

Teaching knowledge, professional
identities and symbolic
representations of qualified
teachers with occupational
experiences

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Introduction

- * Rationale for this study is to answer three research questions – the forms of professional knowledge, the relevance of these knowledge forms to teaching, and the relationships between teachers' professional know-how and their identities
- * Terminology: teaching knowledge, professional identities, symbolic representations, and occupational experiences
- * Project details - WBL, 8 participants, mixed research methods
- * Structure of this presentation

Theoretical Frameworks

- * Knowledge sources of teachers – Shulman (1987), Bernstein (1996), Loughran, Mitchell and Mitchell (2003), and Clandinin (1985). This study offers a relational approach to investigating teaching knowledge, which consists of explicit and tacit forms of pedagogic activities, and real-life and occupational experiences.
- * Knowledge and teachers' professional identities - Bernstein's (1996) connection with teachers' identities, formation and characteristics of identities (Beijaard, Meijier and Verloop 2004), cultural symbols and masculine images (Gleeson 1994; Colley et al. 2003), adoption of 'adding value', 'sharing expertise and 'protecting standards' (Clow 2001, Robson et al. 2004), 'bad teaching', funding and management demands (Avis et al. 2002), and conflicts and differing trajectories (Hodges 1998), marginalisation in placements (Bathmaker and Avis 2005), and personal, cognitive and emotional aspects of identities (Day et al. 2006) and forms of compliance and non-compliance (Moore et al. 2002).
- * Knowledge and symbolic representations (Cameron 2008; Bullough and Stokes 1994; Lakoff and Johnson 1980).

Findings and Discussion 1

- * Using the empirical data, three forms of teaching know-how - pedagogical, real-life and occupational related – and three types of professional identities – multi-, double and hybrid identities were identified.
- * **Multi-identities** may be defined as the need to juggle various jobs for non-financial reasons that can affect a teacher's sense of identity. These jobs might include taking on various teaching roles (e.g. tutor to several groups, a teacher in several disciplines, mentor to trainee teachers, manager of a department and trade union representative for the institution) and nonteaching roles (e.g. occupational ones). These roles require different skills and capacities of colleagues, learners and management, and with these conflicting identities. Viskovic and Robson's (2001) multi-identity relates to vocational teachers belonging to several communities of practice that are occupational and pedagogy-related.

Findings and Discussion 2

- * Example of multi-identity by Teacher C: “This ongoing iconography is a sense of therapy such as dealing with loved ones, living on my own and the impact on how I view the world, ongoing psychological state as an artist where one uses Freud’s notion of dreams to feed my art and how these experiences feed into my teaching.”
- * **Double identity** is where a teacher juggles between teaching and occupational workloads for reasons such as financial. This identity is more prevalent in the current economic climate. Some of the project participants worked as teachers and professionals in their occupational disciplines, which was an advantage because these ongoing occupational experiences boosted their confidence. This symbiotic relationship is illustrated by his use of pedagogic knowledge (such as him as a teacher using teaching materials and strategies and the manner in which students and other stakeholders relating to the learning process) and his application of occupational/ theoretical knowledge (from his occupational know-how).

Findings and Discussion 3

- * Teacher D illustrates the double identity, “The transition from practice (as a dental hygienist) to teaching is easier if I practice regularly to to keep my confidence level and speed up.”
- * **‘Hybrid’** may be termed as a combination of learning elements as a teacher and as a learner and from the perspective of her/his learners such as interacting and motivating them. The notions of teacher and learner become integrated with the added dimension of the teacher’s continuous professional learning.
- * Teacher B indicates a ‘hybrid’ form of identity, “I’ve been a student and lecturer for the past ten years, so my experiences have been on both sides of the fence and in homoeopathy as a student and seeing how different teachers cope . . . invariably, my experiences as a teacher and as a student always apply in my teaching, as I am a perpetual student. My approach to teaching is not to use a big stick and not dumb down to primary and secondary levels but work on delivery and start from learners’ world.”

Contributions

- * Contributions: teaching knowledge should be defined more widely and include related pedagogic, life and occupational experiences as a theoretical framework for understanding professional knowledge. The sources are interconnected. The complex relationships between teachers' know-how and their professional identities were identified. These identities included multi-, double-life and hybrid forms. These forms were shown to be amorphous and context specific. The findings indicate that teaching (especially those in occupational provisions) as an activity is complicated. The concept of teaching knowledge may be envisioned to a broader range of stakeholders; that is, those who are involved in both teaching and occupational/ professional practices such as clinicians, accountants and architects in a variety of teaching and learning settings such as educational institutions and workplaces.

Finish!

- * Thank you for listening and any questions gratefully received
- * **Loo S (2019) *Further Education, Professional and Occupational Pedagogy: Knowledge and Experiences*. Abingdon, Routledge [Chapter 3]**

Recent and forthcoming research monographs

- * Loo S (2019) (Ed) *Multi Dimensions of Teaching and Learning for Occupational Practices*. Abingdon, Routledge
- * Loo S (2018) *Teachers and Teaching in Vocational and Professional Education*. Abingdon, Routledge
- * Loo S (2017) *Creative Working in the Knowledge Economy*. Abingdon, Routledge
- * Loo S and Jameson J (2017) (Eds) *Vocationalism in Further and Higher Education: Policy, programmes and pedagogy*. Abingdon, Routledge

Significant References

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