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and researchers offer  
narrative

interpretations based  
on teachers' stories. In  
their most recent work,  
they argue that the  
value of narrative

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experiences as they occur "in the midst"

(2000, p. 63) of other

lived experiences, to

look inward, outward,

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**Inquiry as**

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Teachers' Narrative

Inquiry as Professional

Development

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## **Teachers' Narrative Inquiry as Professional Development**

teachers' narrative  
inquiry to flourish as  
professional  
development. It is also  
our goal to re-



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Narrative Inquiry

conceptualize  
teachers' narrative  
inquiry as unbounded  
by time and place, and  
as a more fluid and  
emerging process.

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## **Re-conceptualizing Teachers' Narrative Inquiry as ...**

Our goal is to reaffirm  
our belief in the  
educational value of  
teachers' narrative  
inquiry as "systematic  
exploration that is  
conducted by teachers

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Narrative Inquiry

and for teachers

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stories and...

Development

**(PDF) Teachers'**

**Narrative Inquiry as**

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**Development**

Our goal is to reaffirm

our belief in the

educational value of

teachers' narrative

inquiry as "systematic

exploration that is

conducted by teachers

and for teachers

through their own

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stories and language”  
(p. 6), while empirically  
documenting the  
crucial role of teacher  
educators in creating  
mediational spaces,  
dialogic interactions,  
and pedagogical tools  
for teachers’ narrative  
inquiry to flourish as  
professional  
development.

**Re-conceptualizing  
Teachers’ Narrative  
Inquiry as ...**

Narrative inquiry has

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been used in the

course to help teachers

and school leaders

make meaning of their

personal and

professional growth

and learning trajectory.

Narratives give them

their own voice, which

leads to a deeper

understanding of their

work and lives and

informs teacher

educators, researchers,

and policy makers on

ways to better support

their professional

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learning and

development.

Development

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**Teachers Narrative**

**Inquiry As**

**Professional ...**

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Drawing on narrative

inquiry and positioning

theory this paper

explores the

professional identities

of eight early years EFL

(English Foreign

Language) teachers

working in Shenzhen,

China. Interview data

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revealed that teachers

draw on similar

positions or categories

to name and describe

themselves and others.

...

professional identities,

narrative inquiry and

culturally responsive

teaching. I interweave

narrative inquiry and

ethnographic research

methods as theoretical

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Narrative Inquiry

and methodological

frameworks. I

interviewed and

observed the 3 North

American educators in

their elementary

classrooms in an

American school in

China over several

weeks. Data collected

...

**Stories of**

**international**

**teachers: a narrative**

**inquiry ...**

A NARRATIVE INQUIRY

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And Professional

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ABOUT TEACHER  
IDENTITY  
CONSTRUCTION:  
PRESERVICE TEACHERS  
SHARE THEIR STORIES  
A DISSERTATION

Presented to the  
Faculty of the Graduate  
School University of  
Missouri-Columbia In  
Partial Fulfillment of  
the Requirements for  
the Degree Doctor of  
Philosophy By Sara  
Jean Dickinson Dr.  
Carol Gilles,

Dissertation Supervisor



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March, 2012

As Professional

**A NARRATIVE**

**INQUIRY ABOUT**

**TEACHER IDENTITY**

**CONSTRUCTION ...**

professional practice

can also shed some

light on theories of

language teaching.

Since narrative inquiry

is best for capturing

the detailed stories or

life experiences of a

single life, the

researchers took it as a

legitimate mode of

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research to uncover

and make sense of the  
professional  
experience of an

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**Exploring the  
Professional Beliefs  
of an EFL Teacher: A**

...

The purpose of this  
narrative inquiry study  
was to explore  
teachers' perceptions  
of their professional  
development  
experiences.

Qualitative studies are

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Narrative Inquiry

needed to truly

understand through

“thick rich”

descriptions (Lincoln & Guba, 1985) what is

happening (or not)

from the viewpoint of

the classroom teacher

in reference to their

professional

## **A Narrative Inquiry of Teachers's Perceptions**

### **Regarding ...**

**Regarding ...**

A narrative inquiry

approach to English as

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a foreign language  
(EFL) teacher  
education and  
development entails  
consideration of  
narrative as  
phenomenon and  
narrative as method.

**Narrative inquiry for  
teacher education  
and development ...**

TEACHING WITH  
PASSION: A NARRATIVE  
INQUIRY INTO  
ELEMENTARY  
TEACHERS' IDENTITY

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KNOWLEDGE, AND

LOVE OF TEACHING by

EVELYN LIGHTFOOT

AIMAR (Under the

Direction of Ming Fang

He) ABSTRACT This is a

study of elementary

teachers' identity

development, personal

and professional

knowledge, and love of

teaching.

**Teaching with**

*Page 21/28*

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**Passion: A Narrative  
Inquiry into  
Elementary ...**

narrative inquiry can enhance EFLTE and professional growth. & Connelly, 1996: Literature review It seems rather a commonplace to state that the teacher's life and work are linked inextricably. Scholars have argued that professionals should create sites of practice to examine the private

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**A CASE STUDY OF  
NARRATIVE INQUIRY  
WITHIN EFL  
TEACHER ...**

Jiang Y. (2017) A  
Narrative Inquiry into  
Professional Identity  
Construction and  
Development of  
English Teachers in  
Western China. In: A  
Study on Professional  
Development of  
Teachers of English as  
a Foreign Language in  
Institutions of Higher

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Education in Western  
China. Springer, Berlin,  
Heidelberg. First Online  
19 November 2016

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**A Narrative Inquiry  
into Professional  
Identity ...**

Teachers' Narrative  
Inquiry as Professional  
Development by Karen  
E. Johnson,  
9780521013130,  
available at Book  
Depository with free  
delivery worldwide.



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As a Professional

**Professional Development ...**

The study also explores the challenges related to NNESTs' teaching lives and how they negotiated them as they constructed their professional identities. I approached the studied phenomena by employing a narrative inquiry method. Data were collected through semi-structured

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interviews and an  
autobiography.

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**"TEACHERS'  
PROFESSIONAL**

**IDENTITY**

**CONSTRUCTION: A**

**NARRATIVE ...**

Central to the research puzzle is how the relational stance adopted by the author contributed to the dramatic professional renewal of the teacher. Field notes and journal entries are primary...

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**(PDF) Dialogic professional learning for Israeli teachers ...**

We offer a more nuanced characterization of teachers' narrative inquiry as professional development (Johnson & Golombek, 2002) by grounding our definition of and empirical research on teachers' narrative inquiry from a

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Vygotskian

sociocultural

theoretical perspective.

Our goal is to reaffirm

our belief in the

educational value of

teachers'...

Education

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