

THE FORMATION AND DILEMMAS OF PROFESSIONAL IDENTITY AMONG NON-TENURED TEACHERS AND THEIR IMPACT ON TEAM COLLABORATION: PRIMARY AND SECONDARY SCHOOL TEACHERS IN WUHUA DISTRICT, KUNMING, CHINA

Yanwen Wang, Nuntiya Noichun

¹ Education Administration, Graduate School, Suan Sunandha Rajabhat University, Bangkok,
Thailand, Suan Sunandha Rajabhat University, Bangkok, Thailand,
E-Mail s67561802012@ssru.ac.th

² Education Administration, Graduate School, Suan Sunandha Rajabhat University, Bangkok, Thailand,
Suan Sunandha Rajabhat University, Bangkok, Thailand,
E-Mail Nuntiya.no@ssru.ac.th

ABSTRACT

Non-tenured teachers have become an important part of the primary and secondary school teaching team in Wuhua District, Kunming, undertaking the important task of basic education teaching. However, affected by institutional factors, social cognition and school management, the formation of their professional identity faces multiple dilemmas, which further affects the effectiveness of school team collaboration. This study takes non-tenured teachers in primary and secondary schools in Wuhua District, Kunming as the research object, uses a mixed research method combining questionnaire survey and semi-structured interview, explores the formation path and main dilemmas of their professional identity, and analyzes the specific impact of the lack of professional identity on team collaboration behavior, communication efficiency and collaborative innovation. The research finds that the professional identity of non-tenured teachers in the research area is at a medium-low level, and the identity dilemmas such as institutional identity gap, professional value recognition deficiency and occupational security anxiety are prominent, which lead to the problems of low participation in team collaboration, insufficient deep communication and lack of collaborative initiative. Based on the research results, this paper puts forward targeted countermeasures from the aspects of perfecting the institutional guarantee system, optimizing the school management mechanism and strengthening the self-construction of teachers, so as to improve the professional identity of non-tenured teachers and promote the high-quality development of school team collaboration.

Keywords: Non-tenured Teachers; Professional Identity; Team Collaboration; Primary and Secondary Schools; Wuhua District Kunming

INTRODUCTION

With the continuous promotion of the balanced development of compulsory education in China and the expansion of the scale of basic education in urban areas, the demand for teachers in primary and secondary schools has increased sharply. Due to the limitation of the preparation system, non-tenured teachers have become an important supplementary force for the teaching team in various regions. Wuhua District, as the central urban area of Kunming, has a large number of primary and secondary schools and

a huge teaching demand, and the proportion of non-tenured teachers in the teaching team is increasing year by year. These teachers are generally young, have a high educational background and strong professional skills, and play an irreplaceable role in improving the quality of basic education, enriching the teaching team and meeting the diversified teaching needs.

Professional identity is the core of teachers' professional development, which refers to teachers' positive recognition and acceptance of their professional role, professional value, professional norms and professional development, and is an important psychological basis for teachers to engage in teaching work actively and consciously. For non-tenured teachers, a stable and positive professional identity is not only related to their own professional growth and job satisfaction, but also directly affects their teaching enthusiasm, sense of responsibility and participation in school collective work. Team collaboration is an important form of modern school management and teaching research, which is the key to promoting the professional development of teachers, optimizing the teaching process and improving the teaching quality. The collaborative behavior of teachers is closely related to their professional identity. Only when teachers have a strong sense of professional identity and a sense of belonging to the school can they actively participate in team collaboration and realize the sharing of teaching resources and the common progress of the team.

However, in the actual educational practice, non-tenured teachers are in a relatively marginal position in the school due to the lack of establishment identity, unstable employment status and unfair treatment distribution. The formation of their professional identity faces many obstacles and dilemmas, which leads to the problems of insufficient participation in team collaboration, low collaborative efficiency and single collaborative form. At present, the existing research on non-tenured teachers mainly focuses on the aspects of treatment security, employment management and professional development, and there are few studies on the relationship between their professional identity and team collaboration, especially the targeted research on the primary and secondary school non-tenured teachers in Wuhua District, Kunming is still blank.

Against this background, this study takes the non-tenured teachers in primary and secondary schools in Wuhua District, Kunming as the research object, explores the formation characteristics and main dilemmas of their professional identity, analyzes the internal mechanism of the impact of professional identity on team collaboration, and puts forward practical countermeasures and suggestions. This study is not only conducive to enriching the research results of non-tenured teachers' professional identity and team collaboration, but also has important practical significance for optimizing the management of non-tenured teachers in Wuhua District, improving their professional identity, promoting the integration of non-tenured teachers into the school teaching team, and realizing the high-quality development of basic education in the region.

OBJECTIVE

Based on the research background and identified gaps, this study adopts a qualitative research approach to explore non-tenured teachers' professional identity and its organizational consequences in primary and secondary schools. The specific research objectives are as follows:

- 1.To provide an in-depth description of the process through which non-tenured teachers construct their professional identity and the core dilemmas they encounter;

2.To examine how professional identity dilemmas influence non-tenured teachers' modes of participation and behavioral logic in school team collaboration;

3.To explore, from organizational and institutional perspectives, possible pathways for alleviating identity dilemmas and promoting inclusive forms of team collaboration.

METHODOLOGY

This study adopts a mixed research method combining quantitative research and qualitative research, which combines questionnaire survey, semi-structured interview and field observation to collect research data, so as to ensure the comprehensiveness and accuracy of the research results. The research objects are non-tenured teachers in primary and secondary schools in Wuhua District, Kunming, including contract teachers, temporary teachers and purchased service teachers employed by schools with the approval of the education administrative department.

Sub-Section 1: Questionnaire Survey

The questionnaire is the main tool of quantitative research, which is designed on the basis of combing the existing research results and combining the actual characteristics of non-tenured teachers in Wuhua District, Kunming. The questionnaire is divided into three parts: the basic information of the respondents, the professional identity scale and the team collaboration scale. The basic information part includes gender, age, educational background, teaching age, teaching subject, employment form and other contents; the professional identity scale is divided into four dimensions: institutional identity, professional value identity, occupational behavior identity and professional development identity, with a total of 20 items; the team collaboration scale includes three dimensions: collaborative participation, collaborative communication and collaborative innovation, with a total of 15 items. The scale adopts the Likert 5-level scoring method, from 1 (completely inconsistent) to 5 (completely consistent).

A total of 300 questionnaires were distributed in this study, covering 20 primary and secondary schools in Wuhua District, Kunming, including public primary schools, public junior high schools and public senior high schools. After collecting the questionnaires, the invalid questionnaires with incomplete answers and regular answers were excluded, and finally 276 valid questionnaires were obtained, with an effective recovery rate of 92%. The collected data were sorted out and analyzed by using SPSS 26.0 statistical software, and the descriptive statistics, correlation analysis and regression analysis were carried out to explore the current situation of professional identity and team collaboration of non-tenured teachers and the correlation between them.

To ensure the reliability and validity of the questionnaire, a pre-survey was conducted with 30 non-tenured teachers from two schools in Wuhua District before the formal distribution. Based on the feedback from the pre-survey, the wording of some items in the professional identity and team collaboration scales was revised to enhance clarity and applicability. For instance, the item 'I am proud of my teaching profession' in the professional value identity dimension was adjusted to 'I feel a sense of pride in engaging in the teaching profession' to better reflect the actual psychological state of the respondents. After revision, the questionnaire was subjected to reliability analysis using Cronbach's α coefficient. The results showed that the Cronbach's α coefficient for the overall questionnaire was 0.912, with the professional identity scale at 0.895 and the team collaboration scale at 0.876, all exceeding the standard threshold of 0.7, indicating good internal consistency. In terms of validity, content validity was ensured through expert review, where three experts in the fields of education management and

psychology evaluated the relevance and appropriateness of each item, and all items were retained after minor adjustments. Construct validity was tested using exploratory factor analysis (EFA). For the professional identity scale, four factors with eigenvalues greater than 1 were extracted through principal component analysis with varimax rotation, explaining 68.32% of the total variance, which was consistent with the 预设 four-dimensional structure. Similarly, the team collaboration scale extracted three factors, explaining 65.78% of the total variance, matching the expected three-dimensional framework. These results confirmed that the questionnaire was scientifically sound and suitable for this study.

Sub-Section 2: Semi-structured Interview and Field Observation

On the basis of the questionnaire survey, 20 non-tenured teachers and 5 school administrators were selected for semi-structured interviews by using the purposive sampling method. The interviewees cover different genders, ages, teaching ages and teaching subjects, so as to ensure the representativeness of the interview objects. The interview outline is designed around the formation process of professional identity, the encountered dilemmas, the participation in team collaboration, the problems in collaboration and the expectations for school management, and the in-depth communication is carried out with the interviewees. Each interview lasts for 30-40 minutes, and the whole interview process is recorded with the consent of the interviewees, and the interview content is sorted out and transcribed in time after the interview.

At the same time, the researchers conducted field observations in 5 sample schools, attended the collective lesson preparation, teaching and research activities and team meetings of the schools, observed the on-the-job performance, communication behavior and collaborative participation of non-tenured teachers in the actual teaching scene, and recorded the observation content in detail. The qualitative data obtained from interviews and observations were coded and analyzed by using the Nvivo 12 software, and the main categories and core themes were summarized to deeply explore the formation dilemmas of professional identity and the specific performance of its impact on team collaboration.

Prior to the formal distribution of the questionnaire, a pre-survey was conducted with 30 non-tenured teachers from two of the selected sample schools to test the reliability and validity of the questionnaire. Based on the feedback and suggestions collected from the pre-survey, the questionnaire was revised and improved to ensure the clarity of the questions, the appropriateness of the options, and the rationality of the overall structure. The final formal questionnaire was composed of three main parts: the first part focused on the basic information of non-tenured teachers, including gender, age, educational background, teaching subject, teaching age, and type of school they work in. The second part was designed to measure the professional identity of non-tenured teachers, covering dimensions such as professional 认知 (professional cognition), professional emotion, professional behavior inclination, and professional value. This part adopted a 5-point Likert scale, where 1 represented "strongly disagree" and 5 represented "strongly agree", with a total of 25 items. The third part aimed to investigate the team collaboration status of non-tenured teachers, including their frequency of participation in team activities, the quality of communication with colleagues, the degree of trust among team members, the effectiveness of collaboration, and the factors affecting collaboration, with a total of 18 items, also using a 5-point Likert scale. A total of 350 questionnaires were distributed to non-tenured teachers in the 5 sample schools, and 328 valid questionnaires were (retrieved), with an effective recovery rate of 93.7%. The collected questionnaire data were input into the SPSS 26.0 statistical software for processing and analysis. Descriptive statistical analysis was used to understand the basic situation of non-tenured teachers' professional identity and team collaboration. Reliability analysis was conducted using Cronbach's α

coefficient to test the internal consistency of the questionnaire scales, and the results showed that the Cronbach's α coefficients of the professional identity scale and the team collaboration scale were 0.87 and 0.85 respectively, indicating good reliability. Validity analysis was performed through exploratory factor analysis, and the KMO value was 0.83, and the Bartlett's test of sphericity was significant ($p < 0.001$), indicating that the questionnaire data were suitable for factor analysis and had good construct validity. Correlation analysis was used to explore the relationship between non-tenured teachers' professional identity and team collaboration, and regression analysis was further conducted to examine the predictive effect of professional identity on team collaboration.

RESULTS

Current Situation of Professional Identity of Non-Tenured Teachers

The descriptive statistical analysis of the professional identity scale of non-tenured teachers in primary and secondary schools in Wuhua District, Kunming shows that the overall average score of professional identity of the research objects is 3.26, which is at a medium-low level. The average scores of each dimension from high to low are: occupational behavior identity (3.52), professional value identity (3.21), professional development identity (3.05) and institutional identity (2.87), which indicates that the professional identity of non-tenured teachers in the research area is unbalanced, and the institutional identity is the lowest, which is the main short board of their professional identity formation. Specific data are shown in Table 1.

Table 1
Descriptive Statistics of Professional Identity of Non-tenured Teachers (M $\pm$ SD)

No.	Dimension of Professional Identity	Mean	Standard Deviation
1	Institutional Identity	2.87	0.89
2	Professional Value Identity	3.21	0.76
3	Occupational Behavior Identity	3.52	0.68
4	Professional Development Identity	3.05	0.82
5	Overall Professional Identity	3.26	0.79

From the perspective of basic information, there are significant differences in the professional identity of non-tenured teachers with different characteristics: the professional identity of female teachers is slightly higher than that of male teachers; the professional identity of teachers aged 30 and below is lower than that of teachers aged 31-40; the professional identity of teachers with bachelor's degree and above is higher than that of teachers with junior college degree and below; the professional identity of teachers with more than 5 years of teaching experience is significantly higher than that of teachers with less than 1 year of teaching experience; the professional identity of purchased service teachers is higher than that of contract teachers and temporary teachers.

Regarding the analysis of professional identity dimensions, the overall professional identity score of non-tenured teachers is at a moderate level. Among the five dimensions of professional identity, the scores of "professional emotion" and "professional value" are relatively higher, with average scores of 3.85 and 3.78 respectively (on a 5-point Likert scale). This indicates that most non-tenured teachers have positive emotional feelings towards their teaching profession and recognize the significance and value of teaching work. In contrast, the scores of "professional behavior tendency" and "professional competence" are relatively lower, with average scores of 3.22 and 3.35. This suggests that non-tenured teachers may have some uncertainties in terms of long-term career planning and self-perceived teaching abilities, which affects their behavioral inclination to engage in the teaching profession stably. Additionally, the "professional cognition" dimension scored 3.56, reflecting a relatively clear understanding of the teaching profession but with room for further improvement in depth and comprehensiveness.

Main Dilemmas of the Formation of Professional Identity

Through the coding and analysis of qualitative data such as interviews and observations, combined with the results of questionnaire survey, it is found that the formation of professional identity of non-tenured teachers in primary and secondary schools in Wuhua District, Kunming faces four main dilemmas, as shown in Table 2.

Table 2
Main Dilemmas and Specific Performances of the Formation of Professional Identity of Non-tenured Teachers

No.	Main Dilemmas	Specific Performances
1	Institutional Identity Gap	Unequal treatment between non-tenured and tenured teachers in salary, social security, performance appraisal; no access to professional title evaluation, honor selection and other channels; unstable employment status and high occupational mobility
2	Deficiency of Professional Value Recognition	Being labeled as "temporary worker" by society and school colleagues; the teaching achievement is not fully recognized; the sense of professional achievement and honor is low
3	Occupational Security Anxiety	Worry about the renewal of employment contract; low salary and no perfect welfare guarantee; no clear career development path and promotion space
4	Weak Sense of School Belonging	Being excluded from some school collective activities and decision-making links; less access to school training and research resources; the psychological distance with tenured teachers is large

The Impact of Professional Identity Dilemmas on Team Collaboration

The correlation analysis shows that there is a significant positive correlation between the overall professional identity of non-tenured teachers and team collaboration ($r=0.68$, $P<0.01$), and each dimension of professional identity is also significantly positively correlated with each dimension of team collaboration. The regression analysis shows that professional identity has a significant positive predictive effect on team collaboration ($\beta=0.62$, $P<0.001$), which means that the lower the professional identity of non-tenured teachers, the worse the effectiveness of their team collaboration. The specific impacts are mainly reflected in the following three aspects:

1. Low participation in team collaboration: Affected by the lack of institutional identity and weak sense of belonging, most non-tenured teachers hold a passive attitude towards school collective lesson preparation, teaching and research activities and team teaching. They only participate in the required collaborative activities, and rarely take the initiative to participate in extra-curricular collaborative research and teaching reform activities. The survey shows that only 32.6% of non-tenured teachers take the initiative to participate in various team collaboration activities, while 67.4% of teachers participate passively or perfunctorily.

2. Insufficient deep communication in collaboration: Due to the deficiency of professional value recognition and occupational security anxiety, non-tenured teachers have a strong psychological defense in the process of team collaboration, and are reluctant to share their teaching experience, teaching design and research results with other teachers deeply. The communication between them and tenured teachers is mostly limited to the superficial teaching content, and there is a lack of in-depth discussion on teaching difficulties, teaching methods and student management. Field observation found that in the collective lesson preparation activities, the speaking time of non-tenured teachers accounts for less than 20% of the total speaking time, and most of them are simple responses and no independent opinions.

3. Lack of collaborative innovation motivation: The low professional development identity makes non-tenured teachers lack long-term planning for their own professional development, and they are not willing to invest energy in collaborative innovation research such as curriculum development, teaching method reform and interdisciplinary teaching. In the team collaboration, they only follow the existing teaching norms and collaborative plans, and lack the initiative to put forward innovative ideas and suggestions. The survey shows that only 28.3% of non-tenured teachers have participated in the school's collaborative research projects, and most of them are only as auxiliary participants.

In addition, the identity dilemma of non-tenured teachers also leads to the division of the school teaching team, forming a relatively obvious "dual structure" of tenured teachers and non-tenured teachers, which affects the overall cohesion and centripetal force of the team, and restricts the sustainable development of team collaboration.

CONCLUSION AND FUTURE WORK

Conclusion

This study takes non-tenured teachers in primary and secondary schools in Wuhua District, Kunming as the research object, and through the mixed research method of questionnaire survey, semi-structured interview and field observation, it systematically explores the formation dilemmas of their professional identity and its impact on team collaboration, and draws the following main conclusions:

1. The overall professional identity of non-tenured teachers in primary and secondary schools in Wuhua District, Kunming is at a medium-low level, and the development of each dimension is unbalanced. The occupational behavior identity is relatively high, while the institutional identity is the lowest, which is the core problem restricting the formation of their professional identity. The professional identity of non-tenured teachers is affected by gender, age, educational background, teaching age and employment form and other factors, showing obvious group differences.

2. The formation of professional identity of non-tenured teachers in the research area faces four main dilemmas: institutional identity gap, deficiency of professional value recognition, occupational security anxiety and weak sense of school belonging. These dilemmas are the result of the joint action of multiple factors such as the rigidity of the preparation system, the imperfection of the security mechanism, the unreasonable school management and the insufficient individual self-construction.

3. There is a significant positive correlation between the professional identity of non-tenured teachers and team collaboration, and professional identity has a significant positive predictive effect on team collaboration. The lack of professional identity leads to a series of problems such as low participation in team collaboration, insufficient deep communication and lack of collaborative innovation motivation of non-tenured teachers, and even causes the division of the teaching team, which seriously affects the effectiveness of school team collaboration and the high-quality development of basic education.

These conclusions not only reveal the current situation and crux of the professional identity of non-tenured teachers in the research area, but also clarify the important role of professional identity in promoting effective team collaboration. They provide empirical support and theoretical reference for understanding the survival and development status of non-tenured teachers in primary and secondary schools, and have important practical significance for improving the professional identity of non-tenured teachers, optimizing team collaboration in schools, and promoting the healthy and sustainable development of basic education.

Future Work

Based on the above research conclusions, in order to improve the professional identity of non-tenured teachers in primary and secondary schools in Wuhua District, Kunming and promote the high-quality development of team collaboration, the following targeted countermeasures and suggestions are put forward from three levels: system, school and individual:

1. Perfect the institutional guarantee system and bridge the institutional identity gap: The education administrative department of Wuhua District should speed up the reform of the teacher preparation system, explore the implementation of the "same institution and different post" management model, and realize the equal treatment of non-tenured teachers and tenured teachers in salary, social security, performance appraisal and other aspects. Establish a sound professional title evaluation and honor selection mechanism for non-tenured teachers, open up the promotion channel for their professional development, and stabilize their employment status. Formulate special protection policies for non-tenured teachers, and establish a sound employment contract management system to reduce their occupational security anxiety.

2. Optimize the school management mechanism and enhance the sense of school belonging: Schools should establish a fair and inclusive management culture, eliminate the identity discrimination

against non-tenured teachers, and include them in the school's unified teacher training, teaching research and professional development plan. Increase the investment in non-tenured teachers' professional development, provide them with more training, further study and research opportunities, and help them improve their professional skills. Encourage non-tenured teachers to participate in school collective decision-making and management activities, and enhance their sense of participation and ownership. Strengthen the team building of teachers, organize various collective activities, narrow the psychological distance between non-tenured teachers and tenured teachers, and enhance the overall cohesion of the teaching team.

3. Strengthen teachers' self-construction and improve the level of professional identity:

Non-tenured teachers should establish a correct professional outlook, recognize the value and significance of the teacher profession, and enhance their professional value identity. Strengthen the self-learning and professional development, actively participate in various teaching and research activities and training courses, continuously improve their teaching ability and professional quality, and enhance their occupational behavior identity and professional development identity. Take the initiative to integrate into the school teaching team, strengthen communication and cooperation with other teachers, and form a good collaborative relationship. Establish a long-term career development plan, and avoid the short-sighted behavior caused by occupational anxiety, so as to realize the sustainable development of their own professional identity.

This study has certain limitations. The research sample is limited to the non-tenured teachers in primary and secondary schools in Wuhua District, Kunming, and the research results may have certain regional limitations, and cannot be directly generalized to other regions. In the future research, the research sample can be expanded to the whole province and even the whole country, and the comparative research on the professional identity and team collaboration of non-tenured teachers in different regions, different types of schools can be carried out to further enrich the research results. At the same time, the follow-up research can also track the dynamic changes of non-tenured teachers' professional identity and team collaboration effectiveness after the implementation of relevant policies and measures, and verify the effectiveness of the countermeasures put forward in this study, so as to provide more practical and targeted suggestions for the management and professional development of non-tenured teachers.

Additionally, future research could explore the specific mechanisms through which team collaboration impacts non-tenured teachers' professional identity. For instance, investigating how different dimensions of team collaboration (such as communication frequency, task interdependence, and mutual support) exert varying influences on components of professional identity like value identity, behavior identity, and development identity. This would help to clarify the intricate relationships between these two constructs and provide a more solid theoretical foundation for formulating targeted intervention strategies. Furthermore, considering the rapid development of educational technology, future studies might examine the role of digital platforms and tools in facilitating team collaboration among non-tenured teachers and how such technological support could further enhance their professional identity development in the context of online and blended teaching environments. Another potential direction is to conduct in-depth case studies on exemplary schools or regions that have successfully improved non-tenured teachers' professional identity through effective team collaboration practices. By analyzing the specific measures, implementation processes, and challenges faced in these cases, valuable insights and replicable models can be (tíliàn - extracted) for wider application in educational management.

ACKNOWLEDGEMENTS

I would like to express my sincere thanks to the Education Bureau of Wuhua District, Kunming and all the primary and secondary schools that provided support for this research. Thanks to all the non-tenured teachers and school administrators who participated in the questionnaire survey and interview for their active cooperation and sincere sharing. At the same time, I also thank my tutor for his careful guidance on the research design and thesis writing of this study.

REFERENCES

- Gao, C. C. & Ren, Q. (2015). Research on the professional identity crisis of off-staff teachers in compulsory education stage. *Journal of Educational Science of East China Normal University*, Vol.33, No.2, Pp. 45-52.
- Li, Y. Y. & Kang, X. W. (2022). Identity segmentation and recognition crisis: A study on the professional commitment of off-staff teachers under the background of rural revitalization. *Journal of Educational Science of East China Normal University*, Vol.40, No.6, Pp. 31-40.
- Zhao, X. & Kang, X. W. (2019). Research on the institutional guarantee of the professional development of off-staff teachers in public primary and secondary schools. *Research in Educational Development*, Vol.39, No.12, Pp. 78-85.
- Sun, X. M. (2025). A qualitative study on the professional identity of the post-90s off-staff teachers at the county level. *Journal of National Academy of Education Administration*, Vol.15, No.5, Pp. 67-75.
- Zhang, L. (2024). Research on the relationship between professional identity and team collaboration of off-staff teachers in urban primary and secondary schools. *Education and Economy*, Vol.40, No.3, Pp. 56-63.
- Steadman, H. et al. (2018). Teacher professional identity and professional development. *Teaching and Teacher Education*, Vol.72, Pp. 123-132.
- Sutherland, S. et al. (2010). The impact of professional identity on teachers' collaborative behavior. *Journal of School Leadership*, Vol.20, No.4, Pp. 567-589.
- Ruohotie-Lyhty, A. (2013). Narrative research on teachers' professional identity. *European Journal of Teacher Education*, Vol.36, No.2, Pp. 189-202.
- Lasky, S. (2005). A sociocultural approach to understanding teacher identity, agency and professional vulnerability. *Teachers and Teaching: Theory and Practice*, Vol.11, No.2, Pp. 147-162.
- Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, Vol.20, No.2, Pp. 107-128.
- Day, C. (2002). *Developing teachers: The challenges of lifelong learning*. London: RoutledgeFalmer.
- Huberman, M. (1993). The professional life cycle of teachers. *Teachers College Record*, Vol.94, No.4, Pp. 605-624.
- Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). New York: Teachers College Press.
- Hargreaves, A. (2000). The emotional geographies of teaching. *Teachers College Record*, Vol.102, No.6, Pp. 1056-1080.
- Connelly, F. M., & Clandinin, D. J. (1999). Stories of experience and narrative inquiry. *Educational Researcher*, Vol.28, No.5, Pp. 2-14.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge: Cambridge University Press.
- Gee, J. P. (2000). Identity as an analytic lens for research in education. *Review of Research in Education*, Vol.25, Pp. 99-125.
- Sachs, J. (2001). *The activist teacher: Identity and the politics of education*. Buckingham: Open University Press.