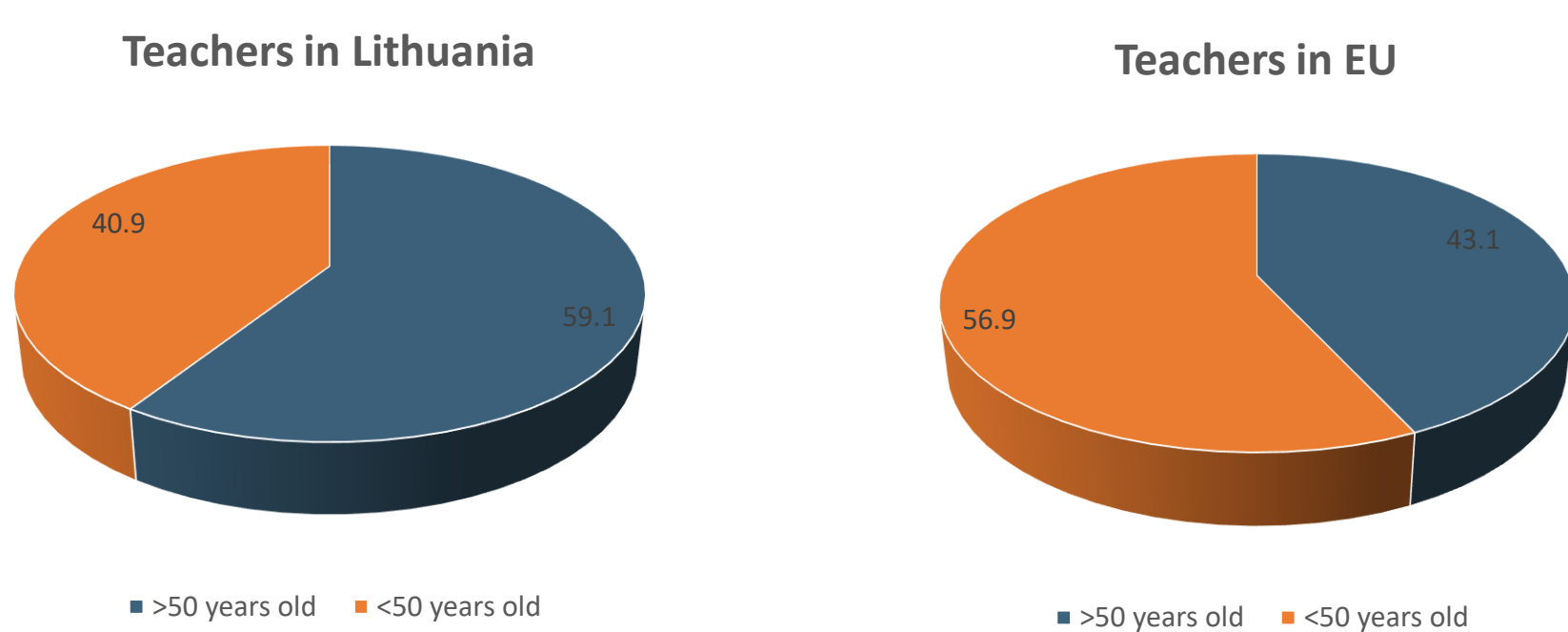


The experiences and professional identity development of novice teachers in the face of the educational reality of the 21st century

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BACKGROUND

In Lithuania, around 60 percent of teachers are over 50 years old. In the coming years, there should be a significant increase in beginning teachers in schools, and they will be **co-creators of future education**. There is a lack of knowledge about **who** they are and **how** they experience the first years of their profession, which, research suggests, are perhaps the most important in the formation of beliefs (Hong, 2010, Voss and Kunter, 2020). Also, as many as 30 percent of teachers leave the profession within the first few years. Given the substantial investment in teacher training, it is necessary to look at the deeper reasons for this.



A new kind of teacher and new kinds of knowledges are 'called up' by educational reform - a teacher who can maximize performance, who can set aside irrelevant principles, or out-moded social commitments, for whom excellence and improvement are the driving force of their practice (Ball, 2010)

CONCLUSIONS

„Studying the teachers life and work as social construction provides a valuable lens for viewing the new moves to restructure and reform schooling” (Goodson, 1994, p. 5)
Life history studies help to reveal contexts in education affecting teachers' work and life. Literature analysis revealed that teachers' inner beliefs and instructions dictated by reformers often do not match. However, it has the power to change not only how teachers work, but also who they are.

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AIM AND RESEARCH QUESTIONS

To understand how novice teachers experience the reality of education and how it influences their professional identity.

Research questions:

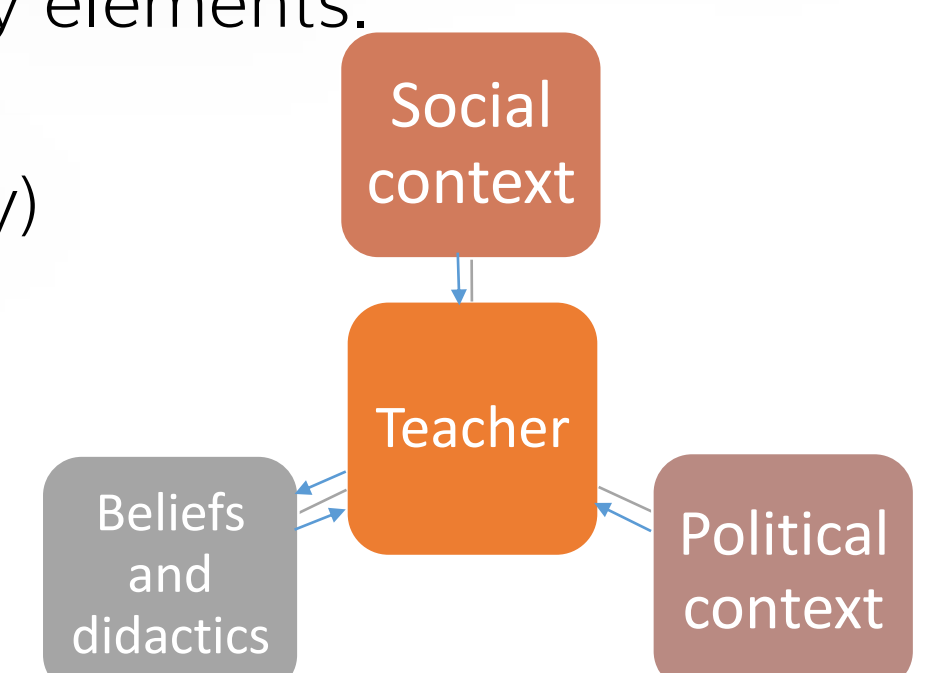
1. How the concepts described in the theory are manifested in the experiences of beginning teachers and how they affect the teachers' professional identity?
2. How do the pedagogical development and beliefs of novice teachers evolve over a period of two and a half years?
3. What factors influence teachers' choices to remain in public educational institutions, move to the private sector, or leave the teaching profession?

METHODS

- longitudinal qualitative study, based on a **conceptual analysis of relevant literature**
- narrative research (life history research) (Goodson)
- critical theory as an epistemological approach. In the approach of critical theory there is a value perspective, it aims to criticize and transform (Guba and Lincoln, 1994)
- 10-12 unstructured in-depth interviews with novice teachers (at least three times) and personal reports (voice/textual) as a data collection method

RESULTS

- Phenomenon of beginning – „reality shock” (Veenman, Voss and Kunter);
- The environment of neoliberalism - questions of justice and equality are removed from education (Giroux, McLaren, King) – outcomes and performativity are the key elements.
- Liquid modernity (supplier-clients relationship, knowledge is a commodity) (Bauman, 2005)
- Deficit thinking in schools (Dudley-Marling)



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