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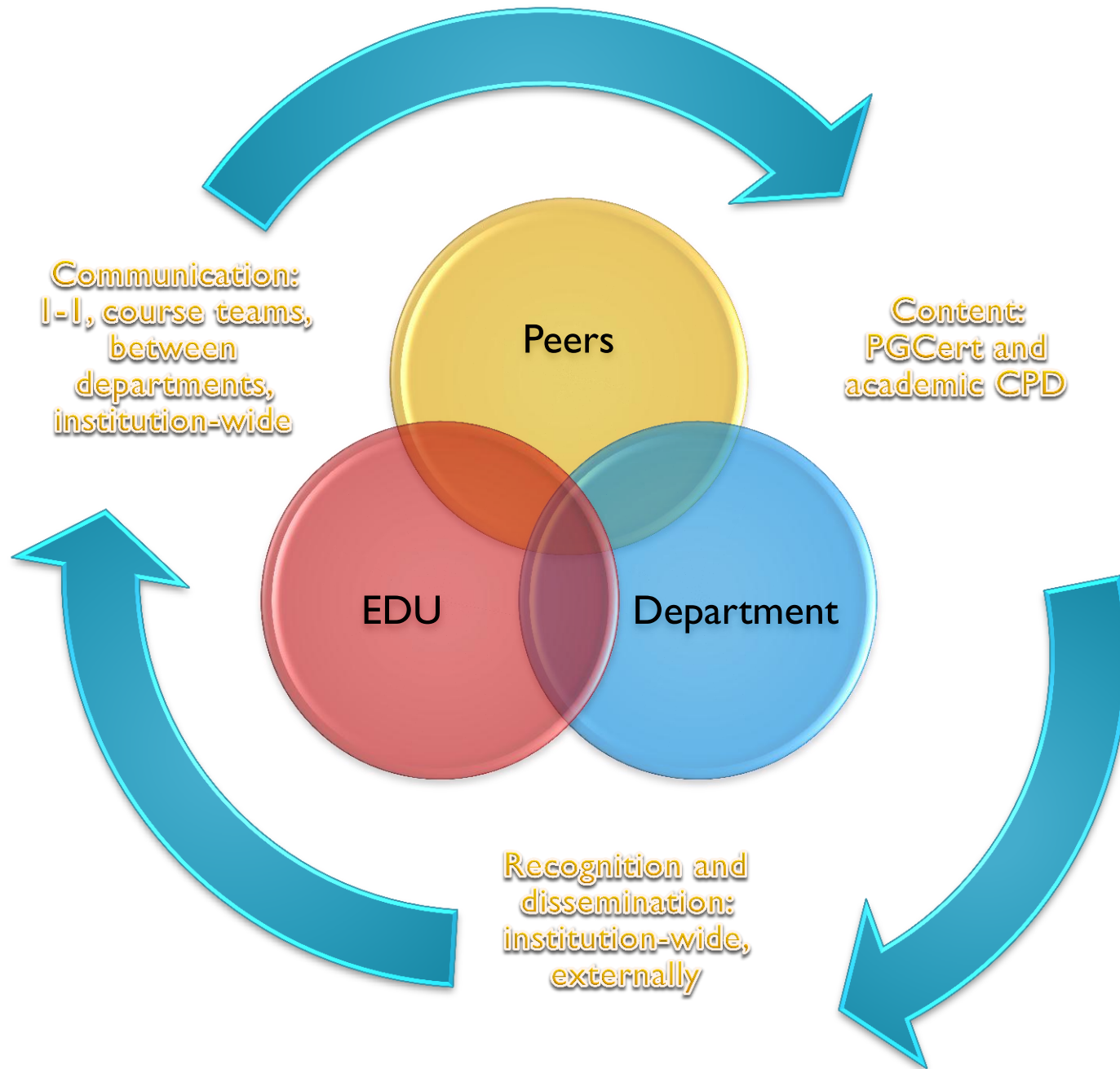
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Becoming and Belonging

Locations and identities for early career teachers



Institutional and sectoral priorities

- Research?
- Teaching?
- Fundraising?
- Enterprise?

Individual priorities

- Personal beliefs and goals
- Relationship to the disciplinary community
- Common cause with other ECTs
- Sense of agency

What kind of learning?

- Declarative/procedural
- Domestication
- Expectations
- Communication
- Implicit or explicit
- Power relationships

Importance of the department

‘.....subject departments are prime sites of non-predictable professional learning.’

(Knight P,2002)

Where early career teachers are exposed to

‘..... a range of social and discursive pedagogic practices to construct their sense of what it means to be a teacher.’

(Zukas,2005)



Over to you: your own experiences

What conditions are most helpful in creating a sense of belonging for ECTs?

Least helpful?

Key elements

- Active involvement of supportive departmental mentors and colleagues
- Brokering initial and ongoing community of ECTs
- Central provision and space to create high quality, effective work

Key deterrents

- Poor communication
- Contradictory messages
- Lack of agency
- Sense of dislocation

Impact on ECTs

‘Learning from talented people who I trust’

‘My mentor has been brilliant - supportive and encouraging’

‘My mentor has helped me develop a sense of belonging – offered constructive comments on my project’

‘My mentor has been invaluable’

Conclusions

- ‘Belonging’ in different locations: synergy between these is of greatest benefit
(but if not....?)
- Communication is key: setting up structures within which conversations can flourish and are seen as constructive
- Sustainability fostered through networks for dissemination, recognition and reward