

# SHAPING A PROFESSIONAL IDENTITY



*Stories of Educational Practice*

F. MICHAEL CONNELLY  
D. JEAN CLANDININ



# Shaping A Professional Identity

**Comfort Alorh**



## **Shaping A Professional Identity:**

**Shaping a Professional Identity** F. Michael Connelly, D. Jean Clandinin, 1999 Working with a group of teacher researchers Connelly and Clandinin address the question of how professional identities are formed The volume includes richly textured stories of professional lives in teacher administrative and curriculum making settings These thoroughly readable autobiographical depictions help unravel the narrative interweavings of professional contexts teacher knowledge and teacher identity Authors insightful interpretations of these stories provide valuable implications for teacher education professional development and progressive school change

**Shaping a Professional Identity** Dorothy Jean Clandinin, F. Michael Connelly, Applebaum, Sheila Dermer, 1999 *The Development of Professional Identity in Higher Education* Myint Swe Khine, Abdulghani Muthanna, 2024-02-20 In this book first hand accounts from academics and practitioners explore the concept of professional identity development in the context of higher education and provide guidance to develop and enhance professionalism The Development of Professional Identity in Higher Education presents a new understanding of identity development Highlighting the importance of building positive identities in the development of a professional career it argues for a reframing of the way academics think of themselves suggesting the role of practitioner as one in which there is a continuous need to develop their professionalism as it connects to their daily practices and different identities With contributions from a range of international authors it demonstrates how professional development can change our beliefs and perceptions of the profession itself whether it be through on the job instruction aimed at making teachers researchers better or through self learning whereby teachers and researchers learn to develop and enhance their teaching and research competency through daily activities and self analysis This book will be of great interest to researchers and graduate and postgraduate students in teacher education and professional development

**Professional Identity and Social Work** Stephen A. Webb, 2017-06-26 How are identities formed among social workers many of whom perform complex challenging and ambiguous public sector functions on a regular basis Why does identity come to matter for professional social work This book the first of its kind in the field examines professional identity in relation to social work by asking how practitioners think of themselves as a social worker a professional self concept often entangled in a range of relations beliefs values and experiences Bringing together the perspectives of an internationally renowned group of specialists the collection addresses a range of issues associated with professional identity construction and being professional in the context of a rapidly changing inter professional environment It introduces new concepts to social work including materiality enactment performance affect entanglement capital and worth to consider the vexed issues surrounding matters of professional identity in social work This will be an essential guide to all those keen to debate the challenges and possibilities confronting contemporary social work through the lens of professional identity whether they are students educators practitioners researchers managers policy makers or associated professionals It will also appeal to those interested in social theory organisational sociology and

leadership as well as anyone working in related fields of health and education

*Shaping Your Career* Don Haviland, Anna M. Ortiz, Laura Henriques, 2023-07-03 Going beyond providing you with the tools strategies and approaches that you need to navigate the complexity of academic life Don Haviland Anna Ortiz and Laura Henriques offer an empowering framework for taking ownership of and becoming an active agent in shaping your career This book recognizes as its point of departure that faculty are rarely prepared for the range of roles they need to play or the varied institutions in which they may work let alone understand how to navigate institutional context manage the politics of academe develop positive professional relationships align individual goals with institutional expectations or possess the time management skills to juggle the conflicting demands on their time The book is infused by the authors love for what they do while also recognizing the challenging nature of their work In demonstrating how you can manage your career they weave in the personal and institutional dimensions of their experience and offer vignettes from their longitudinal study of pre tenure faculty to illustrate typical issues you may have to contend with and normalize many of the concerns you may face as a new member of the academy This book offers you The resources tips and strategies to develop a strong healthy career as a faculty member Empowerment you take ownership of and become an active agent in shaping your career Advice and strategies to help women and members of traditionally underrepresented racial and ethnic groups navigate institutional structures that affect them differently An understanding of the changing nature of academic work and of how to grow and succeed in this new environment While explicitly addressed to early career faculty this book s message of empowerment is of equal utility for full time faculty both tenure track and non tenure track and can usefully serve as a text for graduate courses Department chairs deans and faculty developers will find it a useful resource to offer their new colleagues

*Identity Formation* Denise MacGregor, 2009 The influences that shape beginning teachers professional identity have been described as part of a changing landscape Connelly and Clandinin 1999 When pre service teachers transition into the role of beginning in service teachers the landscape changes dramatically Aspects or features of the landscape that were once familiar may be confirmed or challenged As beginning teachers navigate the changing landscape they cross spatial physical experiences and temporal of the mind conceptual borders Connelly and Clandinin 1999 112 and in doing so shape their professional identity This paper reports on the findings of the initial stage of a doctoral study that examined the influences that final year pre service teachers believed would shape their professional identity once they crossed the border and commenced their role as in service teachers The first stage of the study involved twenty final year Design and Technology pre service teachers in focus group discussions to investigate personal perceptions of professional identity to identify factors that had shaped this perception to date and to predict future influences The findings demonstrated that while final year pre service teachers were prepared to approach their in service role with a high level of enthusiasm and confidence in their subject knowledge they feared perceived challenges such as a lack of mentoring support from teaching colleagues the perceptions of students and under valuing the place of Design and Technology

Education in the curriculum including food and textile technology by school leadership could have a negative impact on shaping their professional identity. These challenges became the spatial and temporal borders that pre-service teachers believed they would need to navigate. Such findings suggest that pre-service teachers are well aware that aspects of the professional landscape will be challenging. The implication for teacher education programs is to provide pre-service teachers with strategies to cross the borders successfully.

**Reflections on Identity** Neil Hopkins, Carol Thompson, 2024-01-01 This book seeks to extend perspectives on professional identity in education. Chapters consider the notion of expertise, the impact of managerial approaches, the importance of communities of practice, and the effects of increasingly marketised approaches. By using narratives, the book opens up a conversation about this important topic. Educators and leaders from a variety of settings will explore their professional experiences and the impact these have had on forming values in the professional role. By drawing on personal experience, individual authors will consider some of the challenges they have encountered as part of identity formation. The significance of organisational cultures is discussed throughout the book and explores the ways in which individual autonomy is both threatened and claimed. Issues discussed include the frequent changes imposed through government initiatives and the social perception of education professionals when compared to other professional roles. Contributions have been drawn from teachers and leaders in schools, colleges, universities, and specialist training. Chapter authors have a variety of experiences offering a multi-perspective approach. This will include strategic leadership, operational management, and classroom practice, all of which offer insights of interest to educators at various points on the professional journey. The narrative approach adopted by authors provides the opportunity for readers to engage with others' experiences, enabling personal reflection on their own professional identity.

**Big Fish, Little Fish** Susan Groundwater-Smith, Nicole Mockler, 2015-05-27 This text prepares pre-service teachers to best meet the needs of students entering the challenging middle years of their education.

**The Identity of Education Professionals** Carles Monereo, 2022-02-01 The 21st century and its many challenges, invasion of digital technology, climate change, health crises, political crises, etc., alert us that we need new educational responses led by new education professionals. Research has shown that for these professionals to change in a substantial and profound way, they must change their identity, that is, the way in which they give meaning and meaning to their professional work. This book exposes, based on one of the most current and advanced theories for analyzing identity change, the theory of the dialogical self, what changes should take place, and how to promote them in eleven fundamental professional profiles in current education: teachers of student teachers, primary secondary teachers, inclusive teachers, inquiring teachers, mentors, school principals, university teachers, academic advisors, technologic hybrid teachers, Learning specialists, educational researchers.

**The Digital Self** Comfort Alorh, 2025-09-15 In an era where our lives are increasingly intertwined with digital platforms, *The Digital Self: Redefining Identity in the Age of Social Media, Virtual Worlds, and AI* explores the profound impact of technology on self-perception, social interaction, and personal identity. This book

delves into the evolution of the digital self examining how social media online communities and virtual spaces have reshaped the way we present ourselves and engage with the world Blending psychological theories with real world examples this book unpacks the dynamics of online self expression social validation and digital reputation It navigates the tensions between authenticity and curation the pressures of social comparison and the shifting boundaries between our real and virtual identities For anyone curious about how technology influences human behavior or for those looking to understand their own digital presence more deeply *The Digital Self Redefining Identity in the Age of Social Media Virtual Worlds and AI* is a thought provoking and insightful journey into the future of identity in a hyper connected world      **The ACA Encyclopedia of Counseling** American Counseling Association,2015-04-15 This premiere counseling reference book is ideal for students educators supervisors researchers and practitioners seeking to quickly update or refresh their knowledge of the most important topics in counseling More than 400 entries span the 2009 CACREP core areas used in counselor preparation continuing education and accreditation of counseling degree programs making this a perfect text for introductory counseling classes or for use as a study guide when preparing for the National Counselor Exam This encyclopedia makes counseling come alive through its user friendly writing style instructive examples that connect readers to practice teaching supervision and research and its helpful cross referencing of entries boldfaced important terminology and suggested resources for further study Requests for digital versions from ACA can be found on [www.wiley.com](http://www.wiley.com) To purchase print copies please visit the ACA website Reproduction requests for material from books published by ACA should be directed to [permissions@counseling.org](mailto:permissions@counseling.org)      *Cambridge Handbook of Routine Dynamics* Martha S. Feldman,Luciana D'Adderio,Brian T. Pentland,Katharina Dittrich,Claus Rerup,David Seidl,2021-12-16 A comprehensive introduction and overview of research in Routine Dynamics written by the central researchers in the field      *Coaching Psychology* Jelena Pavlović,2021-03-03 *Coaching Psychology Constructivist Approaches* presents a comprehensive overview of constructivist approaches to individual group and team coaching Jelena Pavlovi introduces key ideas and explores a variety of models tools and techniques setting out a landscape of constructivist psychology as applied to coaching Beginning with an overview of constructivism in contemporary psychology the book elaborates on key processes of discursive and narrative construction of self A variety of constructivist approaches to coaching including personal and relational construct narrative appreciative systemic and solution focused are offered with basic principles operating models and coaching techniques Pavlovi also introduces a constructivist model for coaching teams illustrated with case studies and sets out a framework and guidelines for training coaches in this approach *Coaching Psychology Constructivist Approaches* offers an innovative resource for coaches in practice and in training particularly those seeking to understand how constructivist approaches can be used to develop individuals groups and teams      **Learning Trajectories, Innovation and Identity for Professional Development** Anne Mc Kee,Michael Eraut,2011-09-18 Educators in the professions have always had unique demands placed upon them These

include the need to keep pace with rapidly evolving knowledge bases developing skills and attitudes appropriate to practice learning in the workplace and fostering public confidence For twenty years these new demands have created additional educational imperatives Public accountability has become more intensive and extensive Practitioners practice in climates more subject to scrutiny and less forgiving of error The contexts in which professionals practice and learn have changed and these changes involve global issues and problems Often professionals are the first responders who are required to take an active stance in defining and solving problems This book explores the pedagogic implications of these challenges internationally for a wide range of professions which include accountants military company commanders surgeons nurse practitioners academic managers community physicians and dentists The established view of professional development is about what the professional knows and can do The authors broaden this view to include the systemic and contextual factors that affect learning and the conditions necessary for effective practice and identity development across the professional lifespan Authors examine the unique particularities and requirements of diverse professional groups The editors emphasize new ideas and learning that emerges across the professions As readers use this book as a pathway to their own innovations in scholarship and pedagogic research they join their colleagues in supporting new directions in learning teaching and assessment across professions This book was awarded the Outstanding Research Publication award for 2012 by the American Educational Research Association s Division I Education in the Professions p 4 *th International Conference on Lifelong Education and Leadership for ALL-ICLEL 2018* Prof. Dr. Osman TITREK, Gözde Sezen Gültekin, Agnieszka Zembrzuska, 2018-12-28 Copyright 2018 ICLEL Conferences All rights reserved by ICLEL Conferences [The Emerald Handbook of Research Management and Administration Around the World](#) Simon Kerridge, Susi Poli, Mariko Yang-Yoshihara, 2023-11-29 The ebook edition of this title is Open Access and freely available to read online The most comprehensive book about practitioners working in research management and administration with insights from around the globe and across disciplines to provide a comprehensive account of RMAs as a profession **Competency Based Training for Clinical Supervisors** Loredana-Ileana Viscu, Ioana-Eva Cădariu, Clifton Edward Watkins Jr, 2023-08-09 Competency Based Training for Clinical Supervisors builds upon the current competencies schema to design a framework for training programs The book s authors begin with a practical program curriculum addressing the challenges of treatment and workplace satisfaction The next sections are divided based on transversal competencies including intellectual order methodological order personal and social order and communication order The last section of the book is dedicated to ethics in both training programs and models for psychotherapy and clinical supervision Presents a practical training program for supervisors that includes program curriculum requirements and final evaluation procedures Reviews ICT competencies in relation to clinical supervision Includes two chapters on ethics in training programs *Emotion and School* Melissa Newberry, Andrea Gallant, Philip Riley, 2013-03-25 The book differs from other books on emotions in teaching by

acknowledging all relationships within the complex system of schools and the ways that emotion influences the relationship and practice of the those working within schools administration teacher peer teacher student and veteran novice

**Current Issues in Nursing and Midwifery I** Melike YAVAŞ ÇELİK,2025-07-11      Historical Thinking for History Teachers Tim Allender,2020-07-16 Effective Australian history education has never been more important for the development of critically aware and thoughtful young people History fosters important skills in reasoning historical consciousness and empathy and an appreciation of history is crucial to the development of students understanding of the very nature of our society This edited collection comprises contributions from leading historians educators and practising teachers and surveys Australian history teaching today from the development of the national curriculum to fostering historical thinking and promoting effective engagement in the history classroom The book begins with an analysis of the principles underlying the drafting of the national curriculum and features insights from the writers of the curriculum themselves It focuses on the curriculum from primary and secondary school teaching perspectives Part 2 examines the teaching of historical expertise including historical thinking and value formation as well as productive assessment and the important role social history can play in the classroom Part 3 concentrates on specific approaches to history teaching including teacher talk the use of historical fiction and film digital technology and the internet as well as museums as a teaching medium Part 4 analyses key aspects of Australian history teaching including Indigenous perspectives teaching citizenship and assisting the pre service teacher in their transition to becoming a professional Rich with insights into historical skills historical concepts and critical thinking as well as practical guidance on translating principles into engaging classroom approaches this is an essential reference for both pre service and in service history teachers and educators



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