ESREA «Discourses we live by». (How) do they benefit the world we live in?

The 25th Annual Conference

**Changing Teachers Education. Changing Teachers?**

This conference invites us to interrogate discourses we live by. One ongoing discourse in my country is the quality of our teachers. Is our teacher education able to develop well qualified teachers? According to Zeichner (2014) there are two different strategies for designing initial teacher education (ITE): (1) to strengthen the dominant university based system of ITE, (2) to promote a greater deregulation and privatization with shorter teaching training routes taking place mainly in schools. All universities in XXX (name of country) follow the first strategy and will from 2017 offer teacher education at master´s level (MA), expanding from a four year to a five year program.

The university of XXX (name) started a Pilot project in 2010. It is an integrated A&D-based MA program. I am a part of a research group that investigates this new initiative. This data consist of qualitative interviews with 22 of the 61 graduating students from the national pilot program. The first interview was conducted shortly after submission of their theses in 2015, and the second in the spring of 2016. The early career teachers had at this point one year of experience as teachers. AccordingtoEraut (1994) the relation between knowledge acquired in education and knowledge attained in practice at the workplace lacks attention. He points out that as a consequence of this, we get a simplified picture of the relationship between professional knowledge as promoted by the educational institution and the working practice experienced in everyday life.

This paper will focus on how the newly educated teachers meet their new situation in everyday life. I am using a biographical approach. This is commonly used in studies of adult education (for instance: Alheit 1997, Gullestad 1996, Merrill and West 2008, West 1996). A biographical, longitudinal and reflexive method is appropriate in order to understand the processes students go through when they develop their professional identities. In this way, I will get access to the voices of the students themselves and get a grasp of how they experience their learning and developing processes. A biographical approach (lifestory) describes and interprets processes of change. An individual perspective gives a fundamental understanding of the world in which teachers live. Elbaz-Luwisch (2006) is one of the reseachers who has given voice to the teacher and their storytelling. She uses narrative as methodology for understanding the lives and work of teachers. Biographical research can also bring to the fore the more unconscious dimensions of learning and professional work(Dominicé 2000).

Also Salling Olesen (2007) stresses the importance of approaching professional identities and professional learning from a life historical angle.

Key-word: Teacher education, newly educated teachers, biography, life history