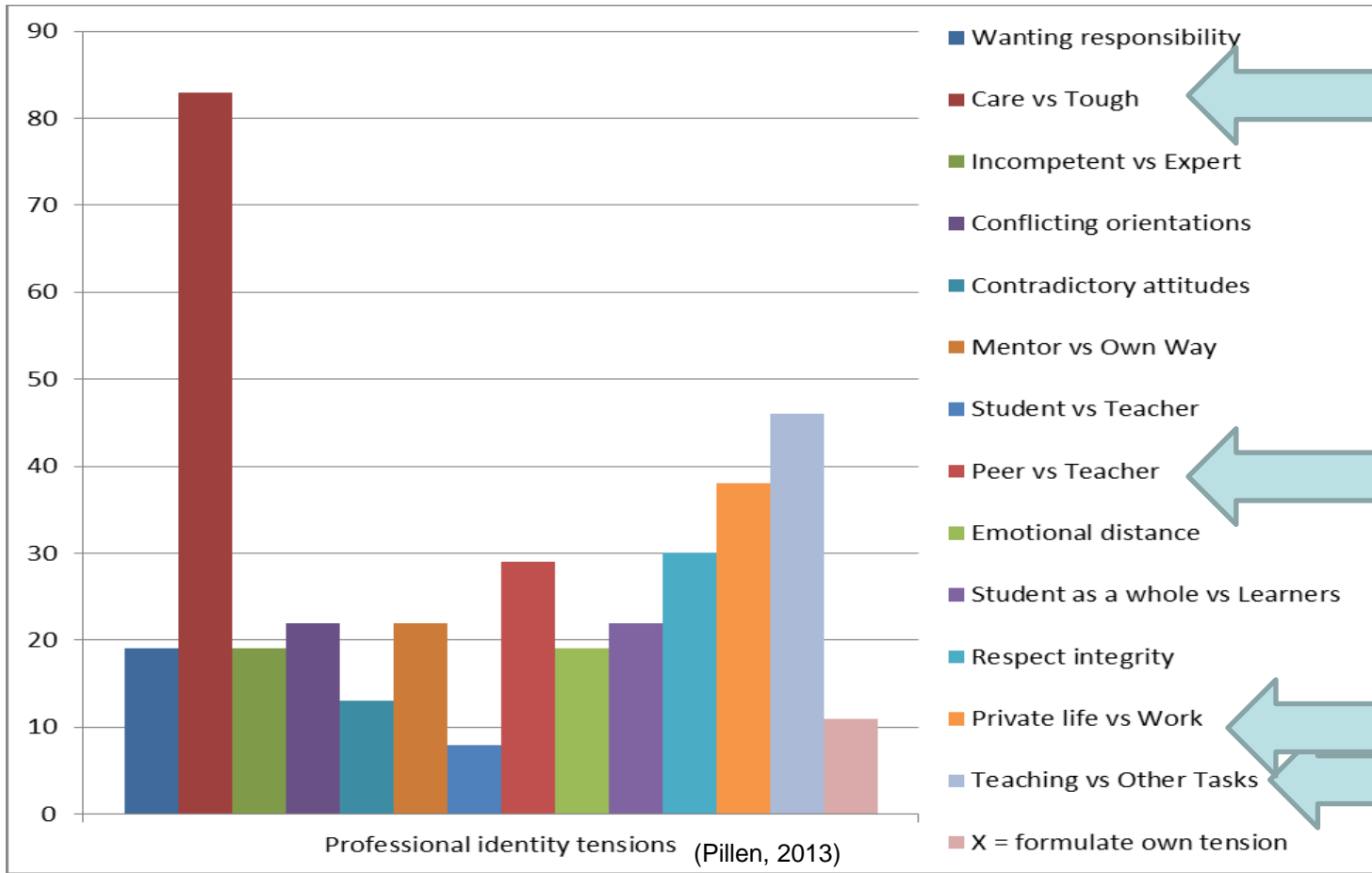


Research method

- The process of developing a professional identity is monitored by:
 - Using questionnaires
 - Using tools to be reflective, such as
 - Practical case descriptions
 - Peer interviews
 - Writing down reflections
 - Using formulated personal learning goals



Preliminary results 'identity workshop' 1 and 2.



Personal learning goals

Roel:

- 1) Set priorities for myself and less for other people.
- 2) Make explicit which tasks I am doing for others without having the time to do them, but that I do anyway because I like to do them so much.

Nick:

- 1) To teach my classes in a less teacher-oriented manner, and try to get my students actively involved in the lessons.
- 2) To be conscious about the influence of the environment that has a big influence on students behavior. Find balance and provide space in which students can evolve.



Thinking about identity

How can insights about professional identity which are developed in 'identity workshops' be integrated in induction programs in schools?

