

Identity Formation in Beginning English Teachers

Ian Thompson, University of Oxford

Abstract

Developing the pedagogy necessary to teach a disciplinary subject to a variety of young people, alongside the ability to use formative and summative assessment to help their students to progress, are complex developmental processes for beginning teachers. Yet just as language and thought have potential developmental functions, so context has a formative role in identity formation. Beginning English teachers face at least two contexts that impact on their social situations of development: their position as learners, within the academic environment of a university; and within the specific professional contexts of their placement schools. These social situations intersect in complex and dialectical interplay between theory and practice. The focus on the complexity of identity development in this chapter develops a view of teaching and learning as a process through which beginning teachers as learners take on what is valued in a culture and, in turn, develop the agency that allows them to begin to contribute to that culture. The chapter will use the example of beginning teachers' learning to teach English within a school and university partnership.

Keywords

Identity development, beginning teachers, social situation of development, teaching and learning, English school subject.

Introduction

English as a school subject has historically suffered from a crisis of identity. Whilst English is regarded as a 'world language' or international lingua franca, spoken by around a billion as a second language, it is also the first language of some 400 million people. What constitutes the subject of 'English' and related questions of what content English teachers should be teaching, have long been contested areas of school curricula. These questions engender further questions into the complex and multiple identities of the English teacher. In English speaking countries, learning the pedagogy of English involves both teaching English as a language and the literature written in the English language. Beginning English teachers are both subject specialists with strong academic credentials in specific areas of English (most frequently an aspect of literature) and subject learners within the sociocultural and multicultural settings of schools and classrooms. This chapter is concerned with identity formation in beginning teachers of English. Developing the pedagogy necessary to teach a disciplinary subject to a variety of young people, alongside the ability to use formative and summative assessment to help their students to progress, are complex developmental processes for beginning teachers. This chapter argues that in ways analogous to the potential developmental functions of language and thought, context has a formative role in identity

formation within specific social situations of development. The analysis of beginning teachers' social situations of development presented in this chapter explores the complex relationship between English subject student teachers' individual learning and the social situations in which that learning occurs.

The English Teacher in English Schools

The state school education system in England, in contrast to some degree to the other jurisdictions of the UK, is highly performative with published league tables and punitive accountability systems (Ball, 2018; Thompson, 2020). Within this competitive system, English as a discipline in English schools is both a high status and a high stakes subject. It is the subject that perhaps produces the most controversy and argument in terms of curriculum design and delivery at both primary and secondary school level. It is a 'core' or compulsory subject in secondary schools (in primary schools, students have lessons called 'literacy'). English as a subject has been subject to continual change since the introduction of the National Curriculum in 1988. The high stakes status of the subject has increased with the use of English alongside Mathematics as indicators of success in subject specific General Certificates of Secondary Education (GCSE) both in the reporting of post 16 examination results as well as the English Baccalaureate (a school accountability measure based on the proportion of children who secure a good pass in English, Maths, Science, a humanity and a modern language GCSE).

English departments teach at least two GCSEs for most students: English Language and English Literature. Media Studies and Film Studies are also often taught by the English department. Until 2014-15 it was English Language that counted in the reported school overall success data but now schools can count either Language or literature. The majority of qualified English teachers are English Literature graduates and often feel uncomfortable teaching linguistics and grammar. Indeed, Ellis (2007) has argued that the very notion of what constitutes subject knowledge is both contested and complex and that English as a subject in schools requires different forms of knowledge from the requirements of English Language and English Literature courses at university degree levels.

Subject knowledge is communal, a form of collective knowledge. The 'subject', specifically, is the school subject – which has an important relationship with, but is not identical to, the university subject, or governed by it. Those who teach the subject in schools (just as those who teach the university subject) – collectively – are the principal sources of authority over the production of the subject in schools. In this task, they can be supported by teacher educators and educational researchers, advisers and inspectors, and many others. And with this authority comes responsibility for development and for continually examining the boundaries of 'what counts' as subject knowledge. (Ellis, 2007, pp. 458-459)

This conception of the teachers of subject knowledge in schools raises a key point when considering the developing identities of beginning English teachers. McIntyre & Hobson

(2016) argue that ‘an important aspect of a teacher’s identity formation involves their identification with the subject they teach’ (p. 143). In the case of English, historically, English as a subject in English schools has seen political debates about whether literacy should be viewed as a skills-based activity and literacy as a tool for making meaning and sense in both oral and written modes of communication.

Beginning English teachers, in common with all those learning to teach, face the challenge of learning to understand and use the knowledge that matters in the school context and to pitch their teaching at the appropriate level for their learners to develop. They also have to understand the challenges that their particular students face in the literacy curricula of schools. For example, official government statistics (DfE, 2021) show that there are around 1.6 million students in state maintained schools in England that have a first language other than English. This figure represents 19.2% of the school population. Of course, those students who use English as an Additional Language (EAL) are not a homogenous group but one with a diverse range of prior school experience, exposure to English, and cultural and social backgrounds. English classrooms, particularly in the cities, are also increasingly multicultural and multilingual at a time when the restoration of the literary canon in English literature reflects monocultural or white, predominantly male, and middle-class perspectives of texts (Nelson-Addy et al., 2019).

English teachers need to avoid excluding the interests and experiences of a diversity of learners and to understand the diverse cultural worlds of their students. They also need to understand what Schwab (1978) describes as substantive knowledge (key concepts) and syntactic knowledge (ways of knowing and representing) of the subject. Indeed, there are many ‘subjects’ of English study including using and understanding: a variety of literary forms and narrative structures; aspects of linguistics; and issues related to media, film, and cultural studies. This involves planning lessons that draw on both ‘students’ current and developing understandings of everyday concepts such as love and loss and also introduces new concepts such as literary criticism or linguistic analysis’ (Thompson, 2015a). This ability to think like a teacher of English is closely linked to professional identity development.

Identity and the beginning English teacher

Research in the sociocultural and cultural historical traditions (e.g. Cole & Engeström, 1993; Penuel & Wertsch, 1995; Holland et al., 1998; Edwards, 2017; Tatto et al., 2019) highlights the critical role of mediation in identity formation, particularly in periods of crisis in development. Erikson's (e.g. 1968) theory of psycho-social stages of crisis has been particularly influential in analyses of crises in psychological development particularly in identity formation in adolescence. However, researchers in the sociocultural tradition (e.g. Penuel & Wertsch, 1995; Holland & Lachicotte, 2007) point to the fundamental role of mediation for the study of identity formation. Holland & Lachicotte (2007) point out that

Erikson viewed identity formation as individuals' attempts to answer the overarching question of who they are and what their place is in society than on the ways that identities are constructed in interaction with others. Penuel & Wertsch (1995) argue that whilst both Erikson and Vygotsky 'asserted the importance of cultural and historical resources in individual functioning' (p.91) they place different emphases on the unit of analysis for Erikson the choices individuals make from these cultural tools to establish their identity and for Vygotsky 'the social origins of mental functioning and the role of signs and tools in mediating action' (p. 89).

The identity formation of beginning English teachers reflects the multiple and at times contradictory social and cultural demands involved in becoming a professional. Identity is a slippery term with many conflicting definitions. McIntyre & Hobson (2016), from the context of initial teacher education (ITE) (one year post graduate or three or four year teacher training programmes involving university and school partnerships), argue that identities need to be viewed as 'multilayered, multifaceted, dynamic and constantly evolving or in continual flow' (p. 136). Hochstetler (2011) makes the case for an early focus on English teachers' developing identities in ITE courses and defines this work as 'thinking critically about what it means to be a teacher' (p. 256). This is a conception of identity within the professional contexts of schools and schooling and suggests that context is central to professional identity formation. Coté (2005) developed the concept of 'identity capital' involving young people's identity negotiation within specific social environments). Dreier (1999, 2009) has argued that we must conceptualise identity formation within the contexts of local social practice.

Identity formation is therefore both relational in terms of being formed in social practices and situated in particular places and cultures. Holland & Lachicotte (2007) define identity as 'a self-understanding to which one is emotionally attached and that informs one's behaviour and interpretations' (p. 104). Holland & Lachicotte's (2007) concept of the figured world refers to the way that individuals position themselves in relation to the 'socially and culturally constructed realms of interpretation and performance' (p.115). Identities that develop in activities in action emerge as a 'heuristic means to guide, authorize, legitimate, and encourage their own and others' behaviour' (Holland et al. 1998, p.18) and involve both the appropriation of professional knowledge and improvisation.

Transitions through Social Situations of Development

Beginning teachers are in a process of complex transition in their identity as they move from learner to practitioner. This involves trying to translate their own subject domain expertise to the pedagogy required to teach young people. Holland & Lachicotte (2007) argue that the identities that individuals develop are products of both social and cultural encounters, mediated through social and professional experience and through interactions with others. From a sociocultural perspective, learning and identity formation are viewed as relational

involving both social and situated cultural activity (Moll & Arnot-Hopffer, 2005; Edwards, 2009, 2017).

In English classes, the activities of writing, reading, speaking and listening in English subject classrooms are both distributed in the sense of the multiple actors who contribute to these acts of literacy and situated within the specific context of the classroom and school environment (Thompson & Wittek, 2016). Vygotsky (1987) argued that learning involves mediated activity through psychological tool usage and in particular the culturally acquired conceptual tool of language. Sociocultural theory also highlights the importance of social interaction and cultural contexts in the development of individual consciousness. Learning for the beginning teacher, in this sense is, rooted in the society and culture in which they develop. Edwards (2010) has argued that examining 'learning in practice' requires 'a focus on the changing relationship between learner and social situation of development' (p. 65). The development of beginning teachers is particularly complex as their experience is refracted through the multiple lenses that they encounter within schools and academia. Edwards (2010) argues that 'relationships change as learners take in what is culturally valued, consequently interpret their social worlds differently and therefore act in and on them in newly informed ways, which in turn impact on the social situations' (p. 64). In this sense, learners are active participants in their own learning. They are both changed by the social situations they encounter and actively renegotiate their social relations within them.

Vygotsky's (1997, 1998) concept of the social situation of development for children is characterised by developmental changes that arise from critical periods as the child or young person encounters contradictions between their own psychological development and the demands of the learning situation. Vygotsky's argument was that there are critical periods for development when the learner encounters contradictions between their own psychological development and the demands of the learning situation. These critical periods are both personal to the particular needs and history of the individual but they are also socially experienced and mediated by interaction with others. The key to development lies in the ability of individuals to perceive the limitations of the situation they are in and to imagine a different role for themselves (Holland et al., 1998).

Edwards (2009), Tatto et al. (2019) and others have applied the concept of the social situation to adults' learning in social settings. Tatto et al. (2019) argue that an analysis of beginning teachers' social situations of development requires a close focus on the complex relationship between individual learning and the social situations in which that learning occurs. As Edwards (2017) has argued, 'in contrived and time-limited learning situations, such as schools and teacher education programmes, mediation from a more expert other is also needed' (p. 9). Mediation in the context of learning to teach involves a dynamic negotiation between the social situations they encounter and the beginning teachers' own experiences and understandings that they bring to their learning. At times these preconceptions are based on

deficit ideologies that pathologise learning difficulties in ways that are difficult to challenge over the course of their studies (Thompson et al., 2016). Beginning teachers enrolled in traditional university/school partnership courses also need to negotiate the practices and understandings involved in both the university and school settings that at times give out contradictory messages. In these situations, beginning teachers may experience transitions as challenging (Beach, 1999, 2003) as they involve crossing boundaries. Akkerman & Bakker (2011) define boundaries as ‘sociocultural differences leading to discontinuity in action or interaction’ (p. 133). From sociocultural and activity theory perspectives, whilst discontinuity might be challenging, this rupture also creates opportunities for negotiating a social situation of development through new understandings or changes in practice (Engeström, 2010; Engeström & Sannino, 2010; Tatto et al., 2019).

Beginning teachers then face at least two important educational contexts that impact on their social situation of development: their position as learners, within the academic environment of a university; and their position as learners within the specific professional contexts of their placement schools. Their experience is also mediated by both university tutors and school mentors. At times, these social situations intersect in a complex and dialectical interplay between theory and practice (McIntyre, 1993). At other times, the immediacy of the school or university setting may dominate the student teachers' time and thoughts. Crafter & Maunder (2012) argue that understanding this process involves a close focus on learning transitions. As Tatto et al. (2019) point out:

An understanding of learning to teach needs to go beyond the concept of the transferable acquisition of pedagogical knowledge in different settings towards a more complex understanding of the transitions involved. These transitions, between school and university and between school placements present both pedagogical challenges and opportunities. (p. 51)

Dreier (2009) argues for the need for research to focus on the learning trajectories of individuals over time and across the different social practices that they encounter. However, beginning teachers' learning trajectories are complex and not necessarily linear (Burn et al., 2003). Zittoun (2006) has portrayed transitions as symbolic transitions that involve identity rupture through changes in cultural contexts, relationships or interaction. In a study on youth development, she found that transitions involve processes of social relocation, knowledge construction and meaning-making (Zittoun, 2007). These categories have relevance for the transitions and potential moments of crisis encountered by beginning teachers.

The Mediation of Learning in ITE

Vygotsky (1987) argued that individual human development is mediated through interactions with others and through the use of mediational tools, especially psychological tools or signs (Daniels, 2014; Thompson, 2015b). Wertsch (1993) has advanced the view that mediated activity has to be the starting point for analysis of development and should precede analysis at the individual level. The cultural tools involved in mediated action also reflect the cultural,

historical and institutional dimensions in which they have developed and are subsequently enacted. This has important implications for the study of identity formation Wertsch (2007) has also made a distinction between explicit and implicit mediation within a social situation of development. In the case of beginning teachers, they are not only acquiring the psychological tools for effective pedagogy but also engaging with the cultural assumptions that govern what are deemed to be appropriate ways of being a teacher in a particular school and in society as a whole.

In ITE programmes, the explicit mediation of university settings and mentor meetings is balanced and sometimes countered by the implicit mediation of the culture of personal experience or the cultural norms and expectations of the staff or subject room setting. Beginning teachers' ideas are formed and developed through this dialectical interplay between the explicit mediation of teacher education and the implicit mediation of learning to teach in the classroom.

A common curriculum task set by a university tutor or school mentor may be the deliberate introduction of a stimulus designed to mediate the experience for the beginning teacher of teaching a particular concept in a subject within a classroom setting. An example of this explicit mediation in the early stages of teaching practice is where the student teacher might be asked to plan a lesson which is actually taught by the mentor. The experience of planning for learning here is mediated both through observing the success of the lesson and through the subsequent discussion of the learning observed.

More implicit mediation might come from the experience of the student teacher planning and delivering a lesson that goes wrong. Task design in the English classroom involves teachers translating the curriculum into the tasks and activities designed to engage both the cognitive and affective processes involved in learners' development (Thompson 2015a). However, the teaching of these tasks is mediated by the particular social interactions involved in classroom activities that may change the focus of the activity in ways not envisaged by the lesson planner. Doyle (1977) has previously described ways in which classroom tasks are negotiated between the students and the teacher, both anxious to avoid a breakdown in the social order. In this context, attempts to reflect on the process of classroom interaction for the beginning teacher can result in discussions around behaviour management strategies rather than the pedagogic appropriateness of the task for the students' learning. The mediation of the beginning teacher's learning may be implicit and difficult to understand.

To illustrate this, I will refer to a case of a beginning English teacher drawn from our previous study of the development of beginning teachers in England and the USA (Tatto et al., 2019). Megan was a beginning English teacher entering the second term of her year long ITE programme in a well established school/university partnership. She was a mature student in her late twenties who had extensive prior experience working with young people both as a classroom assistant and through research activities. She was exceptionally well qualified having obtained a first class degree in English and Modern Languages from an elite

university as well as a Master's and a doctorate in Applied Linguistics from the same institution. Her language and linguistics background, alongside her advanced research interests in English as an Additional Language, marked her out from the majority of her beginning English teacher cohort who were English Literature specialists.

From the beginning of the course Megan was extremely sensitive to the language needs of the learners in her classroom. In her English subject knowledge audit at the start of the year Megan had identified teaching English grammar and sentence structure to mixed linguistic ability classes as a key target. These concerns reflected her identity as an applied linguist encapsulated in her belief in the central importance of semiotic mediation in the English classroom as well as the importance of understanding and using practical pedagogic tools. However, Megan's experience at school was heavily influenced by the dominant discourse and culture of the school which at the time of her placement focussed on behaviour management and social control in the classroom. Although the English department in her school placement were aware of her academic credentials and interests, she was viewed as a novice in the context of the classroom. Her mentor (school teacher responsible for assessing her progress as a beginning teachers) and other English teachers reported that she was making good progress as an English teacher in terms of lesson planning, but her targets were based on classroom management.

As part of the research project, a researcher observed Megan teach a mixed ability Year 7 (aged 11-12) English lesson. Megan's school mentor also observed the lesson. The lesson and the feedback session immediately after the lesson were video recorded and subsequently analysed. The lesson was from a sequence of lessons on a novel aimed at adolescents. The lesson was about control: both of atmosphere (behaviour) and learning. The first 22 of the 50 minutes available were given over to silent reading and procedural tasks with very little pedagogic purpose. When the main task was introduced, there was very little time given over to classroom talk aside from teacher direction and explanation as well as some clarification in response to students' questions. The task outlined an individual response to text using a highly structured scaffold that gave students very little opportunity for creative responses to the text. Students were actively dissuaded from talking about the task or discussing ideas. Megan's reflections after the lesson were interesting as they suggest an unease with mixed-ability teaching. Indeed, she seemed to equate low ability labels with disruptive behaviour:

“The students' level of maturity was not really reflected in this lesson. There are a few quite immature students in this class who can be disruptive. This is a mixed-ability classroom, with the full range of abilities.” Megan, Beginning English teacher.

Megan felt that her modelling of the central task had been particularly effective, her instructions were generally clear, and that she had moved well around the room engaging with students. The discussion with her mentor after the lesson focussed on the transitions between parts of the lesson. The school mentor remarked that she felt that Megan had taught a very good lesson for that stage of the course. Megan felt that not all students understood at

all times what they were supposed to do. She had set herself the target of rewording instructions to provide differentiated support. At the end of the visit Megan was set the following targets by her mentor:

- Give opportunities for learners to evaluate and improve their performance.
- Make accurate and productive use of assessment and feedback.
- Continue work on being aware of low level poor behaviour/ disengagement and using appropriate behaviour management strategies to address this.

None of these targets were subject specific. Although there was a potential pedagogical focus in the first two targets, institutional priorities (assessment/behaviour/school policy) were central.

Megan's mentor was a school Head of Year ((a leader of a team of form tutors who are responsible for the academic progress and pastoral care of the students in their form group).The year team leadership was reactive to issues of behaviour management in the school, which often involved her intervening in other lessons, and this both took up a considerable proportion of her time but also framed her object motives for what she deemed to be important in the pastoral welfare of students. As a consequence of this time pressure the mentor frequently missed planned meetings with Megan. The discussion between the mentor and Megan focussed on questions of behaviour management which perhaps reflects the mentor's and the school's priorities. Indeed, much of the pedagogic discourse in the school centred on issues of behaviour management and reward structures.

In Megan's case, the school culture was not at this stage conducive to her development as an English teacher even though she was seen as succeeding by her mentor because she could control the behaviour of a class. It was only when Megan moved to a second school placement, with a school culture more focussed on subject learning, that she was able to recognise the complexity of her social situation of development as a teacher of English. A school culture that was both supportive and open to challenge meant that Megan was able to move beyond her preconceptions of what it meant to be an English teacher to become a teacher who focused on the social environment of the English classroom as necessary precursor to learning. Megan's previous experience as a researcher of English as an Additional Language (EAL) led to her involvement in a school research project in this second placement that looked at the experiences of EAL learners who had arrived in the school with relatively low levels of learning about English literature in an English classroom setting. In this project Megan developed through using both her previous expertise as a researcher of second language acquisition with her newly acquired knowledge of essential concepts such as genre and culture from her teaching of English literature.

There is a moral argument here about school cultures and the placements within which beginning teachers develop their identities. Inevitably, school cultures vary with some placing more emphasis on instructional discourse than regulative discourse (Bernstein, 2000)

and not all beginning teachers will find themselves in placements that might be seen as conducive to their development. Yet, as we have previously argued (Tatto et al., 2019), challenging school placements can bring about opportunities for development and change in certain circumstances. In terms of identity development this means that ITE courses need to be explicit about the role of school culture and ways that the beginning teacher can avoid simply being apprenticed into that culture. As Mockler (2011) and Hochstetler (2011) argue, this means ITE programmes taking the concept of teacher identity seriously as a practical and political tool. For, as del Rio and Alvarez (1995) state, identity formation is an integral part of any cultural system:

Morality and directivity cannot be constructed by processing a set of knowledge and rules, by the management of propositions. Identity, directivity, the construction of self, emotion, and the mythologies we produce and that produce us are indispensable requirements in any cultural system that is strong in the human sense (pp. 505-406).

Within the cultural systems of schools, this means that beginning teachers should understand this culture, and enact the systems and rules whilst learning within the placement, but not become encultured by their environment.

Conclusion

Secondary level beginning student teachers are both subject specialists with strong academic credentials and subject learners within the sociocultural settings of schools and classrooms. The dialectical tensions involved in learning to teach involves a complex renegotiation of identities as the beginning teacher develops their understanding and use of subject pedagogy within school settings and an awareness from their academic setting of what it means to engage critically with theories of teaching and learning.

This chapter has argued that context plays an important role in the identity formation of beginning teachers. This requires ITE programmes to place greater emphasis on the academic and school contexts that influence beginning teachers' social situation of development. The focus on the complexity of identity development for beginning English teachers in this chapter has developed a view of learning to become a teacher as being a challenging but developmental process. This process involves beginning teachers being both supported and challenged by the culture of the social environment of particular schools and departments of English. . Claxton (2007) has described the importance of 'potentiating environments' that 'stretch learners' (p.125). Although Claxton was referring to school students' learning, the same can be applied to the development of beginning teachers' identities. As Derry (2008) points out, 'the learning environment must be designed and cannot rely on the spontaneous response to an environment which is not constructed according to, or involves, some clearly worked out conceptual framework' (p.61). In the case of the design of courses for beginning teachers this conceptual framework should involve an explicit focus on identity formation. This suggests the need to create learning environments for beginning teachers within initial

teacher education that allow risk and experimentation, mediated by interaction with university tutors, school mentors, other professionals and the students that they encounter.

References

- Akkerman, S. F. & Bakker, A. (2011). Boundary crossing and boundary objects. *Review of Educational Research*, 81, 132-169. <https://doi.org/10.3102/0034654311404435>
- Ball, S.J. (2018). Commercialising education: Profiting from reform! *Journal of Education Policy*, 33(5), 587-589. <https://doi.org/10.1080/02680939.2018.1467599>
- Beach, K. (1999). Consequential transitions: A sociocultural expedition beyond transfer in education. *Review of Research in Education*, 24, 101-139. <https://doi.org/10.3102/0091732X024001101>
- Beach, K. (2003). Consequential transitions: A developmental view of knowledge propagation through social organizations. In T. Tuomi-Gröhn & Y. Engeström (Eds.), *Between school and work. New perspectives on transfer and boundary-crossing* (pp. 29-61). Pergamon.
- Bernstein, B. (2000). *Pedagogy, symbolic control and identity theory: Research and critique* (second ed.). Rowan & Littlefield Publishers Inc.
- Burn, K. Hagger, H., Mutton, T. & Everton, T. (2003). The complex development of student teachers' thinking. *Teachers and Teaching: Theory and Practice*, 9(4), 309-331. <https://doi.org/10.1080/1354060032000097235>
- Claxton, G. (2007). Expanding young people's capacity to learn. *British Journal of Educational Studies*, 55(2), 115-134. <https://doi.org/10.1111/j.1467-8527.2007.00369.x>
- Cole, M. & Engeström, Y. (1993). A cultural-historical approach to distributed cognition. In G. Salomon (Ed.) *Distributed cognitions: Psychological and educational considerations* (pp. 1-46). Cambridge University Press.
- Côté, J. (2005). Identity capital, social capital and the wider benefits of learning: Generating resources facilitative of social cohesion. *London Review of Education*, 3(3), 221:237.
- Crafter, S. & Maunder, R. (2012). Understanding transitions using a sociocultural framework. *Educational and Child Psychology*. 29(1), 10-18.
- Daniels, H. (2014). Vygotsky and dialogic pedagogy. *Cultural-historical Psychology*, 10 (3), 19-29.
- del Rio, P. & Alvarez, A. (1995). Directivity: The cultural and educational construction of morality and agency. Some questions arising from the legacy of Vygotsky. *Anthropology and Education Quarterly*, 26(4), 384-409. <https://doi.org/10.1525/aeq.1995.26.4.05x1060t>

Department for Education (2021). *Schools, pupils and their characteristics: Academic year 2020-21*. Department for Education.

Derry, J. (2013). *Vygotsky: Philosophy and education*. Wiley Blackwell.

Doyle, W. (1977). Learning the classroom environment: An ecological analysis. *Journal of Teacher Education*, 28(6), 51–5. <https://doi.org/10.1177/002248717702800616>

Dreier, O. (1999). Personal trajectories of participation across contexts of social practice. *Outlines*, 1(1), 5-32.

Dreier, O. (2009). Persons in structures of social practice. *Theory and Psychology*, 19(2), 193-212. <https://doi.org/10.1177/0959354309103539>

Edwards, A. (2009). From the systemic to the relational: relational agency and activity theory. In A. Sannino, H. Daniels, & K. Gutierrez (Eds.) *Learning and expanding with activity theory* (pp.197-211). Cambridge University Press.

Edwards, A. (2010). How can Vygotsky and his legacy help us to understand and develop teacher education? In V. Ellis, A. Edwards, & P. Smagorinsky (Eds.). *Cultural-historical perspectives on teacher education and development* (pp. 63-77). Routledge.

Edwards, A. (2017). The dialectic of person and practice: How cultural-historical accounts of agency can inform teacher education. In J. Clandinin & J. Husu (Eds.) *International handbook on research on teacher education* (pp.269-285). Sage.

Ellis, V. (2007). Taking subject knowledge seriously: From professional knowledge recipes to complex conceptualizations of teacher development. *Curriculum Journal*, 18(4), 458-459. <https://doi.org/10.1080/09585170701687902>

Engeström, Y. (2010). Activity theory as a framework for analyzing and redesigning work. *Ergonomics*, 43(7), 960-974. doi: 10.1080/001401300409143

Engeström, Y. & Sannino, A. (2010). Studies of expansive learning: Foundations, findings and future challenges. *Educational Research Review*, 5(1), 1-24. <https://doi.org/10.1016/j.edurev.2009.12.002>

Erikson, E. H. (1968). *Identity: Youth and crisis*. Norton.

Hochstetler, S. (2011). Focus on identity development: A proposal for addressing English teacher attrition. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 84(6), 256-259. <https://doi.org/10.1080/00098655.2011.590552>

Holland, D., Lachicotte, W., Skinner, D. & Cain, C. (1998). *Identity and agency in cultural worlds*. Harvard University Press.

Holland, D. & Lachicotte, W. (2007). Vygotsky, Mead and the new sociocultural studies of identity. In H. Daniels, M. Cole & J. Wertsch. (Eds.): *The Cambridge companion to Vygotsky* (pp.101-135). New York.

McIntyre, D. (1993). Theory, theorizing and reflection in initial teacher education. In J. Calderhead & P. Gates (Eds.) *Conceptualizing reflection in teacher development* (pp.97-114). Falmer Press.

McIntyre, J. & Hobson, A.J. (2016). Supporting beginner teacher identity development: External mentors and the third space. *Research Papers in Education*, 31(2), 133-158.
<https://doi.org/10.1080/02671522.2015.1015438>

Mockler, N. (2011). Beyond 'what works': Understanding teacher identity as a practical and political tool. *Teachers and Teaching*, 17(5), 517-528.
<https://doi.org/10.1080/13540602.2011.602059>

Moll, L.C. & Arnot-Hopffer, E. (2005) Sociocultural competence in teacher education. *Journal of Teacher Education*, 56(3), 242-247. DOI: 10.1177/0022487105275919

Nelson-Addy, L., Dingwall, N. Elliott, V. & Thompson, I. (2019) Back to the future: the restoration of canon and the backlash against multiculturalism in secondary English curricula. In A. Goodwyn, C. Durrant, A. H. Sawyer, D. Zancanella and L. Scherff (Eds.) *The Future of English teaching worldwide: Celebrating 50 years from the Dartmouth conference* (pp. 191-202). Routledge.

Penuel, W. R. & Wertsch, V. J. (1995). Vygotsky and identity formation: A sociocultural approach. *Educational Psychologist*, 30(2), 83-92.
https://doi.org/10.1207/s15326985ep3002_5

Schwab, J.J. (1978) *Science, Curriculum and Liberal Education: Selected essays* (Eds, I. Westbury and N. Wilkof). University of Chicago Press.

Tatto, M., Burn, K., Menter, I., Mutton, T. & Thompson, I. (2019) *Learning to teach in England and the United States: The evolution of policy and practice*. Routledge.

Thompson, I. & Wittek, A.L. (2016) Writing as a mediational tool for learning in the collaborative composition of texts. *Learning, Culture and Social Interaction*, 11, 85-96. DOI: [10.1016/j.lcsi.2016.05.004](https://doi.org/10.1016/j.lcsi.2016.05.004)

Thompson, I. (2015a). Communication, culture and conceptual learning: Task design in the English classroom. In I. Thompson (Ed.) *Designing tasks in secondary education: Enhancing subject understanding and student engagement* (pp. 86-106). Routledge.

Thompson, I. (2015b). Researching contradictions: Cultural historical activity theory research (CHAT) in the English classroom. *English in Australia*. 50(3), 21-26.

Thompson, I. (2020). Poverty and education in England: A school system in crisis. In I. Thompson and G. Ivinson (Eds.) *Poverty in Education across the UK: a comparative analysis of policy and place* (pp. 115-140). Policy Press.

Thompson, I., McNicholl, J. and Menter, I. (2016) Student teachers' perceptions of poverty and educational achievement. *Oxford Review of Education*, 42(2): 214-229.
<https://doi.org/10.1080/03054985.2016.1164130>

Vygotsky, L. S. (1987). *Thinking and speech*. In R.W. Rieber & A.S. Carton (Eds.). *The collected works of L.S. Vygotsky* (Vol. 1) (pp.37-285). Plenum Press.

Vygotsky, L.S. (1997), *The History of the development of higher mental functions*. In R.W. Rieber (Ed.) *The collected works of L.S. Vygotsky* (Vol. 4) (pp.1-254). Plenum Press.

Vygotsky, L.S. (1998) *Problems of child psychology*. In R.W. Rieber (Ed.) *The collected works of L.S. Vygotsky* (Vol. 5) (pp.185-296). Plenum Press.

Wertsch, J. V. (1993) Commentary. *Human Development*, 36, 168-171.

Wertsch, J. V. (2007). Mediation. In Daniels, H., Cole, M. & Wertsch, J. (Eds.), *The Cambridge companion to Vygotsky* (pp.178-192). Cambridge: Cambridge University Press,.

Zittoun, T. (2006) *Transitions: Development through symbolic resources*. Information Age Publishing. Zittoun, T. (2007). Symbolic resources and responsibility in transitions. *Young: Nordic Journal of Youth Research*. 15(2): 193–211.
<https://doi.org/10.1177/110330880701500205>