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# Being a “good” teacher: Identity and the moral work of novice teachers in post-observation meetings

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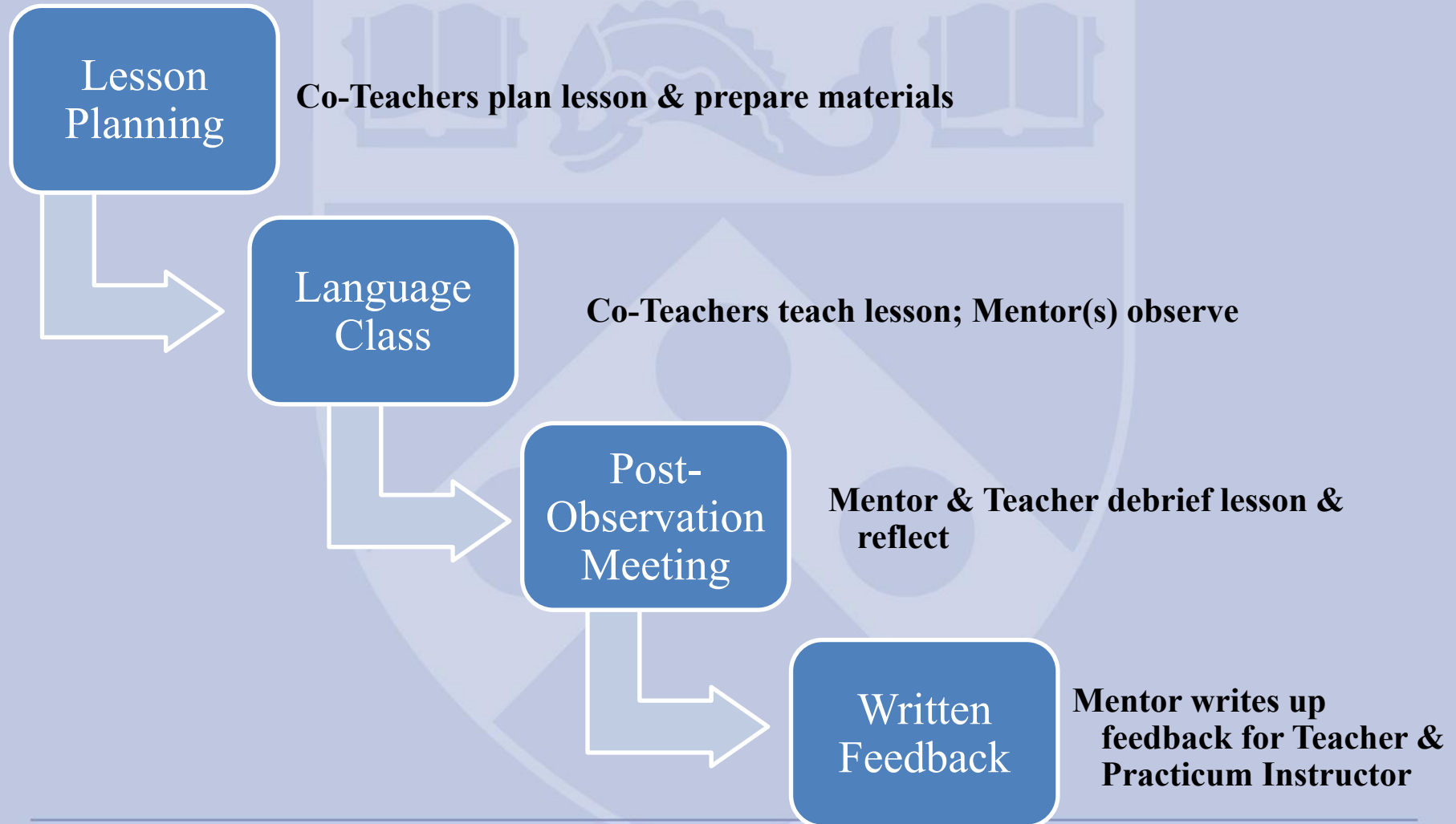
# Reflective Practice

Teachers who engage in reflective practice:

“subject their own beliefs about teaching and learning to critical analysis, take full responsibility for their actions in the classroom, and continue to improve their teaching practice”

(Farrell, 2018, p. 1)

# Post-Observation Meeting



# Post-Observation Meetings in Second Language Teacher Education

Face work & moral stance  
(Vásquez, 2007, 2009)

Ways of eliciting reflection & giving advice  
(Waring, 2013, 2014, 2017)

Competing demands  
(Box, 2017; Wajnryb, 1994)

Legitimate talk  
(Copland, 2012)



# Competence as a Central Concern in Post-Observation Meetings

- Novice teachers...
  - “use occasions for reflection as opportunities for defending and displaying their competence” (Waring, 2014, p. 117).
  - work to shield themselves from negative assessments of their professional competence (Box, 2017).



# Moral Work in Discourse

- Moral work in discourse is concerned with “what is good and valuable and [how] one ought to live in the world” (Ochs & Capps 2001, p. 45; Drew, 1998)

# Considering Moral Work in LTE Post-Observation Meetings

“The very nature of novice-ness, after all, affords some space for struggle and growth. **Even novice teachers, however, work to portray themselves as enacting the moral values they hold about teaching practice**” (Wagner & Lewis, 2019, p. 22; cf. Lewis, 2018).





# Data and Method

- Part of a larger study looking at novice teacher development in a graduate TESOL program.
- Focus on sets of post-observation meetings (three each) for 2 co-teachers and their (different) mentors.
- The meetings were video-recorded and transcribed.
- The study draws on conversation analysis and narrative analysis to examine:
  - During the post-observation meeting, how do teachers and mentors talk about what it means to be a good teacher?



The background of the slide features a large, light blue, semi-transparent shield logo of the University of Pennsylvania. The shield is divided into three sections: a top section with an open book, a central section with a griffin, and a bottom section with a chevron and three circles. The word "Analysis" is centered in the middle of the shield.

# Analysis

**DATA REMOVED FOR  
CONFIDENTIALITY**

# Discussion

- Novice teachers are concerned with moral values.
- Novice teachers may benefit from interactional space to do “emotion work” (Benesch, 2012, 2017).
- For mentors, leaning into the messiness of tensions and complaints is challenging -- but important. Novice teachers may benefit from empathy, validation, & concrete strategies.
- Mentors and teacher educators can benefit from reflection and discourse analytic tools.



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# THANK YOU

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who generously participated in our study.**

**We welcome all questions and comments:**

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