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PEDAGOGIES OF DEVELOPING TEACHER IDENTITY

Äli Leijen, Katrin Kullasepp and Tiina Anspal

ABSTRACT

Interest in supporting the development of teachers' professional identity in preservice and in-service teacher education programs has increased in recent decades considerably, given that teachers' sense of their professional identity manifests itself in job satisfaction, occupational commitment, self-efficacy, and changes in their levels of motivation (i.e., Day, 2002). In this chapter, we present different pedagogies that have been enacted in the Estonian context to support the development of preservice and novice teachers' professional identity. The pedagogies have been divided into three groups: pedagogies that facilitate the professional aspect of teacher identity, pedagogies that address the personal aspect of teacher identity, and pedagogies that support the interaction of the professional and personal aspects of teacher identity.

Keywords: Professional identity; pedagogies for identity development; preservice teachers; teacher education

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INTRODUCTION

In general terms, professional identity refers to the understanding that a person has about himself/herself related to his/her profession (Beijaard, Meijer, & Verloop, 2004). Professional identity is formed through the dialogue between the individuals and their sociocultural environment. Along the way, the expectations concerning social (professional) role are internalized and a personal professional self-cognition (i.e., "I as a teacher") constructed (Valsiner, 2001, 2007). Interest in professional identity has increased tremendously over the last decades. One of the reasons for the growing interest is that a teacher's professional identity is connected to several other factors relating to professional effectiveness such as job satisfaction, professional self-identification, self-efficacy, and motivation (Day, 2002). In relation to this, several scholars in the teacher education area (i.e., Alsup, 2006; Beijaard, 1995; Kelchtermans, 2009; Korthagen & Vasalos, 2005) have argued that teacher education programs need to pay more attention to emerging professional identity. Consistent with these developments, the necessity for paying further attention to teachers' professional development has also been highlighted in several studies carried out in Estonia (i.e., Anspal, Eisenschmidt, & Löfström, 2012; Leijen & Kullasepp, 2013a; Leijen, Kullasepp, & Ots, 2013; Löfström, Anspal, Hannula, Poom-Valickis, 2010a; Löfström, Poom-Valickis, Hannula, & Mathews, 2010b; Poom-Valickis & Löfström, 2014; Sööt & Leijen, 2012; Timoštšuk & Ugaste, 2010, 2012). In this chapter, we introduce the context of teacher education in Estonia and elaborate different pedagogies that different authors have suggested and implemented in teacher education programs in Estonia to support the development of the professional identity of preservice teachers.

TEACHER EDUCATION IN ESTONIA

Most of the schools in Estonia are public schools regulated by local municipalities. Similar to several other European countries, the state statistics indicate that the average age of teachers is rather high and that younger teachers constitute a smaller proportion of the teacher population. This means that in the coming years a large number of teachers will reach the age of retirement. Moreover, there is a shortage of school teachers in several subject areas, especially in the science disciplines. Although Estonian students perform well in international comparison tests (i.e., PISA

(Program for International Student Assessment), TALIS (Teaching and Learning International Survey)), the results of PISA and TALIS also indicate that many student do not enjoy attending school and that teachers are often not satisfied with their work. This also reflects public opinion about the status of teachers' work and might underlie the modest interest in teacher education programs (especially in content area curricula) among university applicants.

Where teacher education is concerned, class teachers (Grades 1−4) and subject teachers (5−12) are prepared differently (historically also in different institutions but currently in universities) in Estonia. Class teachers' education has been more practice-oriented; subject teachers' education more theory-driven. Class teachers follow an integrated 5-year curriculum; subject teachers are educated in a 3 + 2 system, meaning that their bachelor studies in one subject area are followed by a 2-year teacher education program. Initial teacher education is followed by an induction year when young teachers can participate in a support program to improve their professional competences. Despite some organizational differences, both tracks of teacher education preparation have moved closer together and have common ideologies. On the one hand, today's teacher education programs are driven by evidence-based decision making and are informed by educational research, and, on the other hand, school practice has moved to the center position of teacher education, and is integrated with theoretical studies in the early stages of teacher education.

Because of the above-mentioned problems and challenges, more and more attention has been paid to teacher education in Estonia in recent years. Several studies have been carried out aiming to understand how to attract more candidates to teacher education, and how to provide a teacher education program that prepares students sufficiently for real work, and introduces them to adequate tools for further professional development (i.e., Krull et al., 2013). Also, teachers' own positions and roles in directing their professional development have become more important in Estonia and, similar to other contexts, this has drawn research attention to questions related to teacher professional identity and its development.

PEDAGOGIES FOR SUPPORTING TEACHER IDENTITY DEVELOPMENT

In order to distinguish between different pedagogies of identity practised in Estonia, we have adopted an analytical framework based on three different

variations of professional identity: (a) focus on the professional aspect of teacher identity; (b) focus on the personal aspect of teacher identity; and (c) integration of professional and personal aspects of teacher identity (inspired by Beijaard et al., 2004).

The Professional Aspect of Teacher Identity

The first aspect of teacher identity focuses on the "professional" role of teachers. All professionals, including preservice teachers, acquire competences and values associated with a professional via formal and informal ways of learning. Internalization of professional role expectations and advancing one's competences related to a teacher's work are crucial processes in becoming a professional and these areas are addressed at length in Estonian teacher education programs. Teacher education courses are designed to provide useful analytical and practical tools for preservice teachers. In addition, the actual experiences of teaching in professional settings seem to have a great impact on the internalization of teacher role expectations and reasoning related to it (i.e., Leijen et al., 2013).

Concerning the above, Bromme and Strässer (1991) stress that a teacher's professional identity is based on his/her professional knowledge. Teachers' professional knowledge does not comprise only the knowledge of pedagogy and their specialty (including the curriculum), but the interaction of theory and practice also plays an important part. Teachers make their pedagogical decisions using knowledge from different fields and connecting them, which is a difficult task as the values used in scientific disciplines and the ways of argumentation can differ. Similarly, other studies have also pointed out the importance of knowledge accumulation (i.e., Anspal et al., 2012) and the enhancement of pedagogical reasoning (i.e., Löfström et al., 2010b) as important attributes in professional identity dynamics.

Inspired by the survey of Bromme and his colleagues, Beijaard, Verloop, and Vermunt (2000) proposed that teachers' professional identity contains three aspects: subject matter expertise, pedagogical expertise, and didactical expertise. First, subject matter expertise entails that a teacher's work requires specific subject-related knowledge and one of their main duties is to support students' cognitive development in the subject areas. Second, a teacher requires didactical skills that first and foremost are connected with the preparation and practicality of the studies and also evaluates the work done. Third, a teacher's work is related to more general pedagogical goals that help to support the students' broader emotional and moral

development. To analyze these three aspects of teachers' professional identity, Beijaard et al. developed a questionnaire. The results of their study revealed that most teachers saw themselves, to a certain degree, as experts in all three areas. According to the opinions of most of the survey participants, their professional identity had changed during their career as a teacher. As novice teachers, the respondents described themselves mostly as subject matter experts, but over the course of time, the value attributed to being a subject matter specialist and didactics expert decreased and the value of more general pedagogical expertise increased (Beijaard et al., 2000).

Improving the Analytical Toolbox of a Teacher's Work

The theoretical framework and the questionnaire developed by Beijaard et al. have been applied in several studies that aim to describe the perception of professional identity by teachers in Estonia. For example, Löfström and Poom-Valickis (2013) and Löfström et al. (2010b) conducted studies among preservice university teachers; Kirsipuu (2003) investigated vocational education teachers; and Leijen, Linde, and Kivestu (in press) conducted a study with music teachers. Although these studies do not address specific pedagogies that would support the development of professional identity, the devised questionnaire was used as a tool for reflection because respondents were asked to specify how important these three roles of a teacher are for them and how the importance of these different roles has changed over the course of their pedagogical career.

Other pedagogies that would support the development of professional identity in this tradition focus on introducing conceptual tools and analytical skills. Although these authors do not associate themselves directly with the tradition of teacher identity research, they often focus on novice teachers' professional development in a way similar to this research tradition. For example, Krull and his colleagues (Krull, Oras, & Pikksaar, 2010) developed guided sessions to support the development of preservice teachers' lesson analysis skills. During these sessions, preservice teachers learned to structure teaching events based on Gagné's instructional model. This is one example of how we can enhance preservice teachers' conceptual skills and enhance their understandings of their roles as teachers.

The Personal Aspect of Teacher Identity

Although teachers share some similar aspects in their professional identity, there is no uniform professional culture and every teacher develops to some

extent their own unique teaching style (Feiman-Nemser & Floden, 1986). Moreover, Connelly and Clandinin (1999) found in their studies that teachers tended to think more about "who they are" rather than "what they know" when they engaged in telling stories of themselves. Therefore, the second variety of professional identity research focuses on the personal aspects of becoming a teacher. Personal conceptions, beliefs, and experiences that influence the professional understanding of oneself are often scrutinized in this research tradition. The notion of the self can be revealed, for example, through personal narratives or life stories (Kerby, 1991; Richardson, 1996; Volkmann & Anderson, 1998). By writing or talking about oneself, the "self" is shaped. In addition, teachers' identity development involves the notion of the self in a specific context, for example, the school environment. Experiences at school provide important elements for identity development (Beijaard, 1995). Moreover, several studies (Maldarez, Hobson, Tracey & Kerr, 2007; Poulou, 2007; Timoštsuk & Ugaste, 2010, 2012; Van Veen & Sleegers, 2006; Van Veen, Sleegers, & Van de Ven, 2005) suggest that becoming a teacher is a very emotional experience that generates not only positive, but also negative emotions, and these should not be overlooked while aiming to understand the development of professional identity.

A useful framework for better understanding the different layers of personal attributes is the "onion model" developed on the basis of Gregory Bateson's typology (Korthagen & Vasalos, 2005). The onion model contains six levels, which can influence the functioning of a person. These levels are: the environment, which refers to everything that is outside the person; behavior, which refers to a person's conduct and actions (both effective and ineffective); competencies, which include a person's different capabilities; beliefs, which include a person's different convictions; identity, which refers to a person's self-awareness; and mission, which refers to a person's calling and inspirations. On the one hand, Kortahgen and Vasalos suggest that the latter levels influence our actions the most and therefore it is important to understand them. On the other hand, it is essential to connect the inner and outer layers. It is important to interpret one's mission and calling in relation to a specific behavior so that the inner and outer would become integrated (Korthagen & Vasalos, 2005). Below we describe three pedagogical approaches that have been used in the Estonian context to support learning about one's personal attributes for professional identity development among preservice or in-service teachers.

Attention to Emotions

Timoštšuk and Ugaste (2010, 2012) have investigated the role of emotions in the professional identity dynamics of preservice teachers. Their sample

consisted of 45 students from different teacher education study programs who had passed their school's teaching practicum. Both individual and focus group interviews were conducted via semi-structured interviews. The interview questions were designed to reveal information about the four aspects of identity: experiencing, doing, belonging, and learning. The results of Timoštsuk and Ugaste (2012) confirm, as several studies before it did as well (Maldarez et al., 2007; Poulou, 2007; Swennen, Jörg, & Korthagen, 2004), that one's students are the major source of positive emotions. Preservice teachers felt their most joy when they created positive classroom atmospheres that overcame obstacles and discord while gaining the respect of their students. Positive emotions, in turn, stimulate thought and thus assist them in finding better solutions to problems (i.e., in situations where multiple instructional strategies for teaching need to be chosen). The study confirmed that contentment with career choice is very important and positive emotions were experienced when fears about placement were overcome. The authors concluded that positive emotions provide a good source of information about professional identity and they should be studied more in teacher education to understand preservice students and find ways to support them. Negative emotions, especially disappointment, were mostly related to supervising teachers and university lecturers and were often connected with failed expectations to find role models in them. Furthermore, other sources of disappointment were unrealistic expectations, the student teacher's own inability to cope with various teaching situations, and problems with student discipline. The authors concluded that although several authors (Brown, 2006; Poulou, 2007; Swennen et al., 2004) consider the negative experiences inevitable, it is very important to address positive experiences more often to learn from them. Therefore, teacher educators should support preservice teachers in recognizing, recalling, and analyzing the positive emotions as a key component of self-regulation.

Unlocking Beliefs through Metaphors

According to Bullough (1991), metaphors reflect teachers' beliefs about teaching and the teacher's role; that is, they illustrate teachers' professional identities. Several scholars have used metaphors for illuminating personal beliefs (Alger, 2009; Martinez, Sauleda, & Huber, 2001; Saban, 2004, 2010). Lakoff and Johnson (1980) pointed out that a large part of our thinking is carried out using metaphors, and thus, metaphor is a useful tool to help preservice students reflect on their professional role. Metaphors can help teacher educators identify the preservice teachers' need for support and respond accordingly.

Studies with metaphor analysis have shown that student beliefs about the role of teachers may shift during teacher education (Saban, Kocbeker, & Saban, 2007), in that, teachers with more teaching experience embrace more teacher-centered metaphors than teachers with less teaching experience who are more student-centered (Martinez et al., 2001). There is also evidence that there are gender differences in the perception of a teacher's role (Löfström et al., 2010a; Saban, 2004).

Erika Löfström, Katrin Poom-Valickis, and Tiina Anspal (Löfström et al., 2010a, 2010b) applied metaphors as a tool to reveal students' beliefs about the role of teachers. The preservice students in teacher education programs enrolled in different subject areas were asked to complete the statement "A teacher is like …" and to explain why they used the chosen metaphor. It is important to include the explanations because the same metaphor may carry different meaning for different people. In their study, the most common category was the "mother/parent" metaphor, in which the teacher's capacity to care and nurture is essential. In brief, the authors proposed collecting and analyzing preservice and in-service teachers' beliefs about their professional role via metaphors and reflecting on the findings in order to support the development of a more balanced understanding of the role of teachers (Löfström et al., 2010a).

Approaching the Core of Being through a Guided Reflection Procedure

Korthagen and Vasalos (2005) distinguish between two concepts: reflection and core reflection. When reflection reaches the two deepest levels (identity and mission) in the aforementioned onion model, it is referred to as core reflection. A characteristic of core reflection is the attention to core qualities in people (i.e., empathy, compassion, love and flexibility, courage, creativity, sensitivity, decisiveness, and spontaneity). We suggest that an awareness of core qualities could help novice teachers to formulate "personal pedagogies" (Alsup, 2006), and therefore, better handle critical situations. Korthagen and Vasalos (2005) present a detailed overview of different strategies mentors needed to implement in order to support their preservice students' successful passage through different phases of reflection. Successful (core) reflection is difficult without guidance and support. Research shows that careful consideration of practice by means of guidance leads to a better understanding of it (Husu, Toom, & Patrikainen, 2008).

Anu Sööt and Äli Leijen (Sööt & Leijen, 2012) developed guided core reflection (see Table 1) based on the notions of core reflection (Korthagen & Vasalos, 2005) and guided reflection (Husu et al., 2008). The basis of this instruction was the practical model of guided reflection of Husu et al. (2008)

Table 1. Methodical Instruction for Guided Core Reflection.

The Stage and Activity According to the Model of Husu, Toom, and Patrikainen (2009)	The Stages and Questions Based on the Model of Core Reflection of Korthagen and Vasalos (2005)
I stage	
1. *Videotaping* the full lesson (focus on the teacher's action).	1.1 Experiencing problematic situation (Phase 1).
2. *Examining the videotaped material with the supervisor and STR (stimulated recall interview) max two days after videotaping*. The aim is to clarify the situation in the classroom as much as possible and articulate the activity-related thoughts of the teacher.	2.1 Experiencing/problematic situation What kind of problems did you discover or are still questions at issue? (Phase 1).
II stage	
3. *Reflective discussion* 1 week after STR.	3.1 Awareness of the ideal situation. What did you accomplish or were able to create? (Phase 2). 3.2 Awareness of limiting factors. How did you repeatedly avoid restrictions (behavior, feelings, image, and beliefs)? 3.3 Awareness of core characteristics/ strengths. What characteristics are necessary to realize an ideal situation and overcome restrictions/obstacles? (Phase 3). 3.4 Actualizing core characteristics/activities. How to utilize one's strengths? (Phase 4).
III stage	
4. *Written reflection* 1–2 weeks after reflective discussion.	4.1 Awareness of the ideal situation (Phase 2). 4.2 Awareness of limiting factors (Phase 2). 4.3 Awareness of core characteristics (Phase 3). 4.4 Actualizing core characteristics (Phase 4).
5. Teacher's independent testing of new conduct after guided core reflection.	5.1 Testing new conduct (Phase 5).

that consisted of three stages. The first stage involved videotaping the activity/lesson, in which the activities of the teacher were focused, and was followed by a stimulated recall interview. The second stage included a reflective discussion, and in the third stage, the preservice teacher presented his/her written reflection. The stages and questions of the model of core reflection (Korthagen & Vasalos, 2005) were combined with the general

stages described by Husu et al. (2008). Oral and written reflections were carried out using the same questions.

The results of Sööt and Leijen (2012) indicated that reflection on all six levels of the onion model occurred and that most observations were made on the level of convictions, followed by identity, environment, competencies, mission, and behavior. Sööt and Leijen found that the devised procedure facilitated novice teachers to reflect on all levels, including the deeper levels that Korthagen and Vasalos (2005) characterized as core reflection. As explained earlier, reaching core reflection helps prospective teachers to handle critical situations better and moving between different layers of reflection is important in becoming a more self-confident teacher.

Integration of Professional and Personal Aspects in Professional Identity Development

So far, we have described two somewhat different approaches to professional identity: the professional and the personal. The third tradition (i.e., Beijaard et al., 2004; Boreham & Gray, 2005; Pillen, Den Brok, & Beijaard, 2013) emphasizes the relationship and shared understandings between the two variations described earlier. Several recent studies on the development of teacher identity (i.e., Akkerman & Meijer, 2011; Leijen & Kullasepp, 2013a, 2013b; Leijen, Kullasepp, & Agan, 2010; Ligorio, 2011) have argued for dialogical perspectives when seeking to understand how the personal and professional selves are negotiated in the course of becoming a professional teacher.

From the sociocultural perspective, construction of an identity can be perceived as a process that is guided by cultural material and processes at the intra-psychological level. The exchange of semiotic material between the person and their surroundings and adaptation of meaning is explained through the processes of internalization and externalization. These processes are involved in the reconstruction of the psychological inner world guaranteeing its idiosyncratic nature and the specific character of one's becoming as a professional (Valsiner, 2001). Thus, a professional identity that is linked to certain expectations, vernaculars, and characteristic of a specific social role is constructed under the guidance of institutions and personal culture.

Still, in addition to the interactions between a person and their sociocultural context, to gain more knowledge about the becoming process, studies on psychological development should shed light on the dynamics at

the intra-psychological level. One of the options to enable it is to apply the Dialogical Self theory (DST) (Hermans, 2001; Hermans & Hermans-Konopka, 2010).

DST describes the self as the dynamic unity that consists of multiple relatively autonomous I-positions that have emerged through different cultural, social, and historical contexts and are supplied with "voices" that make dialogues between different I-positions possible. Furthermore, the I-positions can be in harmonic or conflicting relations with each other, and they can have different perspectives on the same issue (Hermans, 2001). This means that a person who assumes a social role may or may not correspond to the expectations characteristic of that specific role. For example, a person can have opposing viewpoints concerning particular events.

The multiplicity of I-positions and discontinuous nature of identity raise the question of how a multiple self can be experienced as a single and permanent person (Salgado & Hermans, 2005). Hermans and Hermans-Jansen (1995) assumed that personal continuity of self is assured by self-narration that is created through dialogues within the self and with others. These dialogues organize meaningful experiences into one structured narrative system (Hermans & Hermans-Jansen, 1995).

Self-narration is possible owing to meta-positioning (Hermans & Hermans-Konopka, 2010), meaning that, at this moment, an "I" is not related to a specific position, but observes them from the outside as an act of self-reflection. Hermans and Hermans-Konopka point out three functions of meta-position: unifying, executive, and liberating positions. In addition to the meta-positioning and self-reflection, the creation of coalitions between different positions should support the integration of different positions and, thus, support the development of individuals. Hermans and Hermans-Konopka argue that "coalitions of conflicting or opposing positions have the potential of creating strong motivation that surpasses the interests of positions in their isolation. Such coalitions create forms of 'integrative motivation' emerging in a field of tension between centering and de-centering movements in the self" (p. 373).

The above explanation suggests that meta-positioning through self-reflection and the creation of coalitions between different positions should support the integration of personal and professional identity in preservice teachers. This is similar to Alsup's (2006) suggestion to create borderland discourses. Alsup contends that "it is discourse that allows preservice teachers to bring personal subjectivities or ideologies into the classroom and connect them to their developing professional selves" (p. 37). Similar to Hermans and Hermans-Konopka (2010), Alsup (2006) stresses that

metacognition and critical consideration of the conflicting positions are prerequisite for creating borderland discourses. In her study, Alsup pointed to three types of tension related to the creation of such discourses: (a) tension between being a preservice student at the university and a student teacher at school; (b) tension between personal convictions, skills, and professional role expectations; and (c) tension between what is taught at university about teaching and learning and what is experienced at the school serving as the teacher education site. Alsup pointed out that "the result of borderland discourse was neither the repudiation of one discourse nor the subsuming of one discourse into another; instead, the result was a new discourse with characteristics of both of the earlier ones as well as new characteristics unique to the preservice teacher herself" (Alsup, 2006, p. 37).

Negotiating Tensions through Dialogue

Drawing on the theoretical framework outlined above, Äli Leijen and Katrin Kullasepp (Leijen & Kullasepp, 2013b) developed support seminars for prospective teachers enrolled in preservice teacher education programs that would facilitate: (a) voicing personal positions in the context of a highly prescribed professional situation; (b) identifying tensions between personal and professional positions; and (c) solving tensions between different positions. They designed three seminars (1.5 hours each) for preservice teachers that aimed to activate inner dialogues between I-positions in order to open up the potential for negotiation and development. The first seminar focused entirely on the role of personal characteristics in teachers' professional practice and aimed to facilitate student teachers to voice their own personal qualities and strengths (specific assignments shown in Table 2). The second and the third seminars focused on resolving tensions between personal qualities and professional role expectations. A specific assignment was designed to practice the formulation of coalitions between positions (see Table 2). After each assignment, a group debriefing took place, led by two facilitators. The seminars were spread over a 10-week school practicum.

The assignments carried out in the second and third seminar were collected for further analysis. The results of the study showed that, as expected, preservice teachers presented an extensive array of tensions in the assignments and this allowed us to consider the devised support seminars helpful as written assignments are used in combination with individual or group debriefing that would allow for further elaboration on the written text. While considering the essence of the tensions, Leijen and Kullasepp found that students communicated tensions between (a) personal

Table 2. Themes and Assignments Introduced in the Seminar.

Seminar Theme	Student Assignments
Seminar 1: The role of personal qualities	1. Think about your school practicum and pick out a teacher who stood out in a positive way due to some qualities or characteristics specific to her/him. What were these qualities or characteristics? 2. Thinking about the pupils you met at the practice school, which personal qualities do you think a contemporary teacher should have in order to be a good teacher? 3. Thinking about your school practicum so far, which personal characteristics or qualities do you have that are useful in the teaching profession? Have you been able to utilize these qualities during the school practicum? Could you use these qualities even more? 4. Taking a broader view, what are your personal characteristics that have been revealed in situations outside the teaching profession (at home, sports training) that you could also make use of as a teacher?
Seminar 2: Solving tensions between positions	1. Thinking about your colleagues or about discussions with colleagues, has the issue of tension between personal qualities and professional role expectations been raised? 2. Have you experienced tension or conflict between your personality or convictions and the role expectations set for teachers during the school practicum? For example: – I as a student at university versus I as a teacher at the practice school – my personal convictions about teaching versus principles taught at university – my convictions about teaching versus principles that work at the practice school – pedagogical principles taught at university versus principles that work at the practice school – I as a person versus teacher role expectations 3. Please choose the tension that is most important to you for further analysis in a peer assignment. Please take an A4 blank page and divide it into three sections (25/25/50% of the page). First, elaborate on the two opposing positions and write clarifying explanations in the two smaller page sections (one position in each section). Second, discuss the positions in pairs and try to formulate a coalition between the positions or a new situation that would meet the following criteria: (i) the initial tension or conflict is resolved and (ii) one position does not dominate over the other. You can think of this assignment as developing a coalition between two parties. Third, elaborate on the coalition in the remaining section of the page (50%).
Seminar 3: Solving tensions between positions	1. Have you experienced tension or conflict between your personality or convictions and role expectations set for teachers during the school practicum? (Use the same examples given in assignment 2 in Seminar 2.) 2. Please choose the tension that is most important to you for further analysis in an individual assignment. *Students are asked to individually follow the same steps described in assignment 3 in Seminar 2. If time permits, another round of assignments is carried out.*

characteristics and professional role expectations, (b) expectations about teaching and learning and principles practised at the student teaching school, and (c) pedagogical principles taught at the university and the principles that work at the practice school. Although there was some indication that the tensions in the final category were elaborated less and could relate to the surface layers of professional identity development, further research is needed to explore the function and meaningfulness of different types of tensions in the process of professional identity development.

In addition, Leijen and Kullasepp considered the devised support partly functional for solving tensions between conflicting positions. Nearly one-third of the solutions represented coalitions between positions, or established a personal orientation to solve the tensions, as encouraged by the assignments. The researchers found that forming coalitions or personal pedagogies oneself seems to be complicated in the setting of formal education and needs to be supported to a greater degree. Based on these findings, they proposed that the developed support seminars could benefit from additional reflection activities to support the process of "meta-positioning" (Hermans & Hermans-Konopka, 2010), given that reflection allows for the creation of knowledge about one's own cognition and the regulation of that cognition (Simons, 1994).

CONCLUDING REMARKS

In this chapter, we have offered exemplars of different pedagogies that have been used in the Estonian context to support the development of pre-service teachers' professional identity. Following Beijaard et al. (2004), we distinguished between the three groups of pedagogies. First, we acknowledged the research tradition that focuses on the professional aspect of teacher identity, namely, on the development of teacher knowledge and analytical skills related to teachers' work. Two pedagogies that can be used to facilitate identity development from this perspective address (a) reflection on three general teacher roles (subject matter specialist, subject didactics expert, and pedagogue in a more general sense) and (b) developing teachers' analytical toolbox, for example, lesson analysis skills, based on Gagné's instructional model. Second, we presented the research tradition that stresses personal aspects such as beliefs, values, and unique experiences that constitute teacher identity. Following that, we presented three pedagogies that have been used in the Estonian context in relation to this

tradition, namely, (a) paying attention to and articulating novice teachers' emotions connected with their profession, (b) unlocking beliefs through metaphors, and (c) implementing a guided reflection procedure for reaching teachers and different layers of teaching. Finally, in line with dialogical approaches to teacher identity, we introduced the third tradition and outlined an accompanying pedagogy that aims to facilitate integration between the above-mentioned professional and personal aspects of teacher identity.

Although these pedagogies have been used in Estonia, they are related to more general theories of teacher identity development internationally and are therefore applicable in theory to other contexts. In conclusion, we would like to suggest that enacting such pedagogies have some prerequisites of a practical nature. First, the general ideology of teacher education programs needs to recognize the need to support the development of a person within the professional context (i.e., Alsup, 2006). This is especially important in the second and third groups of pedagogies. Second, live teaching experiences are very important. Preservice teachers need opportunities to practice and to reflect on these experiences in light of the educational theory and didactics (methods) courses in the early stages of their preparation (i.e., Grossman, Hammerness, & McDonald, 2009; Leijen et al., 2013). Third, we would like to point out that supporting professional identity development requires time and resources (i.e., mentor teacher guidance, peer-support). This also implies that identity questions are difficult to address in short-term courses and require revisiting over longer periods of time throughout student's preservice education programs.

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