

A little less balance in new teachers' professional development

*An international teaching internship as a significant personal
experience in becoming a teacher*

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A little less balance in new teachers' professional development. An international teaching internship as a significant personal experience in becoming a teacher

Een beetje minder evenwicht in de professionele ontwikkeling van beginnende leraren.
Een internationale onderwijsstage als een betekenisvolle persoonlijke ervaring in het
leraar worden
(met een samenvatting in het Nederlands)

Proefschrift

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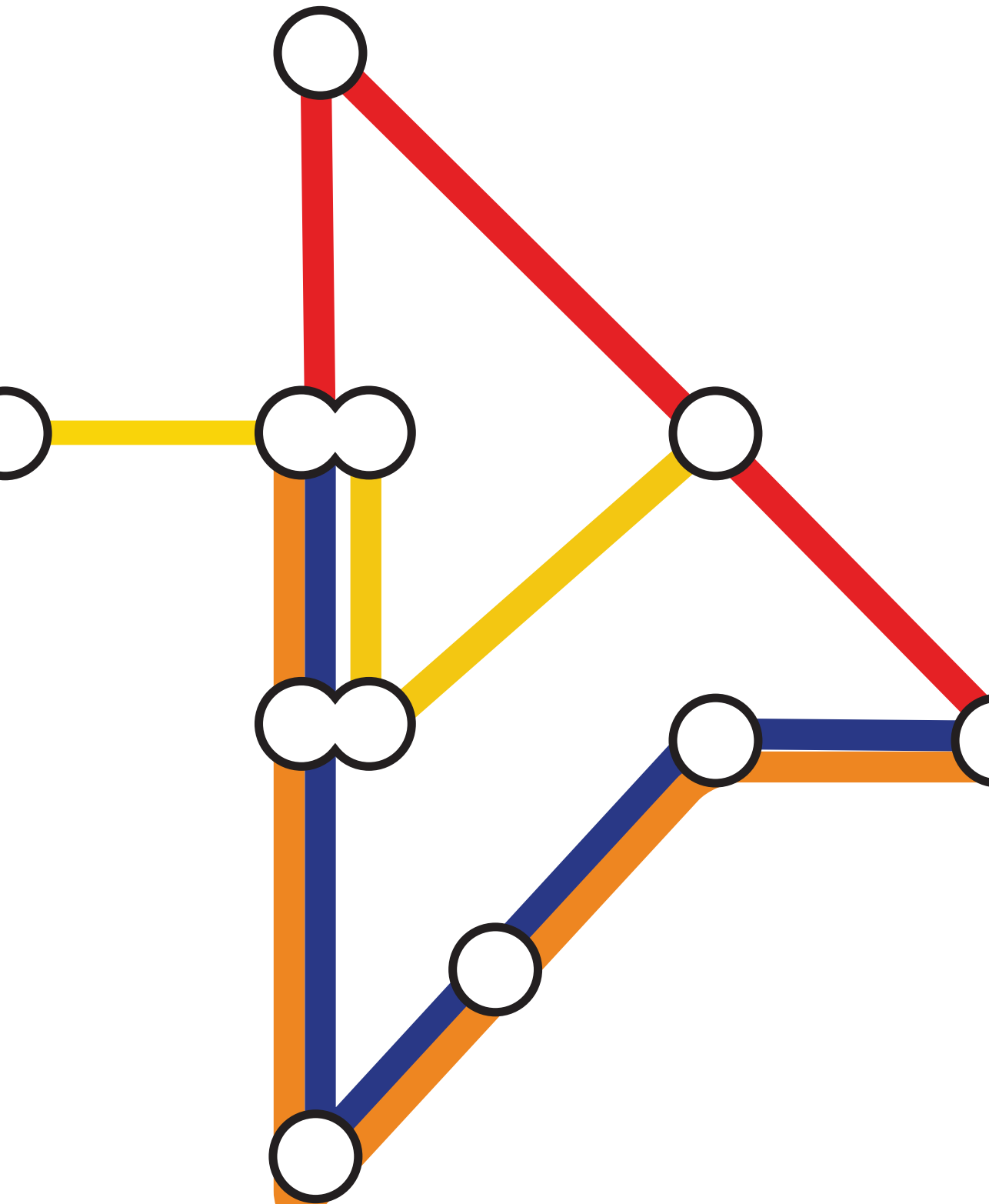
door

Pieter Dirk Mesker
geboren op 10 december 1969 te Ameide

Promotor: Prof.dr. C. Bakker
Copromotor: Dr. H. Wassink

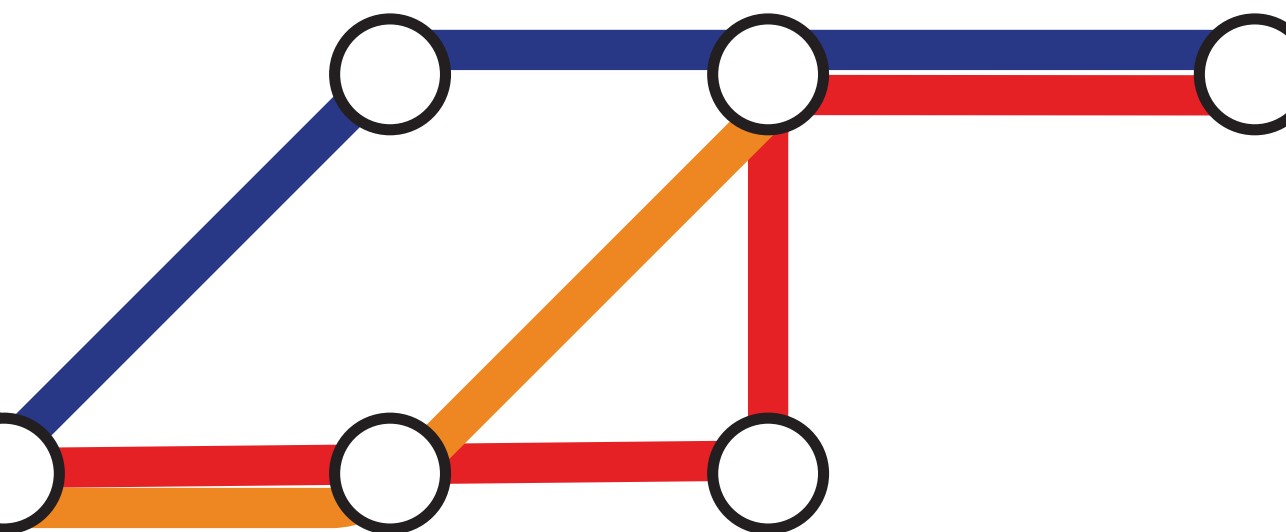
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CHAPTER 1

GENERAL INTRODUCTION



1.1 Positioning this study

1.1.1 Who I am in how I teach

‘Who I am in how I teach is the message’, according to Geert Kelchtermans (2009, p. 257). Nias (1989, p. 202-203) notes a teacher’s self-image matters to both themselves and their students since, in contrast to other professions, a teacher cannot be separated from their teaching. Britzman (1991, p. 8) has described how learning to teach always has a focus on the self: “it is a time when one’s past, present, and future are set in dynamic tension. Learning to teach - like teaching itself - is always the process of becoming: a time of formation and transformation, of scrutiny into what one is doing, and who one can become”. Kelchtermans (2009, pp. 260-261) goes on to describe how essential a teacher’s ‘personal interpretative framework’ is within the profession. This framework reflects the basis on which a beginning teacher grounds their personal decisions or judgements for action and answers the questions: ‘how can I effectively deal with this particular situation?’ and ‘why would I work that way?’ (Vanassche & Kelchtermans, 2014, p. 118).

Although teacher educators acknowledge the importance of personal aspects in teaching (Britzman, 2003; Kelchtermans, 2009; Korthagen, 2016; Nias, 1989; Olsen, 2008), in practice they often struggle to determine how to make personal aspects explicit and constructively reflect on these aspects in beginning teachers’ professionalization (Bakker, 2016; Fenstermacher & Richardson, 2010; Korthagen, 2010; Meijer, Korthagen, & Vasalos 2009; Sanger & Osguthorpe, 2013; Shapira-Lishchinsky, 2011; Warnick & Silverman, 2011; Willemse, Lunenberg, & Korthagen, 2008). There is limited empirical and theoretical evidence of how beginning teachers’ perceive their personal concerns, interpretations, or beliefs and reflect on them (Martínez, Castro, Vystrčilová, & Mogliacci, 2017; Meijer, Korthagen, & Vasalos, 2009; Rots, Kelchtermans, & Aelterman, 2012; Van Kan, 2013). Korthagen (2017, p. 399) argues that for educators to fully understand the process of their students becoming teachers, they have to focus on student teachers’ actual concerns and real experiences, and take the person of the teacher into account by asking: “What do the teachers think, feel, want, what are their ideals, what inspires them, what kind of teachers do they want to be? And above all: What is their potential?” The most obvious example of what Korthagen (2017) describes as a real experience is a teaching internship.

1.1.2 Workplace learning

In 2006, the Dutch Education Professionals Act (Wet op Beroepen in het Onderwijs/BIO) translated the previous teacher qualifications into a list of competences (Kroeze, 2014). One of the main consequences of the BIO was that workplace learning became an important part of teacher education (Kallenberg & Rokebrand, 2006). Workplace learning is a process characterised by work and learning and involves three interacting parties:

the teacher training institute, the school, and the student teacher (Kroeze, 2014; Fuller & Unwin, 2010; Tynjälä, 2008). Teaching internships and school collaborations became key aspects of Dutch teacher training programmes. Workplace learning is organised at secondary or vocational schools and is based upon a close co-operation between university-based teacher educators and the school teachers who gradually become school-based teacher educators (Korthagen, 2017; Martin, Snow, & Franklin Torrez, 2011).

Workplace learning offers various opportunities for educators interested in personal aspects of student teachers' professional development. During teaching internships, student teachers usually begin to understand the aspects of the mandatory knowledge and skills they were taught that they personally value and believe to be useful for their classroom (Alsup, 2006; Biesta, 2014; Kelchtermans, 2009). Teaching internships also function as experiences where student teachers attempt to connect theoretical insights from their teacher training programme with actual practice in meaningful ways to either affirm or reject theories underpinning particular practices (Korthagen, 2010; Horowitz, Darling Hammond, & Bransford, 2005; Tilson, 2017; Zeichner, 2014). Internships give students an opportunity to experiment with teaching activities, or alternative educational ideas. Critical reflections on such experiences can expose implicit beliefs, existing personal practical theories, or tacit knowledge (Eraut, 2000; Kelchtermans, Ballet, Peeters, März, Piot, Robben, & Maes, 2008; Kroeze, 2014; Levin, He, & Allen, 2013; Fives & Buehl, 2012; Girvan, Conneely, & Tangney, 2016; Olsen, 2008). Kroeze (2014) concludes that workplace learning is a key student experience that combines personal development and social interaction, and where the student teacher learns to find his or her position in the field of education.

1.1.3 An international teaching internship as a case

This study uses an international teaching internship as a case to explore how workplace learning influences beginning teachers' personal interpretative frameworks. For several reasons, an international teaching internship can be a relevant case for educators who want to further understand student teachers' personal interpretative frameworks.

First, being exposed to another culture, including one with a disparate and unfamiliar teaching practice, can make personal aspects in teaching more explicit. When a student teacher works and lives without a familiar social network, their existing beliefs and modes of action do not necessarily succeed or become invalid (Cushner & Brennan 2007; Fives & Buehl, 2012; Hofstede, 2005; Marginson, 2014; Stachowski & Sparks, 2007). In a new culture, one lives in a state of disequilibrium with his or her cultural background (Marginson, 2014, p. 12), which frequently triggers a student's contemplation about their home culture and their position in it (English, 2013; Nanda & Warms, 2004; Weaver, 1998). One has to rediscover his or her new role, including their personal 'voice' (Weaver,

1998; Hofstede, 2005, p. 326). These reflections can explicate or sharpen novice teachers' awareness of differences in norms in their personal interpretative frameworks, because their frameworks are also culturally determined (e.g. Chi-Kin Lee, 2016; Jang & Kim, 2010; Fives & Buehl, 2012; Hofstede, 2005; Marginson, 2014; Tam, 2016).

Another reason why studying an international teaching experience can be of value for educators to understand student teachers' personal interpretative frameworks, is the fact that a cross-cultural experience can be an important life experience that involves personal change. People often find their own culture by leaving it (Weaver, 1998). They can also find themselves (Leask, 2008). Students returning from stay abroad frequently describe transformations – especially how the experience has personally changed them (e.g. Montgomery, 2010; Root & Ngampornchai, 2013; Vande Berg, Paige, & Hemming Lou, 2012). The idea that a stay abroad can be an important life experience that involves personal development is not new. For example, it was common during early modern times for young adults from European upper classes to make a Grand Tour as part of their education and 'Bildung' (Towner, 1985; Von Humboldt, 2001). Parents expected that an international experience would be a formative experience that would help young adults in the complicated process of growing up by learning about the world and themselves. Meeting 'the other' and being exposed to other cultures, knowledge, or art, were considered important experiences to prepare young adults in their future roles as citizens in society (e.g. Hill, 2012; Verhoeven, 2015). In our modern society, students' motives to stay abroad are similar to earlier times; students describe how they want to learn about themselves, or challenge themselves by living in another culture by stepping outside their comfort zone (Alasuutari & Jokikokko, 2010; De Grosbois, Kaethler, & Young, 2010; Weber-Bosley, 2010).

1.2 A pedagogy of interruption for understanding student teachers' personal interpretative frameworks

1.2.1 Student teachers' personal interpretative frameworks

There is a broad consensus that teachers' interpretations of classroom situations involve continuous subjective and moral judgements (Ball, 2012; Biesta, 2010; Buzzeli & Johnston, 2002; Fenstermacher, 1990; Fives & Buehl, 2012; Sanger & Osguthorpe, 2013; Veugelers, 2010). Biesta (2014; 2017) argues that teachers' personal interpretations and judgements about what is 'good' are in fact essential to the teaching profession. A teacher's personal interpretative framework is described by Vanassche and Kelchtermans (2014, p. 118) as 'a set of cognitions and beliefs that operates as a lens through which they perceive their job situations, give meaning to it and act in it'. A teacher's personal interpretative framework

is based on previous and current experiences and has future implications for their teaching practice (Kelchtermans, 2009). Kelchtermans (2009) describes how a teacher's personal interpretative framework is constructed by two interwoven domains, their professional self-understanding and subjective educational theory.

Teachers' professional self-understanding is an on-going process in sense-making of significant events and the subsequent influence on the self (Kelchtermans, 1993, 2009). Kelchtermans distinguishes six dimensions of professional self-understanding (Kelchtermans, 1994, 2009): self-image, self-esteem, task perception, job motivation, job satisfaction and future perspective. A teacher's subjective educational theory is the personal system of knowledge and beliefs that a teacher uses to make sense of their professional educational framework (Kelchtermans, 2009; Vanassche & Kelchtermans, 2014). Educators who aim to understand new teachers' personal interpretative frameworks, have to view these frameworks as dynamic constructs (Kelchtermans, 2009) with unavoidably subjective and moral dimensions in teaching (Buzzeli & Johnston, 2002; Fenstermacher, 1990; Hansen, 2001; Sanger & Osguthorpe, 2013).

How teachers interpret critical moments in their classroom has a normative dimension. It includes the question: what is the right thing to do in this particular situation and what does that mean for me as a professional? (Bakker, 2016; Kelchtermans, 2009). In his description of (new) teachers' professionalism and professionalization, Bakker (2016) analyses how teachers continuously make personal interpretations within the educational system by distinguishing instrumental and normative professionalism. Instrumental professionalism means that every teacher needs to be acquainted with the educational system and "needs to master the knowledge and skills of the professional as presupposed by the system" (Bakker, 2016, p. 13). Bakker (2016) argues that another, interrelated aspect in teaching is a teacher's normative professionalism – a teacher knows that in the end she or he will always have to make a professional judgement based upon a subjective interpretation within this system of knowledge and skills (Bakker, 2016, p. 16; Biesta, 2015, p. 75).

1.2.2 A pedagogy of interruption and discontinuity

Several studies have indicated that educators, who want further insight into a novice teacher's personal interpretative framework, should focus on experiences of tension, friction, conflict and concern (Bronkhorst, 2013; English, 2013; Kelchtermans, 2009; Meijer, 2014; Pillen, Beijaard, & Den Brok, 2013). John Dewey contended that experiences filled with confusion, perplexity, error, or frustration lay at the very core of learning (1933; 1938a). Tension and friction between novice teachers' personal concerns and beliefs on the one hand, and the demanding, socializing context of the educational system on the other, are acknowledged as a key aspect in becoming a teacher (Alsup, 2006; Beauchamp & Thomas,

2011; Day, 1999; Loughran, Brown, Doecke, 2001; Meijer, 2014; Olsen, 2008). Studies on novice teacher's professional development describe how novice teachers frequently feel a lack of support and struggle to position themselves in a teaching practice (Avalos, 2011; Rots et al., 2012). Schön (1983; 1987) has characterized these indeterminate, unexpected or problematic situations as the "swampy zones of practice".

Biesta's (2010) concept of a pedagogy of interruption is used in this study to describe how experiences of disequilibrium during an international teaching internship can explicate and influence new teachers' personal interpretative frameworks. An interruption of 'someone's normal ways of being', is a state of disequilibrium, whereby a teacher interacts, hesitates and does not always know how to respond (Biesta, 2012; English, 2013; Marginson, 2014). An international teaching internship has the potential of being an interruptive experience, because of various socio-cultural differences and the fact that student teachers move between disparate practices (Akkerman & Bakker, 2011; Wenger, 2000).

The idea of doubt, or not knowing, and their connection to learning is an essential aspect of pragmatism that also arises in the thoughts of James (2008a; 2008b), Mead (1964), and Dewey (1925; 1933; 1938a). Biesta (2010) argues that an interruption is an experience wherein teachers (have to) show who they are, as well as their unique position within their profession. Biesta (2014, p. 143) describes this as a key experience of teachers "coming into the world" (see also Arendt, 1958).

The main pedagogical value of experiencing an interruption resides in the essential moment of 'in-between', an opening or gap in the actual experience that marks a limit to someone's existing knowledge or skills and ability, or questions taken-for-granted modes of thought and action (English, 2013; Biesta, 2010; 2012). Biesta (2017, p. 15) has described the realm of the in-between as 'the middle ground', an existential place where "our self-expression encounters limits, interruptions, responses in the interaction with others in the world around us". An interruption thus becomes an opening, or "an educational space in which the learner finds herself bound up in a realm that lies between an encounter with the limits of knowledge and ability, and the new knowledge or ability that is yet to be found" (English, 2013, p. 105). An interruption therefore, has the potential to raise new teachers' awareness of their personal interpretations and move beyond their current abilities (Biesta, 2010; English, 2013; Tsui & Law, 2007). An interruption in a cross-cultural context has an added value because experiencing socio-cultural differences can make new teachers also aware of culturally embedded personal interpretations (e.g. Chi-Kin Lee, 2016; Jang & Kim, 2010; Tam, 2016).

The struggle caused by the encounter with something unfamiliar or unexpected can turn into a constructive stage of learning, inquiry, self-reflection, exploration, or experimentation (Akkerman & Bakker, 2011; Akkerman & Meijer, 2011; Dewey, 1933; English, 2013; Schön, 1983; 1987; Tsui & Law, 2007). Therefore, educators should consider interruptive experiences as constructive, pedagogical experiences, which they can use for explicating student teachers' personal interpretative frameworks in their professionalization. Educators might even consider deliberately evoking interruptive experiences (Creemers, Kyriakides, & Antoniou, 2013; Dewey, 1933; 1938b; Meijer, 2011; 2014). English (2013) describes how educators often avoid having their students struggle or become distressed, and instead think only of solutions or standardization (see also Biesta, 2014a). Biesta (2014a) argues that experiencing an interruption is part of the inherent risks of education and key educational experiences should not be avoided (see also English, 2013; Kelchtermans, 2009; Meijer, 2014). Whatever strategy a teacher educator chooses, he or she needs to be aware of the fact that educators have an active role, even a responsibility, to enhance new teachers' development in becoming reflective practitioners, because this cannot be left to chance (Dewey, 1933; 1938b; English, 2013; Schön, 1987; 1991). Therefore, teacher educators who want to prepare future teachers to cope with the inherent subjective and moral nature of the teaching profession, have a task that adds in an important way to guiding new teachers in accumulating knowledge and skills (Bakker, 2016; Biesta, 2014a; 2017).

1.2.3 Boundary crossing and (dis)continuity

Experiences of interruption that enhance (student) teachers' self-reflections on their professional practices and personal interpretative frameworks have been described in various ways, for instance, as disorienting dilemmas (Mezirow, 1991, 2009), bumpy moments (Romano, 2006), or crises (Meijer, 2011). Key concepts in this study for describing experiences of interruption are boundaries and (dis)continuity. The theory of boundary crossing (Akkerman & Bakker, 2011; Engeström, Engeström, & Kärkkäinen, 1995; Tsui & Law, 2007) uses the metaphor of a boundary to describe how professionals try to (re) position themselves when moving between alternative practices. According to Akkerman and Bakker (2011), "a boundary can be seen as a sociocultural difference leading to discontinuity in action or interaction. Boundaries simultaneously suggest a sameness and continuity in the sense that, within discontinuity, two or more sites are relevant to one another in a particular way" (p. 133). This case study involves several potential boundaries, i.e., between being a student in teacher education and student teaching experiences, negotiating various socio-cultural differences during student teaching, and transitioning from being a student teacher to a newly qualified teacher.

The discomfort of discontinuity is not a state of mind most people appreciate (Kelchtermans, 2009). Experiencing discontinuity can emphasize one's shortcomings and weaknesses, and include a sense of vulnerability (Akkerman & Meijer, 2011; Bakker & Wassink, 2015; Kelchtermans, 2009; Zimbardo, 1999). Akkerman and Bakker (2011) describe professionals who experience discontinuity, generally making attempts to manage the obstacles or challenges that exist between those practices to find a position that 'works' for her [or him]. During attempts at management, professionals are challenged to negotiate and integrate elements from various contexts to provide solutions to problems. This is defined as boundary crossing, and can result in individuals finding a renewed state of continuity in which they find their unique way of operating among multiple communities of practice (Akkerman & Bakker, 2011; Engeström et al., 1995; Tsui & Law, 2007).

Wenger, McDermott, and Snyder (2002, p. 153) argue that new insights and developments often arise at the boundaries between practices. Tsui and Law (2007) describe how teachers and other professionals constantly evolve their professional knowledge by acting, thinking and conversing with fellow practitioners. Engeström (2001) describes such professional development as expansive learning triggered by questioning existing practices. Teachers' attempts to cope with discontinuity also gives insights into who they are, including how they are able to critically shape their response during experiences of discontinuity (Biesta & Tedder, 2007; Emirbayer & Mische, 1998; English, 2013). Teachers' agency makes them unique – it is their potential to do something new (Arendt, 1958; 1977; Biesta, 2014b).

In intercultural studies, integrating and negotiating unfamiliar contexts are usually described in terms of acculturation, cultural adaptation, or a 'cultural fit' (e.g., Leong & Ward, 2000; Ward & Chang, 1997). The concept of boundary crossing has the potential of providing educators with a broader and richer perspective, because it integrates cultural, professional and personal dimensions in understanding student teachers' professional development and can be considered to be a dynamic, never-ending, non-linear process (Akkerman & Bakker, 2011; Akkerman & Meijer, 2011).

1.3 Teachers' personal interpretative frameworks during the transition from student to teacher

1.3.1 Experiential continuity

Both Dewey (1938a) and English (2013) emphasize that openings created when beginning teachers experience an interruption become truly personally significant. The openings occur at a time when the teacher is not only able to reflect upon the nature of the interruption's discontinuity, but when the teacher is able to place the experience within the

context of previous experiences or prior knowledge. Experiential continuity (Dewey, 1938) is a key concept used in this study to understand how a previous international teaching experience continues to influence a new teacher's personal interpretative framework in the two-year transition from student to teacher. In Dewey's perspective (1938a), teachers' professional development is influenced by various experiences in which continuity in experiences matters. Dewey (1938a, p.35) defines an experiential continuum, as "every experience enacted and undergone modifies the one who acts and undergoes, while this modification affects, whether we wish it or not, the quality of subsequent experiences. For it is a somewhat different person who enters into them".

The concept of experiential continuity has a dynamic nature, which was particularly useful to understand the dynamics of beginning teachers' personal interpretative frameworks (Kelchtermans, 2009). Teachers' professional self-understanding and interpretations can change over time (Kelchtermans, 2009), because they are influenced by past experiences, including their biography or character and the present socio-cultural context; this has future implications (Akkerman & Meijer, 2011; Arendt, 1958; Biesta et al., 2015; Goodman, 1988; Kelchtermans, 2009; Mishra & Koehler, 2006). An awareness of an experiential continuum can show newly qualified teachers how they have reflectively come to understand previous experiences (Dewey 1938). This personal awareness contrasts with a lack of reflection leading to routine practices dictated by the past (English, 2013). A reflective practitioner who is conscious of a continuum of experiences also becomes aware of (dis)continuity or transformations in this framework (Dewey, 1938; English, 2013; Schön, 1991), which results in personal and professional growth (see also Akkerman & Meijer, 2011; Alsup, 2006; Rodgers & Raiders-Roth, 2006).

1.4 Research questions

This two-year longitudinal study explored the significance of experiencing (dis)continuity during an international teaching experience for understanding (student) teachers' personal interpretative frameworks. Two other key concepts we explored included personal-moral dimensions in teaching (as an essential dimension of a personal interpretative framework) and experiential continuum (how the previous international teaching experience continues to influence the framework during the first year of induction).

The main research question of this thesis is:

- How does an international teaching experience influence a student teacher's and newly qualified teacher's personal interpretative framework in the professional transition from student teacher to teacher?

The following empirical research questions were derived from the main research question:

Study A: How does a student teacher experience discontinuity during an international teaching experience?

- 1) What examples of discontinuity does a student teacher experience during an international teaching internship?
- 2) When does a student teacher perceive an experience as discontinuity during an international teaching internship?

Study B: How does an experience of discontinuity influence a student teacher's professional development during an international teaching experience?

- 3) How does a student teacher manage experiencing discontinuity during an international teaching internship?
- 4) How do a student teacher's attempts to manage discontinuity influence their professional development?

Study C: How does an experience of discontinuity during an international teaching experience raise a student teacher's awareness of their subjective educational theories?

- 5) How does discontinuity during an international teaching internship make a student teacher aware of a professional beliefs?
- 6) How does discontinuity during an international teaching internship influence the student teachers' reflections on their subjective educational theories?

Study D: How does a previous experience of discontinuity during an international teaching experience affect a newly qualified teacher's current personal interpretative framework?

- 7) Which significant experiences of discontinuity, originating from the international teaching internship, continue to influence a newly qualified teacher's current teaching practices?
- 8) How does discontinuity from the international teaching internship influence a newly qualified teacher's current personal interpretative frameworks?

1.5 Research approach

1.5.1 Design

This study was designed as a qualitative, small-scale case study and was positioned in a social interpretative paradigm, wherein the teacher and his or her perception and meaning-making of the social context was key (De Lange et al., 2010). The design of the study was a two-year longitudinal study, using interpretative phenomenological analysis

(Smith, Flower, & Larkin, 2009). Interpretative phenomenological analysis (IPA) was originally developed for qualitative research in the psychology of health and illness (Biggerstaff & Thompson, 2008; Shaw, 2001; Willig, 2008). IPA is an approach to qualitative research that explores personal lived experiences in detail to determine how people are making sense of their personal and social world in retrospect (Shinebourne, 2011). IPA is based upon three theoretical underpinnings: phenomenology, hermeneutics and ideography. IPA aims to explore and understand the unique meaning of an experience from the participant's point of view to obtain a rich ideographic account of the participant's individual experience (Smith & Osborn, 2003; Smith et al., 2009). IPA also aims to examine how the meaning individuals assign to a significant experience relate to the person's individual and cultural context, and the experiences of others (Hood, 2016; Shaw, 2001). A final aim of IPA is to reconstruct the experience and its meaning for the individual (Smith et al., 2009).

The epistemological position of this study is phenomenological, and focuses on experiences of discontinuity. Huberman and Miles (2002) describe a phenomenological study as an attempt by the researcher to find fundamental essences in an experience. The central concern of phenomenology according to Finlay (2009, p. 474), is a "return to embodied, experiential meaning, to seek fresh, complex, vivid descriptions of a phenomenon (a human experience in all its complexity) as it is concretely lived". Lived experiences are a representation of human experiences, choices, and options and how those factors influence one's perception of knowledge (Given, 2008). The participant's descriptions of what they perceived as significant personal experiences (Smith et al., 2009) gave insight into various experiences of discontinuity that occurred during their international teaching internships. Participants described those insights in retrospect, and included self-reflection and sense making.

A second aspect in our phenomenological approach was a focus on daily classroom situations. This type of phenomenology is described by Kelchtermans (2012) as "little phenomenology". Finally, the phenomenological approach was also key to understand experiential continuity, which is when the new teachers recognized how their previous international experience influenced their work or professional self-understanding in the present.

IPA is (as its name suggests) interpretative, and involves a double-layered hermeneutical analysis. A double-layered hermeneutical analysis means that the first circle of analysis is the participant making sense of the experience. The second circle involves the researcher making sense of the participants' accounts (Shinebourne, 2011; Smith et al., 2009). Therefore, IPA is more suitable for gaining deep insight into participants' experiences, while it demands high-level intrinsic expertise from the researcher(s). In the context of this particular study, this meant that the main researcher (meaning the PhD-candidate) had

lived and worked abroad, was knowledgeable of what it means to live and work abroad, and had professional expertise in teaching and teacher education. According to IPA, the researcher also has to be aware of their conceptions. This hermeneutical process makes it important for the researcher to have a professional distance, while simultaneously being empathic and knowledgeable. One of the ways to keep professional distance can be accomplished by participant selection (Smith et al., 2009). The other methodological tools are a member check and audit trail (Akkerman, Admiraal, Brekelmans, & Oost, 2008). A member check was used during several stages of the study and a more elaborate audit trail was performed for the first two studies, which formed the basis for the two studies that followed.

Another important aspect for researchers using IPA is to give rich, idiographic descriptions. The process of analysis for an IPA study is based on an idiographic commitment to work one case at a time, one step at a time and is largely inductive by drawing out ‘the most interesting and most important aspects’ of a participant’s account (Smith et al., 2009, p. 99). After this has been completed for all cases, the researcher looks for patterns and themes across cases, while simultaneously acknowledging the unique nature of individual experiences (Hood, 2016; Smith et al., 2009). This study used a combined inductive and deductive approach (Boeije, 2010) in our analysis. Experiences of discontinuity, including its personal and moral dimensions were analysed in an inductive way, while its meaning for the new teachers’ professional development were analysed deductively using Kelchtermans’ (2009) description of the personal interpretative framework, Luttenberg, Oolbekkink and Meijer’s (2017) typology of reflections, and Akkerman and Bakker’s (2010) description of boundary crossing and attendant learning mechanisms.

1.5.2 Participants

Researchers who use IPA are especially interested in how people make sense of major life experiences through their narratives in retrospect and are usually designed as a case study including a small number of participants (Smith et al., 2009). The sample of participants is usually quite small due to the detailed and intensive nature of the analysis (Hood, 2016).

The four studies are based upon a within-case analysis of individual case studies conducted with (former) student teachers from an international teacher education programme at a Dutch university. In this programme, all courses are taught in English. Specific attention is paid to intercultural competencies and pre-departure preparation. Student teachers do two teaching internships: the first at an international or bilingual school in the Netherlands and the second at a secondary school abroad in several global regions such as the United Kingdom, Scandinavia, Eastern Europe, Southern Africa, Northern America and the

Caribbean. Alumni usually are assigned to jobs in various types of secondary schools, but can work in higher education.

The selected programme has an international internship. Self-reflection on critical incidents and professional development in a cross-cultural setting is a key element of this teacher-training programme. The author of this dissertation works at another Dutch university, thus, he was assumed to be able to maintain a professional distance and avoid the risk of being subjective due to pre-existing knowledge while collecting and analysing data. The latter is an important methodological consideration since the researcher's interpretation of the teachers' significant experiences was important in data analysis.

- For study A and B (addressing research questions 1-4) the research sample consisted of eight student teachers in a Dutch teacher training programme. Student teachers of a given year were approached to participate based on the variation in their destinations and teaching subjects. Eight student teachers gave their consent and participated voluntarily.
- For study C (addressing research questions 5-6), all alumni of the same Dutch teacher training programme were approached. Out of 72 alumni, 33 were willing to participate and gave their consent to participate. Those alumni also included the participants from studies A, B and D.
- For study D (addressing research questions 7-8), the eight student teachers from study A and B were asked to participate when they began working as novice teachers. From the original eight teachers, six teachers agreed to participate and all six had participated in all four studies.

1.6 Overview

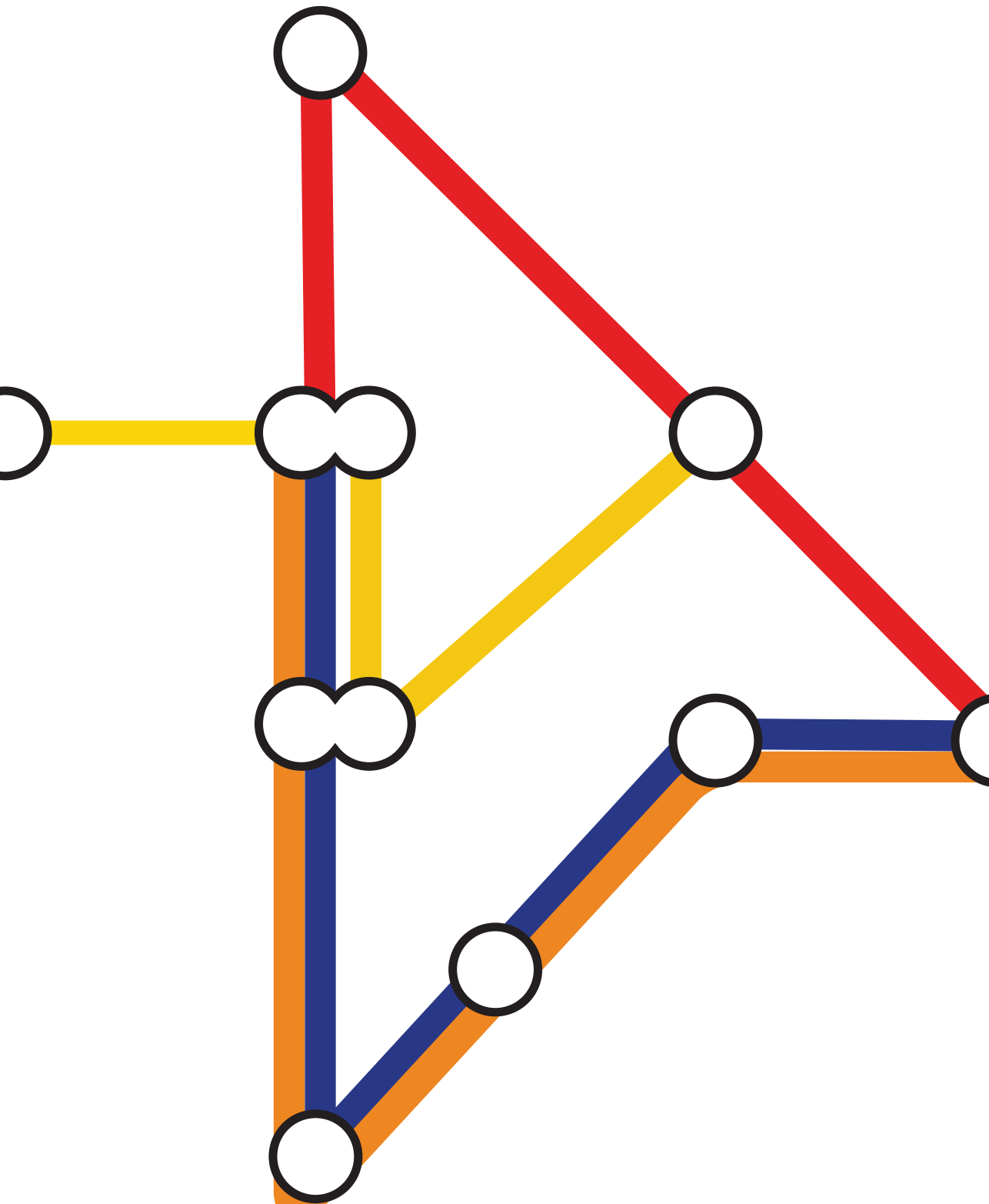
This thesis includes six chapters, including a general introduction, four empirical studies and conclusion and discussion. Chapters 2 to 5 represent four articles submitted for publication at the time of writing.

Chapter 2 (Study A) focuses on the description of discontinuity during an international teaching internship, when student teachers perceived a socio-cultural difference as challenging or as an obstacle hampering their actions or interactions. The main objective of this study was to explore eight student teachers' perceptions of experiences of discontinuity to expose the experiences wherein their professional learning originated. Study A explored these experiences of discontinuity during an international teaching internship using the theory of boundary crossing.

The objective of chapter 3 (Study B) was to describe how student teachers make attempts to cope with discontinuity in a cross-cultural setting, in order to re-establish continuity. The focus of this study was on the learning potential of the attempts to cope with discontinuity. The assumption was that an experience of discontinuity with learning potential would also have the potential to become an example of experiential continuity during the student teacher's induction phase. Study B analysed the experiences of discontinuity found in study A using four types of learning mechanisms: identification, coordination, reflection and transformation.

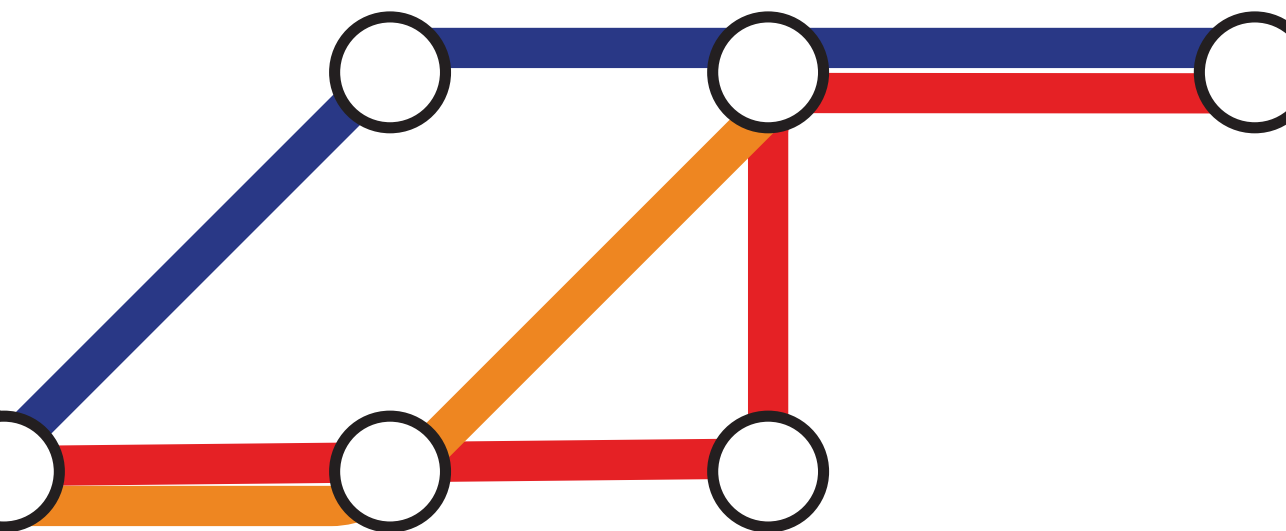
Chapter 4 (Study C) focused on experiences of discontinuity in daily classroom situations. Study C was based on the results of studies A and B. Those findings demonstrated that student teachers' beliefs were key aspects in experiences of discontinuity and for determining how they responded to discontinuity. The aim of Study C was to understand how a bumpy moment raises a student teacher's awareness of their professional beliefs, and makes them reflect upon their subjective educational theories. This study analysed the participants' reflections on various bumpy moments and described what this meant for their personal interpretative frameworks.

Chapter 5 (Study D) described and analysed examples of an experiential continuum, based on the significant examples of discontinuity found in Studies A and B. The aim of this study was to understand how an experience of discontinuity that occurred during an international teaching experience, could affect a newly qualified teacher's personal interpretative framework in the induction phase and what this means for the newly qualified teacher's professional development.



CHAPTER 2

STUDENT TEACHERS' BOUNDARY EXPERIENCES DURING
AN INTERNATIONAL TEACHING INTERNSHIP



This chapter is submitted for publication in adapted form as: Mesker, P., Wassink, H., Akkerman, S., & Bakker, C. Student teachers' boundary perceptions during an international teaching internship.

Abstract

A boundary is a metaphor for an experience of discontinuity wherein a socio-cultural difference is perceived as a challenge or obstacle in action or interaction. This case study explores eight student teachers' perceptions of boundaries during an international teaching internship to identify where experiences of professional learning originate. We found four types of boundary experiences related to discontinuity: (1) existing pedagogical approaches, (2) personal aspects, (3) a specific school type or culture, and (4) the world outside the classroom. Results suggest that the learning potential of experiencing discontinuity resides in situations where student teachers' beliefs are being questioned, thus making the student teacher aware of their implicit beliefs. Student teachers' attempts to reposition themselves while experiencing discontinuity resulted in questioning their existing ways of thinking and acting. Everyday teaching approaches were no longer always taken for granted, thus opening alternate perspectives. In this study, student teacher experiences of discontinuity had various dimensions (cultural, professional, and personal), which also determined their learning potential.

Keywords: boundary, socio-cultural difference, discontinuity, international teaching internship, professional development.

2.1 Introduction

When learning one's original culture, the entire surroundings, including family, community and institutions, support such efforts, and there is little discontinuity in what one already knows and what one is expected to learn. When learning a second culture, one comes into immediate conflict between the culture of the self and the new culture to which one is exposed. Reconciling these differences is critical to successful adjustment and subsequent learning (Cushner, 2007, p. 37).

Multiple studies have described the positive professional learning outcomes related to international experiences, such as building cultural awareness and sensitivity, and emphasizing how education abroad can be an important catalyst for student learning and development (Cushner & Mannon, 2002; Einfeld & Collins, 2008; Hammer et al., 2003; Marx & Moss, 2011; Zimmermann & Neyer, 2013). However, educators still have limited insight into how student teachers construct these understandings (Brindley, Quinn & Morton, 2009; Tran, 2012), or how students' learning and development transpires during student teaching experiences abroad (Fee & Gray, 2013; Gleeson & Tait, 2012; Marx & Moss, 2011; Tan & Allan, 2010; Trilokekar & Kukar, 2011; Vande Berg et al., 2012). There are a small number of studies documenting how shared cultural understandings relate to individual interpretations (Malewski & Phillion, 2009) or taking into account that not all international experiences are beneficial (Gleeson & Tait, 2012; Savicki, 2010). And in the field of teacher education, a limited body of empirical research exists about student teachers' experiences during international teaching internships, and how trainee teachers perceive its value for their own professional development (Tan & Allan, 2010).

Teacher educators who find it difficult to capture student teachers' professional learning during an international placement should contemplate paying more attention to instances when professional learning begins, rather than (positive) learning outcomes or overall effects (Biesta, 2014a; English, 2013; Malewski & Phillion, 2009; Marginson, 2014; Selby, 2008; Walters Garii, Walters, 2009). Several studies have indicated that students abroad are being positioned in disequilibrium between disparate cultures or practices, and experience uncertainty and ambiguity, and both have learning potential (Akkerman & Bakker, 2011; Cushner, 2007; Che, Spearman, & Manizade, 2009; Malewski & Phillion, 2009; Marginson, 2014; Vanassche & Kelchtermans, 2014; Wenger, 2000). Schön (1987) has characterized such indeterminate, unexpected or problematic situations as the 'swampy zones of practice'. Dewey (1933; 1938) contended that experiences filled with confusion, perplexity, error, or frustration, actually lay at the very core of learning. During an international teaching internship, student teachers become temporarily part of the traditions and

values of an international school culture. This is an unfamiliar teaching context in which student teachers frequently have to (re)position themselves to find a (new) way of working that functions and feels 'good' (Akkerman & Bakker, 2011; Biesta, 2014a; Marginson, 2014).

A greater focus on student teachers' lived experiences, rather than just outcomes, is also salient since students' professional development during teaching abroad has multiple dimensions (Gonzalez-Loureiro, Kiessling, & Dabic, 2015). An international teaching context can enhance various positive forms of professional and personal development (Cushner, 2007; De Grosbois, Kaethler, & Young, 2010; Pence & MacGillivray, 2008; Weber-Bosley, 2010), but might also result in discontent and distress (Gleeson & Tait, 2012; Savicki, 2010). According to Cushner (2007, p. 36), 'the international lived experience sets the stage for developing a consciousness of multiple realities and serves as the stimulus that prompts new learning'. The student's perspective is key for understanding how an international experience is gradually reflected in their development (Tan & Allan, 2010). Teacher educators who fix their attention on experiences of disequilibrium can gain a richer understanding of the students' professional learning, which can then in turn be used in teacher training programmes (Biesta, 2014a; Cushner, 2007; English, 2013; Kelchtermans, 2009; Korthagen, 2017).

The main aim of this case study was to explore student teachers' perceptions of instances of disequilibrium to expose experiences wherein student teachers' professional learning originated.

2.2 Boundary experiences during an international teaching internship

This case study uses the theoretical concept of a boundary experience to describe international teaching experiences wherein student teachers feel they are positioned in disequilibrium between cultures and professional practices. The theory of boundary crossing (Akkerman & Bakker, 2011, 2012; Engeström et al., 1995; Tsui & Law, 2007) uses the metaphor of a boundary to describe experiences when professionals are positioned in disequilibrium between various practices. Akkerman and Bakker (2011, p. 133; 2012, p. 10) define a boundary as 'a socio-cultural difference between different practices, or cultures, which is perceived as an obstacle, or challenge, leading to discontinuity in action or interaction'.

An international teaching experience offers several opportunities for studying boundary experiences. Educators generally expect that students situated in an unfamiliar interna-

tional context find their existing beliefs and modes of action do not always function, and these socio-cultural differences can enhance student teachers' professional development (Cushner & Brennan, 2007; Fives & Buehl, 2012; Marginson, 2014; Stachowski & Sparks, 2007). When studying boundary experiences, it is important to be aware of the unique nature of discontinuity, and to avoid focusing on overall outcomes or only culture (English, 2013). Student teachers are likely to experience socio-cultural differences while working in a new educational system and an unfamiliar school culture (e.g. Pence & Macgillivray, 2008; Zihou et al., 2008), living in an unknown culture (e.g. Jang & Kim, 2010; Zihou et al., 2008), or handling multiple socio-cultural differences without their existing social network (e.g. Hendrickson et al., 2011; Montgomery, 2010).

When students perceive a socio-cultural difference as a boundary, this is the key experience of discontinuity. Discontinuities vary and may be experienced as transient, dramatic first-time, cyclical, or cumulative events (over time) (Zimbardo, 1999, p. 360). English (2013, p.114) describes discontinuity as physical, emotional or existential moments when an individual encounters something new or unfamiliar. This encounter disturbs the individual's planned or desired course. Whether a socio-cultural difference is experienced as discontinuity by student teachers or not is subjective, culturally and historically informed and context-dependent (Akkerman & Bakker, 2011; English, 2013). Student teachers who experience similar socio-cultural differences (e.g., in classroom management) may or may not experience discontinuity. The value of experiencing discontinuity resides in the fact that the struggle caused by an encounter with something unfamiliar or unexpected can turn into a critical stage of learning, exploring, or experimenting as a professional attempts to bridge the worlds he or she lives and works in (English, 2013; Tsui & Law, 2007; Waitoller & Kozleski, 2013; Ward, Bochner and Furnham, 2001).

Building bridges between disparate practices comes in various forms and shapes and might compel a person or a practice to self-reflect on the importance of negotiating the contextual, social and cultural meaning outside of their familiar educational environment. Such forms of intersubjectivity can include the co-construction of knowledge, or broaden someone's professional repertoire (Akkerman & Bakker, 2011; Dooley & Villanueva, 2006; Finlay, 2008; Goodwin, 2010; Waitoller & Kozleski, 2013; Walker & Nocon, 2007). Attempts to bridge other worlds and practices are defined as boundary crossings (Akkerman & Bakker, 2011; Tsui & Law, 2007). In intercultural studies, the process of bridging cultures is usually described as cultural adjustment or adaptation to the new culture (e.g. Hofstede, 2005; Ward et al., 2001).

In this case study, we explore instances wherein student teachers perceive a boundary experience, and in which their professional learning is (potentially) rooted. We present the

various types of boundaries perceived by eight student teachers during their international teaching internships.

2.3 Method

2.3.1 Data collection and participants

This study is designed as a qualitative, small-scale case study using an interpretative research approach (Borko, Withcomb & Byrnes, 2008; Smith et al., 2009) to understand how the student teachers perceive boundaries. Borko, Withcomb & Byrnes (2008, p. 1025) describe how interpretative research ‘seeks to perceive, describe, analyse, and interpret a specific situation or context, preserving its complexity and communicating the perspectives of the actual participants’. Participants in this study include eight student teachers from a Dutch teacher education programme at a Dutch university. The participants were approached to participate based on the variation in their study abroad destinations and teaching subjects. All gave their consent to participate. This teacher education programme was selected because it has a specific focus on international education and includes an international internship. The programme is taught in English and specific attention is paid to intercultural competencies and pre-departure preparation. Students conduct two teaching internships: the first at an international or bilingual school in the Netherlands and the second at a secondary school abroad in the United Kingdom (UK), Scandinavia, Southern Africa or the Caribbean. Our study focuses on the second, international internship when students are abroad for three months.

2.3.2 Data sources

Four data sources were created and consulted. These included a personal biography of each student teacher, two individual inventories of perceptions of socio-cultural differences and individual interviews. Before departure, each student teacher wrote a personal biography describing their social backgrounds, educational careers, international experiences, and affiliation with various themes related to internationalisation and expectations. Student teachers completed an (identical) questionnaire during their internship on two occasions. This questionnaire addressed perceived professional and personal socio-cultural differences. Finally, each student teacher was individually interviewed upon return using a semi-structured guide to explore socio-cultural differences and experiences of discontinuity. All student teachers checked their individual transcripts of these interviews.

2.3.3 Data analysis

In this study, a boundary was defined as a problematic or challenging socio-cultural difference leading to discontinuity in action or interaction (Akkerman & Bakker, 2011;

2012). Based on participants' self-reporting, we identified and constructed the perceived boundaries the student teachers described in their narratives. The boundaries the eight participants described were analysed using a narrative inquiry approach (Connelly & Clandinin, 1999). Individual data sources were analysed in several rounds using NVIVO for open and axial coding (Boeije, 2010; Corbin & Strauss, 2008). The first round of coding focused on identifying the individual socio-cultural differences and similarities the student teachers described, which resulted in six thematic coding categories: teaching aspects, interpersonal interaction, intrapersonal aspects, school culture, cultural aspects and social-economic aspects. All codes were cross-checked with the student teachers' individual biographies to establish whether or not those themes had also played a role in their teaching before their stay abroad.

Next, the instances of discontinuity that student teachers described in their interviews and inquiries were examined to categorize the socio-cultural differences they had perceived as an obstacle or challenge. Based on the analysis (Table 2.1), 15 boundary experiences were constructed.

An audit trail procedure (Akkerman, Admiraal, Brekelmans & Oost, 2008) was used to examine the analytic choices of identifying boundaries for validation of the research approach in general. The three generic criteria of the audit trail were visibility, comprehensibility and acceptability. The main points of discussion in the audit trail report addressed the methodological choices for identifying boundaries, as well as the theoretical question of whether or not all boundaries were necessarily problematic and/or challenging. The results of the audit trail were used in the final data analysis.

Table 2.1: Analytical steps and analytical strategy used in this study

Analytic step	Analytic process	Analytic strategy
1. Identified socio-cultural differences student teachers perceived as a boundary.	Examined and compared narratives of student teachers' discourse and utterances illustrating a situation or experience perceived as problematic or challenging.	Open theme coding [#]
2. Constructing perceived boundaries	Identified 15 boundaries*	Axial theme coding [#]

**The 15 identified boundaries are described in Table 2.2*
(Corbin & Strauss, 2008)

2.4 Results

The exploration of the student teachers' experiences of discontinuity during an international teaching internship resulted in the construction of 15 boundaries displayed in Table 2.2. The student teachers' verbal and written statements described various professional or personal situations that at first sight appeared to be similar, however, one student teacher may have perceived the situation as a boundary, while another did not. Thirteen boundaries were unique experiences. Two boundaries, regarding teacher-pupil interaction and expectations of the role of a teacher (Table 2.2: boundary numbers 1 and 7), were perceived by more than one participant. This can be explained by the fact that two student teachers taught in the same school and apparently perceived the socio-cultural difference in a similar way.

We found 12 boundaries that the student teachers perceived as (negative) obstacles, and 3 boundaries the participants perceived as a (positive) challenge. Whether the student teacher perceived a boundary as an obstacle or challenge made a difference in how they experienced discontinuity.

In the 12 boundary experiences the participants perceived as an obstacle, their written and verbal statements described situations wherein they struggled to find a position that 'worked'. In most boundary experiences, this struggle lasted throughout their internship. Some boundary experiences lasted a few weeks (e.g., Table 2.2: boundary 11), wherein a student struggled with a language barrier. Some perceived obstacles were rather extreme, such as domestic violence or a pupil's suicide (Table 2.2: boundaries 3, 6 and 7). The student teachers' reflections were often focused on the present. What most of the boundary experiences had in common was the fact that clear-cut solutions for the obstacles rarely existed. The students' struggle with boundaries triggered a key question: 'To what extent do I want to adapt or reposition, in order to handle the obstacle?' This question forced the participants to think about existing professional or personal beliefs they valued.

Three examples of boundaries originated from positively challenging experiences. Although the three boundary experiences were positive, the boundary still pre-occupied the student teachers during most of their internships and also motivated them to think about their position in negotiating disparate cultures and practices. In contrast to the obstacles, the students' reflections on challenging boundaries were also future oriented. The student teachers described how the challenge inspired them in their professional lives, felt rewarding and made them aware of possible future ambitions.

Table 2.2: Boundaries perceived by student teacher(s) during an international teaching internship including negative obstacles and positive challenges

<i>Negative boundary obstacles perceived by student teachers</i>	
1	how pupils and mentors are accustomed to teacher-centred activities, including a power distance between teacher and pupils
2	the fact that she teaches in a school where many pupils have a socio-economic background different from hers, including poverty (affecting their behaviour at school and perspective on life)
3	many pupils' relatively complicated domestic situations
4	life on your own in a boarding school is lonely, while in the Netherlands she has family and friends to rely on
5	student teacher's bi-cultural background is confronting, since her personal values not necessarily valued in the Netherlands, are important and valued in Southern Africa
6	the (school) culture is rather strict about distinguishing parents' and teachers' responsibilities regarding domestic problems and violence
7	an alternative perception of what a good teacher is in a boarding-school culture, including a difference in how to interact with and care for pupils
8	difficulties in teacher-pupil interaction for a male teacher working in a girls' school
9	the student teacher perceives teaching in a strict school culture with many rules
10	to teach in an environment where few activities are planned or controlled
11	language barrier, including local teachers' unwillingness to switch to English
12	to feel unsafe as a woman in Southern Africa
<i>Positive boundary challenges perceived by student teachers</i>	
13	poverty and polarization in a voluntary project in a township as positively inspiring
14	lack of authority and power distance at school and in the classroom as a positive socio-cultural difference
15	difference in the professional ambitions of her colleagues in the teaching internship, which positively sparks her professional ambitions

2.4.1 Types of boundary experiences

Within the 15 boundaries (Table 2.2), four types of boundary experiences can be distinguished wherein the student teachers' professional learning is (potentially) rooted:

- 1) Discontinuity is related to existing pedagogical approaches and student teachers perceive boundaries in teaching aspects (boundary experiences 1 and 14).
- 2) Discontinuity is related to personal aspects. Student teachers perceive boundaries of a personal nature reflected in their private life, or their teaching practice (boundary experiences 4, 5, 10, 11, 12, and 15).
- 3) Discontinuity is related to specific school type or culture. Students perceive a boundary in their teaching practice, which is the result of the school culture or school type of the school where they are interning (boundary experiences 7, 8, and 9).

- 4) Discontinuity is related to the world outside the classroom. Student teachers perceive a boundary where the local socio-cultural context influences their profession or teaching practice (boundary experiences 2, 3, 6, and 13).

We now describe each of the four types of boundary experiences and provide examples.

2.4.2 Boundary experiences wherein discontinuity related to existing pedagogical approaches matters

The two boundary experiences (Table 2.2) explicating discontinuity in existing pedagogical approaches concerned teacher-pupil interaction. We found one example of an obstacle (boundary experience 1), and one example of a positive challenge (boundary experience 14). We highlight both cases, to compare an obstacle and challenge in a similar teaching aspect.

The boundary perceived as an obstacle (boundary experience 1) was described by three participants teaching in the same Southern African school. The discontinuity that the student teachers described was caused by the fact that they experienced a sharp contrast in pedagogical approaches. In the internship school, a teacher-centred pedagogy was expected from teachers, while the Dutch student teachers were mostly trained to teach in a student-centred way. The problematic interaction with pupils further enhanced the student teachers' experiences of discontinuity. Pupils were accustomed to teacher-centred classes and did not always respond well to the student teachers' attempts to incorporate some student-centred activities in their lessons.

One of the participants, Suzanne, perceived the teaching methods she used at school as problematic, compared to the ones she had been taught in her teacher-training programme.

I experienced difficulties with teaching pedagogy. I believe that in-depth knowledge and student-centred activities are important (...) In [Southern Africa] that type of teaching is almost 'not done'. The teacher is in charge, gives a monologue, and the pupils start working on the assignments. That's a way of working I cannot relate to (...) and something I found really difficult. I could organize student-centred activities, but that would get me into problems, because I would lag behind in the overall curriculum planning.

The student teachers made individual attempts to find their position in the disequilibrium of the disparate teaching approaches. Although it appears to be a struggle that could not really be solved, the importance of the experience of discontinuity resided in the fact that

it raised an awareness of the value of an existing professional belief. Although Suzanne still values her existing pedagogical approach, her position has moved to an understanding that in another context alternative teaching approaches are also valuable.

Pupils from different cultures, learn differently and have different learning strategies. A teaching strategy that was taught to them. [Southern African] pupils can listen really well, compared to Dutch pupils. In the Netherlands you have to offer various teaching activities to make pupils work (...) In [Southern Africa] pupils like to listen to long stories, and prefer teacher-centred activities. I have learned to appreciate that as well.

In another boundary experience (14), Simone had almost the opposite experience at her Scandinavian school compared to Suzanne. Simone described how the apparent lack of authority and power distance at her school was rather confusing at first, especially because she expected this pedagogical approach to be problematic.

I thought that I would have a lot of difficulty in teaching in [Scandinavia], because I am very direct. In the Netherlands I had quite an authoritarian teaching approach. My mentor literally said: ‘you have to prepare yourself on this teaching aspect, because they are very different down there’.

Simone perceived a boundary in Scandinavian teaching pedagogy. Pedagogy proved to be a key issue during her internship, but in a positive way. In Scandinavia, teacher-student interactions are very informal and with little hierarchy. In the beginning, this felt a bit awkward when Simone had to find her position. For example:

... when you want to change something in the curriculum, you always have to consult the pupils (...) In the Netherlands you can just decide to give an extra test, that’s not allowed here. In [Scandinavia], when you want to take some more time to discuss the Cold War, instead of discussing European integration, you definitely have to ask permission.

Simone’s perception of this boundary soon changed from surprise and puzzlement towards being inspired by the different pedagogical approach.

It’s like dealing with a brother or sister, very informal, but pupils still respect you. I really appreciated this way of working (...) The [Scandinavian] way of teaching was not that different from the Dutch way, but it was just something I wasn’t used to in teaching (...) I started to focus more on the

pupils instead of me. I wasn't so pre-occupied anymore with how I stood, or what I did, but rather whether pupils had understood what we discussed (...) It made me wonder: 'have I played a role during my first internship in the Netherlands? What was it that made me teach that way?'

2.4.3 Boundary experiences wherein discontinuity related to personal aspects matters

In the boundary experiences (Table 2.2), where discontinuity in personal aspects mattered, student teachers' character (4 and 10), biography (5), emotions (11 and 12) or ambitions (15) determined their perception of a boundary during the teaching internship. The personal nature of the boundary experiences often made the experiences more intense.

Discontinuity made the participants aware of the thin line between their personal and professional lives. For example, Suzanne (with a bi-cultural background), found that personal values, such as humility and respect, although not necessarily valued in the Netherlands, were important and valued in Southern Africa. Suzanne struggled with how to find her position between disparate values during her internship.

The more personal nature of the boundary experience also made it more difficult to share the obstacle or challenge with others. This was especially problematic in an international context wherein the students had to operate without their familiar social network. Ellen specifically addressed this problem in her boundary experience (4).

Personal boundary experiences can trigger stronger emotions. For example, Simone felt isolated for weeks because her Scandinavian colleagues refuse to speak English with her. She felt especially frustrated, because she had participated on her own initiative in a pre-departure training including a language course. Simone felt like an outsider and perceived her experience as a culture shock. Janet's boundary experience (12) described how she found it difficult to be constantly on her guard because of safety issues in Southern Africa. Janet felt she had to be careful at all times, plan ahead and depend on travelling with others. This particular boundary experience was different from the others because it was not determined by the school context.

Paula experienced discontinuity where personal aspects matter, because her personal outlooks on life clashed with a difference in life perceptions in the Caribbean. She described how she was well organised and liked to plan ahead. Paula struggled upon arrival with the fact that not everything in the Caribbean is planned, and people don't always keep promises. This struggle was also reflected at school.

I had a problem in adapting to this attitude [in the Caribbean] of ‘what can’t be done today, will be done tomorrow’ (...) It was really difficult for me, because that’s not how I am. For example, I had to prepare my lesson materials way ahead, because as a teacher you were not allowed to make your own copies, which was a task of the caretaker. The problem was that it could take a day, but it could also take five days.

Paula described how she struggled with this discontinuity, which arrived in various shapes and forms throughout her internship. She knew that the discontinuity she experienced was mainly caused by her character and expectations, while she simultaneously understood that she had to make some adaptations.

My mentor [in the Caribbean] sometimes said: ‘And what if something doesn’t go as planned, so what? What happens then?’ You learn that indeed nothing happens. In the Netherlands I would always take care not to reach that point, where there are consequences. [In the Caribbean] this is something that cannot be avoided (...) I can plan my life there, but you need to let things go, otherwise you become very unhappy.

Paula’s description of this boundary experience (10) shows how her repositioning during the internship felt temporary, but was still important.

I don’t think I would be able to live [in the Caribbean] (...) In order to be successful there, you really need to adapt. I managed to adapt during the time of my internship. (...) [In the Caribbean] I noticed that I shouldn’t worry so much (...) I have become confident, also because I had to be more flexible during the internship.

2.4.4 Boundary experiences wherein discontinuity related to a specific school type or culture matters

We found three boundary experiences wherein discontinuity in a specific school type or culture matters (7, 8 and 9). This type of boundary experience was caused by experiences of discontinuity wherein student teachers faced an unfamiliar school culture, or because they taught in a special school setting such as a boarding school or a girls’ school. Three boundary experiences (2, 8, and 9) occurred at a Southern African girl’s school, with strict rules and regulations about what was expected from teachers as well as students. Marc’s boundary experience (8) was somewhat unique, because he described how teaching at this girls’ school as a male teacher caused additional obstacles in his interactions with female pupils. Ellen and Adriana describe a similar boundary experience (7), because they

taught at a boarding school. Both students and staff resided at the school complex, which had an effect on teachers being available at all times, and how teachers and pupils interact.

From the start of her internship, Janet was shocked by the number of rules in her Southern African school.

We received a booklet with all the school rules that applied to teachers (...)
I was so afraid to do things wrong, because there were so many rules (...)
In the Netherlands you also have different types of rules, but most of them are not written down. In [Southern Africa] there were rules how you have to look like, how to dress, what you can and can't do, and so on (...) That was my first culture shock where I thought: 'I am not sure if I'm fit for this, or whether I will persevere'.

Janet gradually understood that the discontinuity she experienced was more than rules, the broader context was hierarchy and power distance.

There was a clear hierarchy in the school, between pupils and teachers, but also between beginning and experienced teachers. (...) There were for example court yards in the school, where teachers were allowed to walk and pupils were not (...) At the very first day all students interning were assigned to a specific table in the teachers' room. It turned out to be the table we were expected to sit during the whole internship (...) One funny example. We wanted to drink a cup of tea. My fellow student just picked a few cups. A teacher said: 'No, no, no! Those cups are from the head mistress, you are not allowed to use those!'

Janet described how she tried to position herself in this school culture during her internship:

I was very careful (...) I also checked with colleagues what was allowed (...) I think it took about one and half month when I thought: 'I think I get it' (...) I noticed for example that not all teachers precisely dressed according to the rules (...) I discovered that not everything was as strict as what was written down (...) You get sort of used to it.

2.4.5 Boundary experiences wherein discontinuity in the world outside the classroom matters

The student teachers described four boundaries wherein the outside world had an influence on participants' experiences of discontinuity within the classroom. In four boundary experiences (2, 3, 6 and 13), the students experienced discontinuity in how pupils' domestic situations had influence in the classroom. Pupils' problematic domestic situations were caused by the local socio-economic context. For example, Amy taught in a relatively poor area in the UK with high unemployment rates. The difficult socio-economic context was reflected in various aspects within the school, such as an emphasis on child safeguarding. This context demanded a new position from Amy, who needed to be more than a subject teacher for her pupils (boundary experience 2). In the other boundary experience (3), Paula found her pupils' behaviour in the classroom problematic for her teaching. She found that some of her pupils suffered from families with a divorce and domestic violence. She understood that this was a type of discontinuity she could not really solve, but also raised an awareness of the importance of pupil's domestic situations. Janet perceived a boundary experience (6) at her internship school when one of her pupils suffered from domestic violence. Janet's experience of discontinuity went beyond domestic violence and addressed a key belief – teachers have a responsibility to protect students. Janet's position was that the school had to talk with the parents, while her local colleagues argued that teachers should not intervene in domestic situations.

During one of his trips abroad, Marc visited an orphanage school in a Southern African township that was successfully run by volunteers.

We visited a school (...) for children without parents, or at least their parents couldn't take care of them. Those children are left behind (...) At first you think as a teacher: 'This is something I can use during my lessons' (...) There's so much bad publicity on various development projects, that it doesn't work, or that people are made dependent of this help (...) This experience showed me that such small-scaled projects work.

Marc's boundary experience (13) proved to be an intense and confronting situation, which did not influence his internship at the time, but went beyond the boundary experience.

You observe the circumstances in [Southern Africa], with its polarization, inequality, poverty and racism (...) that makes quite an impression (...) Sometimes you experience something, for example a concert which you attend and then it makes a temporary impression. You think about it for a few days and that's it. But sometimes an experience really hits you (...) and

you think that this an experience which can have some meaning later on in your life (...)

The boundary experience challenged Marc to think about the teacher he wanted to become as well as the possible consequences for his private life.

I do not exclude that I will do similar voluntary work in the future. It's not like I will change all my future plans and throw my life around. That's not what I mean. (...) It is an experience that sticks to you, rather than just a memory (...) This goes deeper.

2.5 Conclusion and discussion

In this case study, we described and analysed 15 boundary experiences (Table 2.2) that eight Dutch student teachers described during their international teaching internships to expose the roots of (potential) professional learning.

English (2013, p.114) describes discontinuity as physical, emotional or existential moments, that disturb an individual's planned or desired course. As we expected beforehand, the fact that the student teachers were positioned in disequilibrium between disparate cultures and practices evoked situations wherein the student teachers experienced discontinuity (Akkerman & Bakker, 2011; Bennet, 2008; Malewski & Phillion, 2009; Marginson, 2014; Wenger, 2000). We found examples of the moments that English' describes in the four types of boundary experiences we identified as boundary experiences related to discontinuity in (1) existing pedagogical approaches, (2) personal aspects, (3) specific school type or culture, and (4) the world outside the classroom.

The examples of boundaries we found frequently led to unclear, temporary or indeterminate endings. This study shows that educators who are interested in the origin of student teachers' professional learning during international teaching internships, should focus on student teachers' (re)positioning during problematic or challenging situations. We found several examples of situations wherein an international teaching experience made the student teachers begin to question either their existing ways of working and thinking, or that of colleagues in the internship schools. Such questioning is an important aspect of discontinuity (English, 2013), which in this study resulted in student teachers' attempts to find a (new) position in the disequilibrium. The student teachers' (re)positioning can be an important beginning of their professional learning at the beginning of the co-construction of their professional knowledge (Akkerman & Bakker, 2011; Pence & MacGillivray, 2008;

Tan & Allan, 2010), or in raising an awareness of what they believe to be important in their teaching practices (Biesta, 2014a; Marginson, 2014).

The constructed boundary experiences can provide teacher educators with insight into sources of the student teachers' beliefs (Levin & He, 2008; Martínez, Castro, Vystrcilová, & Mogliacci, 2017). The student teachers' perception of a boundary begins during situations when they encounter something new or unfamiliar (Akkerman & Bakker, 2011; English, 2013; Malewski & Phillion, 2009; Marginson, 2014) and experience it as discontinuity and wherein their beliefs are being addressed in a positive or negative way. In various boundary experiences, personal aspects (e.g., character, personal biographies or upbringing) were influential in questioning the student teachers' beliefs. An international teaching internship also encourages cross-cultural comparisons and appears to make student teachers' implicit beliefs explicit. When such a cross-cultural perspective occurs, student teachers begin to understand that their own beliefs are not necessarily shared by others and that the beliefs of others can be valuable as well (Cushner, 2007, p. 33). The student teachers did not always take for granted the small, plain or everyday teaching details such as teaching methods and pupil interaction in their unfamiliar cross-cultural setting. This particular finding explains the subjective nature of boundary experiences and the fact that similar socio-cultural differences can be perceived in various ways by student teachers (Akkerman & Bakker, 2011; English, 2013; Savicki, 2010).

The findings of this study confirm that educators who want to capture student teachers' professional learning when experiencing discontinuity while teaching abroad, need to be aware that discontinuity has multiple dimensions (cultural, professional and personal aspects) and should not focus only on discontinuity in teaching knowledge or skills (Gonzalez-Loureiro, Kiessling, & Dabic, 2015). The multiple dimensions of discontinuity appear to determine how students perceive challenges or obstacles, and how this intersubjectivity results in their (re)positioning between various practices. The student teachers' descriptions of how they struggled with (re)positioning during experiences of discontinuity indicate that learning potential appears to be present during (re)positioning between cultures and practices (Killick, 2012; Lave & Wenger, 1998; Vanassche & Kelchtermans, 2014).

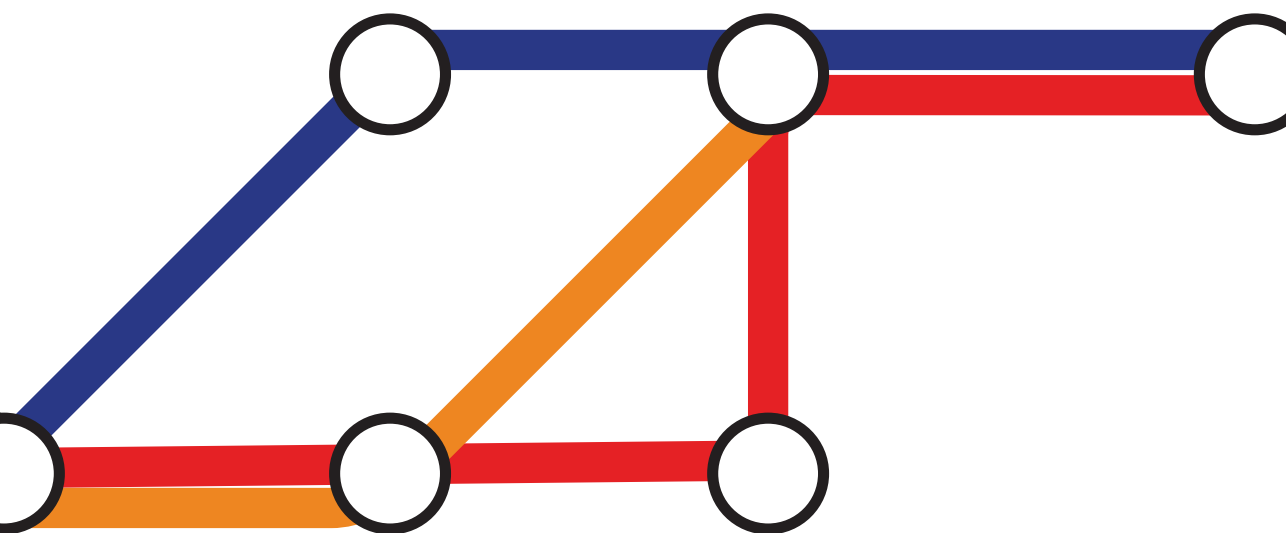
2.5.1 Future implications

Teacher educators who are interested in student teacher development after experiencing discontinuity also need to understand when student teachers are able to renegotiate a boundary and create continuity from the discontinuity they have experienced during an international teaching internship (Akkerman & Meijer, 2011) and when they cannot. Insights into experiences of (dis)continuity can provide teacher educators with a richer understanding of student teachers' professional development. Student teachers' position-

ing after experiences of discontinuity can help teacher educators in the critical examination of students' practices, including their aversions or persistent beliefs (Vanassche & Kelchtermans, 2014, p. 126). We found the theory of boundary crossing (Akkerman & Bakker, 2011; Engeström et al., 1995) was promising for understanding student teachers' professional development in a cross-cultural context, because the approach goes beyond individual attempts to reconcile or overcome cultural differences by taking professional, personal, and other aspects into account. We suggest that teacher educators need more understanding of the role that their student teachers' personal histories and interpretations play (Kelchtermans, 2009; Goodson, 1984) during boundary crossings.

CHAPTER 3

DIFFERENCES THAT MATTER: BOUNDARY EXPERIENCES IN STUDENT
TEACHERS' INTERCULTURAL LEARNING



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Abstract

This case study explored examples of student teachers' learning when experiencing discontinuity and (re)positioning themselves between various professional communities and cultures during an international teaching internship. Student teachers' experiences of discontinuity were defined as boundary experiences, when challenging or problematic socio-cultural differences significantly influenced their (inter)actions. Student teachers' attempts to (re)position themselves in the unfamiliar professional and cultural contexts, are described as a state of continuity and examples of boundary crossing. Learning mechanisms of identification, coordination, reflection and transformation in the theory of boundary crossing were used to analyse 15 boundary experiences. The four learning mechanisms provided insight into how a multi-level approach (including personal, professional and cultural aspects) gives a more nuanced perspective on the dominant adjustment paradigm. The value of a boundary experience for student teachers' learning during an international teaching experience resided mostly in raising awareness of existing, often taken-for-granted, personal and professional beliefs and their ability to switch between cultural and professional perspectives. The 15 boundary experiences in this study suggest that educators could focus more on student teachers' coping strategies, existential questions and cultural negotiation when they experience discontinuity, in addition to the current focus on learning outcomes, transformations, or cultural fit.

Keywords: boundary experience, boundary crossing, discontinuity, intercultural learning, international teaching internship, student teacher

3.1 Introduction

The moment you begin your international teaching internship you are tested in things where you believe in, in what you do, in what you find important, if you want to sustain those beliefs and skills. You are tested if you have enough flexibility to find a compromise, so you don't get into a tight corner in this other culture. During my Dutch internship I learned about the Dutch system, the Dutch curriculum, the power distance towards pupils. You have this experience, you know how it works in the Netherlands, but now you go to this international environment. Let's see how you manage there and how you professionally develop and grow. Can you make it? Are you personally and professionally flexible enough to make a compromise and find your place in a different system and culture? (Suzanne, student teacher).

During an international teaching internship, student teachers not only experience what it means to move between various educational practices (Engeström, Engeström & Kärkäinen, 1995; Lave & Wenger, 1991; Wenger, 1998), but also what it means to move across geographical, political, cultural, and linguistic borders (Marginson, 2014). An international teaching internship gives students the opportunity to compare and reflect upon their professional practice and teaching knowledge and to examine other sociocultural aspects of education (Lough, Sherraden & Moore McBride, 2012; Marx & Moss, 2011; Pagano & Roselle, 2009). Student teachers are frequently confronted with multiple cultural opinions that question their professional beliefs. Education abroad interrupts the obvious and the familiar and one is forced to take a step back and address substantial changes and challenges in abbreviated time periods (Biesta, 2010; English, 2013; Kelchtermans, 2009; Marginson, 2014).

When student teachers teach abroad, they are often caught between the familiar and unfamiliar, the expected and unanticipated, or the culturally known and unknown (Dunlap & Webster, 2009; Montgomery, 2010). These situations of friction and challenges have learning potential and are often important moments for the beginning teachers' growth (Conway, 2001; Kelchtermans, 2009; Pillen, Beijaard & Den Brok, 2013). Kelchtermans (2009) describes these situations as moments of vulnerability—discomforting situations, where teachers are exposed to distress, with “the passive dimension of undergoing, surprise, puzzlement and powerlessness” (p. 266). He considers these situations as essential moments in the development of personal and teaching scholarship. Meijer (2011) argues that these challenges in a teacher's development (which she describes as a crisis) should even be provoked as catalysts for a teacher's learning.

For teacher educators interested in student learning during unpredictable moments, or situations of vulnerability (Kelchtermans, 2009), an international teaching internship is potentially a significant experience. How students deal with socio-cultural differences and challenges, without their familiar social and academic infrastructure, is considered key in their learning during a stay abroad (Furnham & Bochner, 1986; Marginson, 2014; Montgomery, 2010). Educators have abundant knowledge regarding students' learning outcomes after a stay abroad, such as language acquisition (cf. Behrnd & Porzelt, 2011), intercultural skills (cf. Deardorff, Pysarchick & Yun, 2009), or intercultural sensitivity (Bennett & Bennett, 2004; Hammer, 2012).

However, the complex nature of a cross-cultural experience makes it difficult to fully understand how individual students learn. There are relatively few empirical studies that describe how students' learning actually takes place in cross-cultural situations where they perceive tensions and challenges, especially in vocational education and training (Chang, Yuan & Chuang, 2013; Engberg, 2013; Fee & Gray, 2013; Tran, 2012). Holmes and O'Neill (2012, p. 708) stress that most studies on intercultural competencies lack focus on individual agency and the role of thought processes—introspection, self-reflection, and interpretation. Gonzalez-Loureiro, Kiessling and Dabic (2015, p. 248) suggest that a multi-level approach, incorporating work and home experiences is key for understanding the multifaceted nature of a stay abroad. Marginson (2014, p. 6) argues that the experience of complexity is inevitable in an international context, because students who experience something new and unfamiliar in a cross-cultural setting, experience learning that is new and unpredictable.

In this case study, we describe and analyse problematic and challenging experiences during an international teaching internship as student teachers' attempt to position themselves in an unfamiliar professional and cultural context and the significance of this for their professional development. We are specifically interested in determining where learning opportunities are evoked during the student teachers' attempts to manage the discontinuity they experience as a result of problematic or challenging socio-cultural differences during their international internships (Akkerman & Meijer, 2011; English, 2013).

3.2 Boundary experiences during an international internship

3.2.1 Socio-cultural differences, discontinuity and a boundary experience

Student teachers who move between various cultures and practices (Lave & Wenger, 1991; Wenger, 2000) during an international teaching internship are likely to encounter socio-cultural differences that vary from differences in cultural habits, communication,

school culture to teaching strategies (e.g. Jang & Kim, 2010; Pence & Macgillivray, 2008). Students can perceive socio-cultural differences as problematic and causing tension and distress (Zhou, Jindal-Snape, Topping, & Todman, 2008). For example, Adler (1975) and Oberg (1960) describe how individuals can perceive culture shock during a stay abroad that causes major psychological distress. Educators generally expect that cross-cultural obstacles and challenges will function as a trigger for student learning (Furnham & Bochner, 1987; Kim, 2001; Zhou, Jindal-Snape, Topping, & Todman, 2008).

Student teachers who perceive socio-cultural differences as an obstacle or challenge experience discontinuity (Akkerman & Bakker, 2011; Akkerman & Meijer, 2011). Whether or not a student teacher perceives a socio-cultural difference as discontinuity is subjective and depends on the person and the situation (Akkerman & Bakker, 2011; English, 2013). English (2013, p.114) describes how experiences of discontinuity are physical, emotional or even existential moments when an individual encounters something new or unfamiliar. This encounter disturbs the individual's planned or desired course. Akkerman and Bakker (2011, p. 133) define discontinuity as a problematic or challenging socio-cultural difference that stands in the way of how he or she wants to interact or act. For example, a student teacher has a different perspective on teaching methodology than her colleagues at a school in another country. This experience becomes an obstacle when a student teacher starts to feel distressed, for instance, when local procedures and expectations allow no space for manoeuvring. This distress can be felt in teacher-student interactions or when preparing lessons.

A boundary is a common notion for describing a geographical dividing line between nations. An individual experiences a boundary when he or she moves from one country to another. In the theory of boundary crossing (Akkerman & Bakker, 2011; Engeström et al., 1995; Lave & Wenger, 1991) a boundary is used as metaphor for experiences of discontinuity, which hinders his or her ability to function properly during an international teaching internship (Akkerman & Bakker, 2011, 2012). Chirkov (2009, p. 95) argues that in the process of acculturation "when people were initially socialized in one cultural environment and then moved and started functioning in another one, offers an opportunity to research these quintessential questions of the interaction of agentic individuals with constraining and controlling social and cultural demands". English (2013) also stresses how experiencing discontinuity can simultaneously open opportunities for new ideas and modes of practices. Therefore, a boundary can be considered to be an example of a threshold concept that can initiate a new way of understanding, interpreting or viewing something (Meyer & Land, 2003; 2005, p. 373).

3.2.2 Continuity and the learning potential of a boundary experience

Several intercultural studies show that individuals' experiences of distress while facing problematic or challenging socio-cultural differences in a cross-cultural setting have learning possibilities. Individuals who experience discontinuity, often make attempts to overcome such discontinuity because it causes distress and tension (Akkerman & Meijer, 2011; English, 2013; Hermans, 2001; O'Sullivan-Lago & Abreu, 2008; Zihou, Jindal-Snape, Topping & Todman, 2008; Zimbardo, 1999). These dynamics can be a catalyst for learning, self-understanding and growth (English, 2013; Furnham & Bochner, 1986; Kim & Ruben, 1988; Marginson, 2014). In cross-cultural theories, attempts to cope with discontinuity are often described in terms of successful acculturation or cultural adjustment (Berry, 1997, 1999; Ward & Chang, 1997; Ward & Kennedy, 1993, 1999). More recent studies (Chirkov, 2009; Marginson, 2014) describe the complexity of cultural adaptation, and stress that cultural adaptation isn't necessarily successful. However, there is general agreement about the learning potential of cross-cultural discontinuity. Kim (2001, p. 21) states, "Despite, or rather because of, the difficulties crossing cultures entails, people do and must change some of their old ways so as to carry out their daily activities and achieve improved quality of life in the new environment".

The idea that the distress of moving between disparate practices or cultures offers learning opportunities is an important aspect in the theory of boundary crossing (Engeström et al., 1995; Tsui & Law, 2007; Waitoller & Kozleski, 2013). In the theory of boundary crossing, coping with problematic socio-cultural differences and challenges is described in terms of discontinuity/continuity and boundary crossing (Akkerman & Bakker, 2011; Engeström et al., 1995; Fejes & Köpsén, 2014). Boundaries can incite people to act, or make an effort to manage obstacles and challenges between various practices. An individual makes an effort to manage obstacles and challenges that exist between those practices in order to find a position that 'works' for them. This is described in the theory of boundary crossing in terms of restoring continuity and attempts to cross boundaries (Akkerman & Bakker, 2011; Akkerman & Meijer, 2011).

Positioning oneself between different practices or cultures involves self-reflection on existing ways of thinking and acting, finding balance between various professional perspectives and can also include new skills or knowledge (Akkerman & Bakker, 2010; English, 2013; Rivzi, 2005). Experiencing discontinuity often marks a limit to someone's existing knowledge or skills and ability, or questions taken-for-granted modes of thought and action (English, 2013). Schön (1983; 1987) suggests that an unexpected and unfamiliar event in experience and practice can initiate reflective thought. Therefore, the importance of experiences of discontinuity also resides in discontinuity's existential nature. This raises the question of why one is in doubt or perplexed, which can incite inquiry, independent

thought and self-reflection (Akkerman & Meijer, 2011; Biesta, 2014b; 2017; Dewey, 1938; English, 2013; Kelchtermans, 2009; Schön, 1983; 1987). A reflective practitioner can become aware of (dis)continuity in teaching experiences, or even a continuum of experiences and its meaning for his or her professional development (Dewey, 1938; English, 2013; Schön, 1991). This awareness is a moving force that can result in a student teacher's personal and professional growth (see also Akkerman & Meijer, 2011; Alsup, 2006; Mezirow, 1997; Rodgers & Raiders-Roth, 2006).

It is the combination of reflection and action that leads to knowledge and learning (Biesta, 2014b; Dewey, 1916; Schön, 1991). Because discontinuity involves obstacles for existing habits and routines, a key aspect of experiencing discontinuity is that the student teacher has to make subjective choices or judgments on how to act (Akkerman & Bakker, 2011; Biesta 2014b; Dewey, 1916). The moment an individual responds to a boundary, and makes an attempt to cross a boundary, the boundary experience has learning potential (Akkerman & Bakker, 2011; Hora & Miller, 2011; Schenke, 2015; Tsui & Law, 2007). For example, during a stay abroad, existing professional beliefs regarding classroom management can be challenged at the international teacher training school. This might result in the student teacher adding new or additional insights of classroom management to their existing teaching knowledge, and thus expanding his or her professional ways of working. Continuity is restored when an individual is able to perform activities or when communication among alternative practices occurs without problems (Akkerman & Bakker, 2012). The task for educators is, to guide future teachers in the process of awareness and meaning making of experiences of (dis)continuity (Akkerman & Bakker, 2011; English, 2013).

3.2.3 Learning during a boundary experience

For this case study, we describe and analyse cross-cultural situations wherein student teachers experience discontinuity and make attempts to restore continuity. This study reconstructs how student teachers try to cope with discontinuity and how learning potentials reside in these experiences. In the literature of boundary crossing, Akkerman and Bakker (2011) identified four specific learning mechanisms that are evoked when people try to cross boundaries between alternative practices: identification, coordination, reflection and transformation. In this study, we use these four learning mechanisms to analyse the learning potentials of the participants' boundary experiences.

According to Akkerman and Bruining (2016), a given sequence of learning mechanisms resulting from boundary crossing does not exist, nor is there one a priori learning mechanism that is more valuable than another. For example, identification can be as valuable as transformation depending upon the situation and the person.

Table 3.1: Four potential learning mechanisms during a boundary experience

Learning mechanism	Description learning mechanism
1. Identification process	Boundaries between practices are explicit. Individuals try to cope with those boundaries, without necessarily removing them. The learning potential resides in renewed insights in differences between practices and how individuals relate to other practices.
2. Coordination process	During coordination, individuals harmonize their practices using new or existing means, routines and procedures. The learning potential resides in attempts to overcome a boundary, and collaboration between practices. For example, coordination requires an individual's communicative skills or the capacity to translate routines and procedures.
3. Reflection process	Reflection refers to a growing awareness of one's own perspective and enhancing one's ability to express their perspective (perspective-making), or a growing awareness, understanding and appreciation of another's perspective (perspective-taking). The learning potential resides in exchanging perspectives, joint meaning-making and connecting the knowledge of both practices.
4. Transformation process	Transformation refers to profound changes of existing practices, the creation of a new in-between practice or changes in an individual including new roles or new identities. The learning potential resides in recognizing a shared problem, and developing solutions to bridge obstacles between practices, which results in a practice hybridization or integration.

Despite the fact that educators expect that experiencing discontinuity and re-establishing continuity can be an important learning experience, there is little understanding of the types of experiences wherein the learning potential begins, or what the learning potential of experiencing discontinuity means for (beginning) teachers precisely. The aim of this study is to describe and analyse how students attempt to cross a boundary to restore continuity because we expect to find learning potentials in those attempts.

3.3 Method

3.3.1 Data collection and participants

This study is designed as a qualitative, small-scale case study using an interpretative research approach (Borko, Withcomb & Byrnes, 2008; Smith et al., 2009), in order to understand the dynamics of student teachers' actions and changes in the intersubjective meanings of various culturally constructed realities (Chirkov, 2009, p.279). Borko, Withcomb & Byrnes (2008, p. 1025) describe how interpretative research "seeks to perceive,

describe, analyse, and interpret a specific situation or context, preserving its complexity and communicating the perspectives of the actual participants”.

Participants in this study included eight student teachers from a Dutch teacher training programme. The participants were approached to participate based on the variation in their study abroad destinations and teaching subjects. All gave their consent to participate. This teacher education programme was selected because it has a specific focus on international education and includes an international internship. The programme is taught in English and specific attention is paid to intercultural competencies and pre-departure preparation. Students conduct two teaching internships: the first at an international or bilingual school in the Netherlands and the second at a secondary school abroad, in the United Kingdom (UK), Scandinavia, Southern Africa or the Caribbean). Our study focuses on the second, international internship when students are abroad for three months.

3.3.2 Data sources

Six data sources were used for this paper: each student teacher’s personal biography, two individual inventories of perceptions of socio-cultural differences, a reflection on intrapersonal development, a visual metaphor and individual interviews. The purpose of these data sources was to gain insights into participants’ perceptions of their learning process during their international teaching internship, the role of their personal biography in this learning process and to document obstacles and challenges that had a profound influence on their learning.

Table 3.2: Data sources and analytic steps

Data source	Analytical step
Personal biography	Identifying the participants’ previous international experiences and backgrounds
Inventories of perceptions of problematic socio-cultural differences	Identifying socio-cultural differences that participants perceived as a boundary Identifying the participants’ responses to a boundary
Self-reflection	Determining possible learning mechanism(s) after experiencing a boundary
Visual metaphor on intrapersonal development	Determining possible learning mechanism(s) after experiencing a boundary
Semi-structured interview	Constructing problematic socio-cultural differences that participants perceived as a boundary Constructing the participants’ responses to a boundary Constructing learning mechanism(s) after experiencing a boundary

3.3.3 Data analysis

This study defined a boundary as a problematic or challenging socio-cultural difference leading to discontinuity in action or interaction (Akkerman & Bakker, 2011; 2012) to identify and construct boundaries that participants perceived and described in their narratives. The analysis builds on results reported in an earlier study using some of the same data sources (names deleted to maintain the integrity of the review process). A multiple case study design (Miles & Huberman, 1994) was used as a research methodology to analyse the participants' narratives (Connelly & Clandinin, 1999) of boundary experiences.

First, the individual data sources were analysed to identify problematic and/or challenging socio-cultural differences each participant described (Table 3.3, analytical step one). NVIVO was used for open coding (Boeije, 2010; Corbin & Strauss, 2008). A cross-case analysis (Merriam, 1998) was made in NVIVO to explore whether participants perceived similar or disparate problematic and/or challenging socio-cultural differences during which we found that the student teachers' perceptions of those socio-cultural differences were unique. In the next phase of axial coding (Boeije, 2010; Corbin & Strauss, 2008), NVIVO was used to establish the main coding categories, which resulted in 15 individual boundary themes (Table 3.3, analytical step two).

Next, in the stage of selective coding (Boeije, 2010; Corbin & Strauss, 2008), a narrative inquiry approach (Connelly & Clandinin, 1999) was used to interpret the significance of the identified boundary experiences for the student teachers' professional development. Data sources (see Table 3.2) from individual participants were studied through close reading (Smith et al., 2009, p. 82-84) to identify the participants' strategies and responses when experiencing a boundary (Table 3.3, step three). We expected that identifying the response to a problematic socio-cultural difference would give us a better understanding of students' attempts to cross a boundary and its learning potential. Participants' descriptions of their responses gave us an understanding of whether or not they had perceived the experience as an obstacle or challenge. Finally, we deductively used Akkerman and Bakker's descriptions (2011) of the four learning mechanisms, to analyse and compare how the identified boundaries and the student teachers' strategies and responses corresponded with specific learning mechanisms (Table 3.3, step 4).

An audit trail procedure (Akkerman, Admiraal, Brekelmans, & Oost, 2006) was followed to examine analytic choices for identifying boundary experiences and learning outcomes and validation of the research approach in general. The three generic criteria of the audit trail were: visibility, comprehensibility and acceptability. The main points of discussion in the audit trail report concerned the methodological choices in identifying boundaries, as well

as the theoretical question of whether or not all boundaries were necessarily problematic. The results of the audit trail were used in the final data analysis.

Table 3.3: Analytical steps and analytical strategy used in this study

	Analytic step	Analytic strategy
1. Identifying socio-cultural differences that student teachers perceived as a boundary.	We examined and compared narratives of student teacher’s discourse and utterances, that showed that a situation or experience that was perceived as problematic or a challenge.	Open coding of themes ^a
2. Constructing perceived boundaries	We found 15 boundaries including the following themes: teacher-centered activities, care for pupil well-being, power distance in teacher-pupil, classroom management, interaction with parents, collaboration with colleagues, values and beliefs, manage to get around by oneself, boundary of personal privacy, rules at school, type of school, language differences, cultural outlooks on life, poverty and safety.	Axial coding of themes ^a
3. Identifying the student teachers’ responses while perceiving a boundary	We analysed the various ways in which the individual participant responded to a boundary including their strategies, and whether they were successful or not in handling the boundary	Selective coding ^a
4. Interpretation of constructed boundaries and participants’ responses to constructed boundaries in terms of the four learning mechanisms	We deductively used the description of the four learning mechanisms (Akkerman & Bakker, 2011) to analyse the particular learning mechanism(s) that was evoked during a boundary experience.	Selective coding ^a

^a(Corbin & Strauss, 2008).

3.4 Results

In this study we explored student teachers’ experiences during an international teaching internship in which the student teachers perceived a socio-cultural difference as a boundary. We will give an overview of boundary experiences perceived by the participants and highlight examples of learning during various boundary experiences for each of the four learning mechanisms. In each case, the participants’ boundary experiences are described, including context and responses.



Table 3.4: Boundaries perceived by student teacher(s) during an international teaching internship

Number	Boundary perceived by student teacher(s) during an international teaching internship
<i>Obstacles</i>	
1	At an international teacher training school, the student teacher perceives the way pupils and mentors are accustomed to teacher-centered activities, including a power distance between teacher and pupils as problematic
2	At an international teacher training school, the student teacher perceives the fact that she teaches in a school where many pupils have a difficult socio-economic background, including poverty (affecting their behavior at school and perspective on life), as problematic
3	At an international teacher training school, the student teacher perceives many pupils' relatively complicated domestic situations, as problematic
4	At an international teacher training school, the student teacher perceives that life on your own in a boarding school is lonely, while in the Netherlands she has family and friends to rely on
5	At an international teacher training school, a student teacher with a bi-cultural background perceives her background as confronting, since her personal values that are not necessarily valued in the Netherlands, are important and valued in Southern Africa
6	At an international teacher training school, the student teacher perceives it as problematic that the (school) culture is rather strict about distinguishing parents' and teachers' responsibilities regarding domestic problems and violence
7	At an international teacher training school, the student teachers perceive it as problematic that there's an alternative perception of what a good teacher is in a boarding-school culture, including a difference in how to interact with and care for pupils
8	At an international teacher training school, the student teacher perceives the difficulties in teacher-pupil interaction for a male teacher working in a girls' school, as problematic.
9	At an international teacher training school, the student teacher perceives teaching in a strict school culture with many rules, as problematic
10	At an international teacher training school, the student teacher perceives it to be problematic to teach in an environment where few activities are planned or controlled
11	At an international teacher training school, the student teacher perceives a language barrier, including the fact that local teachers are not willing to switch to English as problematic
12	In Southern Africa, the student teacher perceives it to be problematic to feel unsafe as a woman
<i>Challenges</i>	
13	In a cross-cultural setting, the student teacher perceives a challenging experience of poverty and polarization in a voluntary project in a township as positively inspiring
14	At an international teacher training school, the student teacher perceives a challenge caused by the lack of authority and power distance at school and in the classroom as a positive socio-cultural difference
15	At an international teacher training school, the student teacher perceives a challenge regarding the difference in the professional ambitions of her colleagues in the teaching internship, which positively sparks her professional ambitions

We begin with an overview of boundary experiences perceived by the participants (Table 3.3). We found 12 boundaries that the student teachers perceived as an obstacle, and 3 boundaries the participants perceived as a (positive) challenge. With the exception of boundaries number 12 and 13, all boundaries were perceived in the school context. Most of those boundaries were of a professional nature evoked by obstacles and challenges in teacher-pupil interaction (numbers 1, 2, 3, 8, and 14) and school culture (numbers 6, 7, 9).

The other boundaries included professional as well as personal aspects. Two boundaries were mainly caused by character (numbers 4 and 10), one boundary by a bi-cultural upbringing (number 5), one boundary by a boarding school where a clear distinction between personal and professional space is missing (number 7), one boundary by a language barrier causing isolation (number 11), and one boundary by future personal and professional ambitions (number 15).

Two boundaries, regarding teacher-pupil interaction and expectations of the role of a teacher (numbers 1 and 7), were perceived by more than one participant. This can be explained by the fact that the student teachers taught in the same school and apparently perceived the socio-cultural difference in a similar way.

3.4.1 Learning during a boundary experience

In the theory of boundary crossing, the significance of a boundary experience resides in the attempts individuals make to cope with discontinuity and create a renewed state of continuity. The aim of this study was to explore how the student teachers' perception of a boundary influenced their responses and the learning potential of specific responses. We reconstructed the various ways a boundary experience evoked the student teachers' learning potential during their attempts to restore continuity using the four potential learning mechanisms (identification, coordination, reflection and transformation). We found three types of boundary experiences and learning in a cross-cultural setting: identification, reflection and transformation. In the overview (Table 3.5) we note the learning mechanisms that the student teachers described based upon the boundaries we had identified (Table 3.4).

Table 3.5: An overview of the learning mechanism that is evoked, and the participants' perception of their learning in each boundary experience

Learning mechanism	Student	Boundary ^a	Pre-service teachers perceptions of learning during a boundary experience
a. Identification			
	Ellen	4	- She has learned that working at a boarding school doesn't match with her professional and personal preferences
	Janet	6	- She has learned what her personal and professional values are regarding domestic violence that some of her pupils experienced
	Marc	8	- He has learned the ways a type of school can influence your teaching - He has learned about the importance of classroom dynamics during classroom management
	Janet	9	- She has learned the important role that rules can have within a school culture and how difficult she finds these rules - She has learned that she can handle various rules as a teacher
	Simone	11	- She has learned how important communication is in another (school) culture - She has learned the way language can make you an outsider in a school
	Janet	12	- She has learned how she appreciates the fact that in her home culture, safety is not an issue
b. Coordination			
no examples found			
c. Reflection			
<i>c1. Perspective making</i>			
	Janet	1	- She has become aware of a professional preference for student-centered activities and little power distance - She has learned which professional values she finds important - She has learned that she is flexible enough to manage in a cross-cultural teaching context
	Paula	3	- She has become aware of the important influence that problematic domestic situations can have on pupils - She has learned that in some cases she needs to be more than a subject teacher
	Ellen	7	- She has become aware of the importance of a balance between personal and professional space - She has become aware that she wants to be more than a subject teacher - She has learned that the type of teacher who works at a boarding school, doesn't match with her professional and personal preferences

Table 3.5: An overview of the learning mechanism that is evoked, and the participants' perception of their learning in each boundary experience (continued)

Learning mechanism	Student	Boundary ^a	Pre-service teachers perceptions of learning during a boundary experience
	Adriana	7	<ul style="list-style-type: none"> - She has become aware of the importance of a balance between personal and professional spaces - She has learned that she finds it important to look for a balance in school culture and taking care of pupils
<i>c2. Perspective taking</i>			
	Suzanne	1	<ul style="list-style-type: none"> - She has become aware of a professional preference for student-centered activities and little power distance - She has learned that she wants to find a teaching strategy to integrate an alternative way of teaching in her teaching practice
	Janet	1	<ul style="list-style-type: none"> - She has become aware of a professional preference for student-centered activities and little power distance - She has learned that she want to find a teaching strategy to integrate other ways of teaching in her teaching practice
	Marc	1	<ul style="list-style-type: none"> - He has become aware of a professional preference for student-centered activities and little power distance - He has found a teaching strategy to integrate an alternative way of teaching in his teaching practice
	Amy	2	<ul style="list-style-type: none"> - She has become aware of the role that child safe guarding and pupils' domestic situations can play in a school culture - She has learned that she can play an important role as a teacher in pupils' lives and expectations
	Paula	10	<ul style="list-style-type: none"> - She has become aware that she has difficulty adapting to unexpected and unfamiliar situations - She recognizes that sometimes you have to let things go and be more flexible - She has learned to be less stressed and to be more at ease with unexpected situations and is more confident that she will manage
	Simone	14	<ul style="list-style-type: none"> - She appreciates and values the pedagogical approach, with an alternative teacher-pupil interaction and little power distance in her teacher-training school - Finding a teaching strategy to integrate an alternative way of teaching in her teaching practice
<i>d. Transformation</i>			
	Suzanne	5	<ul style="list-style-type: none"> - She recognizes and re-appreciates integrated South African values and beliefs that had become almost forgotten, or diluted, because she has lived in the Netherlands for so long - She has become convinced that she wants to be a culturally sensitive teacher - She has become capable of easily changing perspectives in her teaching practice

Table 3.5: An overview of the learning mechanism that is evoked, and the participants' perception of their learning in each boundary experience (continued)

Learning mechanism	Student	Boundary ^a	Pre-service teachers perceptions of learning during a boundary experience
	Marc	13	<ul style="list-style-type: none"> - He has experienced and has become aware that a voluntary experience is useful for a teacher and how it can make a difference in children's lives - He intends to use this boundary experience to create respect for other cultures in his future teaching practice - The boundary experience has changed his perspective on future teaching, in the sense that he is now considering working as a volunteer in an international school project, or something similar.
	Adriana	15	<ul style="list-style-type: none"> - She appreciates teacher colleagues' professional ambitions and has become more ambitious herself - She has become aware of the fact that the Dutch educational system will not necessarily fit with her professional ambitions, because she has learned that she wants to work at an international school

^a number of boundary from Table 3.4

3.4.2 Identification learning mechanism

During the identification learning mechanism, the student teachers experienced temporary, momentary discontinuity. The student teachers showed no intention of changing their approaches or attitudes to overcome the discontinuity. In fact, they found continuity in their international teaching internship by not crossing a boundary. Participants perceived their professional obstacles or challenges as something one has to cope with only during an internship, but did not consider it as useful or significant for their teaching practice. Two participants experienced obstacles in school types. A boarding school and a girls' school proved to be very specific and sometimes problematic working environments. At the same time, the fact that the participants were aware of the fact that they worked in this school type, made them reluctant to use the schools' teaching approaches. In some cases, the choice not to attempt to remove discontinuity was caused by conflicting personal and professional values and beliefs, for example, Janet's boundary experience of domestic violence. Other examples included obstacles in school culture and language barriers. One boundary experience concerned a non-educational boundary, wherein a participant experienced feelings of being unsafe in Southern Africa, which made her appreciate safety in her home country. This was something she had taken for granted in the Netherlands.

In general, the student teachers who perceived a boundary and learned through boundary experiences of identification (Table 3.5), experienced discontinuity that hindered their

actions in school, or conflicted with personal and professional values or preferences. In all boundary experiences, the learning potential included the student teachers learning what their own teaching preferences and beliefs were and why they were so important. The participants had the opportunity to compare alternative teaching aspects, interactions and (school) cultures, during their attempts to manage discontinuity. The experience of discontinuity enhanced the student teachers' awareness of why they found specific personal and professional values and beliefs important, and why they did not want to adapt to the other (school) culture. Eventually, participants learned why they do not want to cross the boundary and what the meaning is of the discontinuity for them, or their teaching practice.

Case 1: Identification and Learning (Janet)

Janet (23) is an English teacher in Southern Africa, who is struggling with the fact that domestic violence is not uncommon amongst pupils and staff and her colleagues seem to accept this as a fact of life. During one of her lessons, she is confronted with this boundary.

One of my pupils had blue bruises on her face and had some difficulty walking. A week before every pupil had to write a poem, which they had to read out loud in class. Her poem was pretty intense and discussed her parents, telling us that she was afraid of her mother. It worried me.

She discussed it with her mentor and other colleagues. All of them told her not to worry, which worried Janet even more.

(my mentor) responded that this girl was just posing, you shouldn't care so much (...) It turned out the girls' parents had phoned the school, explaining that her daughter had been drunk in the weekend and had fallen down because of that. I still didn't believe it (...) My supervisor said the girl was already seeing the school psychologist. 'If my own daughter would have been drunk in the weekend, I might have hit her as well', she said. Then I thought: 'Wow!'

Janet felt helpless. On the one hand she couldn't solve this obstacle, and on the other hand, it showed her an important moral dimension in her work as a teacher.

There was little I could do now, I am just an intern. An authority had just told me that she would have done the same (...) This was very intense for me (...) I really felt this incident showed me this was going against my own values. It really felt terrible (...) Within three months I am gone, so I can't

just say: 'I will fix this'. You just don't know what you have to do. I really felt a personal boundary was being pressured (...) I think this shouldn't happen to any human being. A child should be protected.

The learning potential in this boundary experience resides in the fact that Janet became aware of her important professional values, as well as an employer's future expectations that differed from her expectations.

I think I would not let this happen to me again in the future (...) I would really make sure that I would know what had happened. And I would address my superiors again. Especially if you experience such a thing as a novice teacher, you need to ask for help (...) Yes, I really learned what my boundary is. If I would experience something similar again at school, I think I might go to another school, I think (...) I want to adapt to another culture, but there are limits.

3.4.3 Coordination learning mechanism

In our study, the coordination learning mechanism did not have a role in the boundary experiences we identified. Routines or procedures between the teacher training institute and the school were hardly mentioned. Only for Janet (boundary experience 9) did the school rules determine her experience of discontinuity. However, she did not mention examples of coordination, she only spoke about only identification. Apparently, either procedures or local guidance were well organized, or they were not perceived as problematic compared to other socio-cultural differences.

3.4.4 Reflection learning mechanism

In 10 cases, we found examples of the reflection learning mechanism, which were characterized by student teachers' attempts to temporarily adapt or find temporary solutions to remove the discontinuity. The participants felt an urge to search for compromises and temporary solutions, because these boundaries had practical implications in students' daily teaching. The student teachers mostly described discontinuity in teacher-pupil interactions or pupils' problematic domestic situations. The discontinuity compelled them to reflect on the other's perspective and well as their own. Those boundary experiences evoked the reflection learning mechanism and revolved around the theme: 'what type of teacher do I want to be and become?' and the use of the other's practice perspective to gain a renewed outlook on their own teaching practice. In four boundary experiences, this resulted in perspective-making, in six boundary experiences in perspective-taking (Table 3.5). We will present two examples of the reflection learning mechanism, one for perspective-making and one for perspective-taking.

3.4.4.1 Perspective-making

In the four examples of perspective-making, we found that the participants experienced discontinuity in the teaching context. They mainly perceived problems in interactions with pupils, and pupils' problematic domestic situations and obstacles caused by school culture and type. School culture, school type and domestic situations are not problems that are easily managed, which enhanced the participants' feelings of discontinuity. The boundaries they encountered were either professionally too unfamiliar or complicated to handle. The participants became aware of their professional beliefs, and mentioned in their interviews and reflections how they also became aware of the importance of certain unfamiliar teaching styles or how other school cultures work. In all examples of perspective-making, the student teachers were open-minded to the other's perspectives, and took the time to understand the alternatives. However, despite the fact that the student teachers made an effort to understand the alternative perspective of the international teacher training school, none of the participants expressed real appreciation, or immediate intentions of using the others' perspectives in their teaching practice. The reason was that the discontinuity was too complex to remove. Discontinuity in school culture, school type, and pupils' domestic situations are not problems that are easily managed.

Case 2 Reflection and Learning – perspective making (Ellen)

Ellen is a history teacher at a boarding school in the UK. She reports how she is struggling with the school culture that is different from what she is used to. She has particular difficulties with the expectations of the teacher's role and the lack of privacy at the boarding school as a boundary.

After her internship, Ellen described the discontinuity in her interview. Ellen initially felt distressed about boarding school's context.

During the night the gates would close at the boarding school (...) The fact that everything is happening at school and that there is no reason to leave the area was not so much shocking, but distressing (...) Students live together in a house with fifty others, girls and boys separately. In each room four children sleep together. The feeling of privacy is totally gone. That was kind of shocking.

In her interview, as well as her boundary inquiries during the internship, Ellen explained how expectations of the teacher's and pupils' roles at a boarding school, became an obstacle for her after a few weeks. The type of school and the school's culture are unfamiliar for her, and did not reflect the type of teacher she wanted to be.

The encompassing teachers at this boarding school all had several roles. The vice-principal of the school described this as a '360 degrees teacher'. The teacher plays a role in almost everything (...) For teachers the distinction between their professional and personal space is almost not there. One of the pupils came to my house once, telling me that he was just checking where I lived, so he would know where to deliver a message or an assignment (...) You have to be available at all times for the children.

When she became aware of this discontinuity, Ellen made attempts to understand how other teachers were able to have such an encompassing role in the students' lives, and observed her other colleagues. She was aware of the discontinuity, but this did not change her perception of teaching.

A colleague invited us once to join him for a day. He had a meeting with a pupil as her subject teacher, but he also spoke to her as a mentor, as head of the department and assistant house parent. So, he played four different roles in one meeting. That was kind of shocking that teachers play such an important role in the life of such a child. It's interesting and distressing at the same time, because you hardly have your own life.

The learning potential for Ellen in this boundary experience was that it taught her that in her professional life she needs a clear line between her personal and professional life and thus, a boarding school is not a context where she wants to work.

What I liked about the life at a boarding school is the fact that you are really involved in pupils' lives. This was too much, but it's nice that your involvement doesn't stop at the classroom' door. And that you are involved in other activities of those children, or the fact that you can help them with a problem (...) But the fact that school takes over your life didn't appeal to me at all.

3.4.4.2 Perspective-taking

In the six boundary experiences wherein we found examples of perspective-taking the student teachers expressed both an appreciation and a willingness to use teaching aspects of the school abroad in their future teaching practice. Student teachers actively responded that they did not only try to understand 'otherness', but in fact, they really seem to understand why this socio-cultural difference bothered them and might also be useful in their future practice. In a sense, the participants submitted to their vulnerability in an unfamiliar cultural setting, and took the chance to put themselves in the position

of the cultural other. This vulnerable attitude mainly raised their awareness of existing professional beliefs, but it did not significantly affect their teaching practice at the time. Most of these strategies concerned the power distance between teachers and students. In one case, the cross-cultural experience made the participant recognize and accept a specific teacher-character trait that she intended to use in her future practice.

Case 3: Reflection and Learning – perspective-taking (Amy)

Amy is a history teacher in the UK. Her boundary experience is caused by the fact that she teaches at a school that is located in a poor area with unemployment, deprived children and even threats to child safety. Amy notices that this also has a profound influence on pupils' behaviour and her own interaction with the pupils. In the first few weeks, Amy tried to understand the pupils' stories and problems.

During my internship in the UK children told me several stories about their domestic situations. I was beaten by my father and this and that. Some parents aren't allowed to enter the school area (...) I learned you really have to sit down with such a child and show them what they can, that what they do is relevant. I noticed this is something you can't always achieve in a classroom setting and you have to give pupils individual attention.

After a few weeks, Amy started to analyse the actual reasons why child safe-guarding and domestic situations were such an important issue and what it meant for her own teaching practice.

Children have low expectations of their future in such a school. It's very working class, people don't expect to leave the area, or expect to achieve something at all (...) That gets me back to this personal bond with my pupils: the fact that you are digging deeper, you know their context, so that you are better able to support them in what they want (...) You are much more than a subject teacher. You feel more responsibility, because you know that it's not just a child in your classroom. (...) You got this feeling that you are part of pupils' upbringing and not only teaching. That you can give them a broader perspective on the world, which they did not have before.

In retrospect, Amy thinks that this boundary experience has taught her that it's important to be more than a subject teacher, especially for pupils with problematic domestic situations and made her aware in which ways she can make a difference as a teacher.

You don't just teach history, but you have a bigger and broader responsibility to inspire pupils. To show them what they are capable of (...) You develop as a teacher, so you adapt and you take it with you. It's not like you adapt completely and that's it. It's that you have to adapt to certain things. But when you return to the Netherlands those things are part of you (...) I can work at any Dutch school, meet a child that has a difficult domestic situation and understand which impact this can have. It can make you understand bad behaviour of a pupil (...) If I would ever work at a school with a similar context, I would be very aware of pupils' situations.

3.4.5 Transformation learning mechanism

In the student teachers' verbal and written reports, we found three boundary experiences that showed signs of a transformation learning mechanism. In the three boundary experiences wherein we found indications of the transformation learning mechanism (Table 3.5), the student teachers were able to use cross-cultural aspects within the discontinuity they experienced to find continuity in their professional context. The important motivation to cross the boundary was personal: a bi-cultural upbringing, a private trip to an orphanage school or a personal desire to work and live abroad. The student teachers were exposed to discontinuity that went beyond a 'normal' or to-be-expected experience in their attempts to restore continuity. It appeared that the mixture of personal and professional aspects of the boundary experiences gave the student teachers' experiences a sense of urgency that demanded a response using a cross-cultural perspective in their attempts to restore continuity.

The subjective and moral dimensions within the three boundary experiences appeared to cause certain transformations. All three participants mentioned that their boundary experiences strengthened and changed specific professional beliefs. Also, there were two of three boundary experiences wherein the student teachers described transformations as (positive) challenges instead of obstacles. After visiting an orphanage school in Southern Africa, Marc became inspired to teach his future pupils respect for cultural differences. At the same time, this boundary experience made him reflect upon alternative future teaching aspirations, such as working abroad in a similar volunteer project. Adriana knew before her internship that she would like to live abroad, but the boundary experience showed her that her professional future lay in teaching at an international school. Adriana's boundary experience has also affected her professional aspirations – she has become much more ambitious, since being influenced by the attitude of her international colleagues.

Case 4: Transformation and Learning (Suzanne)

Suzanne was raised bi-culturally in the Netherlands and has South African roots. She has lived here since she was ten, when her parents arrived in the Netherlands. Although she has visited Southern Africa several times, this is the first time she worked there as a teacher. Although she recognized Southern African school culture from her past, at the same time she was strongly influenced by the Dutch educational system. In her reflections during her stay abroad, as well as in her interview after returning, Suzanne described how after the first few weeks, she began to recognize her South African roots and specifically South African values that had disintegrated during her stay in the Netherlands.

My South African background felt as something isolated in the Netherlands. Something that felt strange and as something you can't use in Dutch society, because you want to belong to a culture. In order to function in the Dutch culture, it is easier to adapt to Dutch values and beliefs (...). It didn't mean my South African background disappeared, but it remained isolated in my family. It was still there, but I let it disintegrate. Or perhaps it was something I couldn't put into context, because I didn't know if it was something good, or something inherently South African (...). In South Africa humility and appreciation of the other are just part of their culture. I think that's why [Southern African] teachers have more commitment and invest more in their pupils than Dutch teachers do (...). When I returned to [Southern Africa], I recognized it. So it was something that was there, but which I didn't conceive as something that moulds your character. And that felt good.

Suzanne recognized an implicit, already-existing discontinuity with her home culture that affected her professionally and personally. This boundary experience helped Suzanne to define the type of teacher she wanted to become using both South African and Dutch values, as she now recognizes the value of her bi-cultural roots.

I have been much more able to accept where I come from. And, also how to use another culture in my own culture. Or at least have peace with it, in order to become a better teacher. For example to be a culturally sensitive teacher, who understands at the same time how the Dutch and the [Southern African] culture work (...). I can easily change perspectives and have more understanding for people who are also coming from another culture. That's something I just understand very well, that one can have different norms and values and that this influences how you operate, whether that is inside a classroom, a company or a museum.

3.5 Conclusion and discussion

This case study explored experiences of discontinuity when student teachers moved between various professional communities and cultures during an international teaching internship that differed from their own experience. The student teachers' experiences of discontinuity were defined as boundary experiences wherein challenging or problematic socio-cultural differences significantly influenced their (inter)actions (Akkerman & Bakker, 2011; English, 2013). The student teachers' attempts to (re)position themselves in the unfamiliar professional and cultural context to function again (defined as a state of continuity) (Akkerman & Meijer, 2011), have been described as examples of boundary crossing (Akkerman & Bakker, 2011; Engeström et al., 1995).

The 15 boundary experiences the student teachers described in this study show that cultural adjustment can be operationalized in distinct ways. Therefore, the student teachers' learning experiences during an internship abroad had multiple outcomes. This is in line with Marginson's (2014, p.8) suggestion that the dominant paradigm of international education is mostly understood as a process of "adjustment" or "acculturation" to the requirements and habits of the host country (Berry, 1997, 1999; Ward & Chang, 1997; Ward & Kennedy, 1993, 1999) and needs significantly more nuance. We found that the four learning mechanisms of identification, coordination, reflection and transformation in the theory of boundary crossing (Akkerman & Akkerman, 2011) were helpful in nuancing the adjustment of this paradigm. This study offers insights on the following themes that could help support the nuanced insights Marginson (2014) calls for: the dynamic and ambiguous nature of boundary experiences, the value of describing cultural adaptation from a multi-level approach (including personal, professional and cultural aspects), student teacher's cultural negotiations during boundary crossing, and their reflections on their boundary experiences.

The boundary experiences the student teachers described in this study were dynamic, ambiguous, and resulted in various adaptations. The present study shows how a boundary as an in-between space (English, 2013) is a key aspect in the student teachers' professional development as they attempt to cope with discontinuity to find a renewed state of continuity (Akkerman & Meijer, 2011). The interaction with the other in an international context gives student teachers the chance "... [to] construct an intersubjective world out of our individual, subjective worlds" as Biesta (2014b, p. 15) has stated. The process of acting and undergoing during a boundary experience is what Dewey (1938) considered to be a key aspect of educational experiences that should not be avoided by educators (see also Biesta 2014a; Meijer, 2011; Schön, 1987). This allows the student teacher to explore, experiment, and develop new ideas to move past limits of knowledge and ability and find

a way out of perplexing situations (English, 2013). Therefore, teacher educators should consider focusing more on understanding experiences of (dis)continuity and coping strategies rather than only on actual learning outcomes (Biesta, 2014a; Holmes & O’Neill, 2012; Kelchtermans, 2009).

The present study shows that the concept of a boundary experience (Akkerman & Bakker, 2011; Engeström et al., 1995) is useful in a multi-level approach as proposed by Gonzalez-Loureiro, Kiessling and Dabic (2015). The authors describe how work and socio-cultural context are often studied separately, and suggest that future studies should use a multi-level approach incorporating work and home at origin and host cultures in which coping strategies can be a useful concept. The student teachers’ attempts to cope with challenges and obstacles during their international teaching internship, as described in this study, included multiple dimensions of cultural, personal and professional aspects, which were often interrelated. One example was Janet’s boundary experience of domestic violence. Chirkov (2009, p.102) stresses how many studies on cultural adaptation lack deep descriptions of experiences and interpretation of the meaning for the individual. The multi-level approach using the four learning mechanisms Akkerman and Bakker (2011) described, also gave rich, valuable insights for interpreting the subjective and unique nature of student teachers’ learning in an international context, as Chirkov (2009) and Holmes and O’Neill (2012) have suggested. The individual student teachers’ attempts to cross a boundary raised their awareness of existing professional or personal beliefs (identification mechanism), enhanced professional self-understanding and cultural sensitivity (reflection mechanism), or became a critical stage of learning, exploring, or experimenting (transformation mechanism) (Biesta & Tedder, 2007; Biesta, 2014b; English, 2013; Fives & Buehl, 2012; Kelchtermans, 2009; Mezirow, 1991).

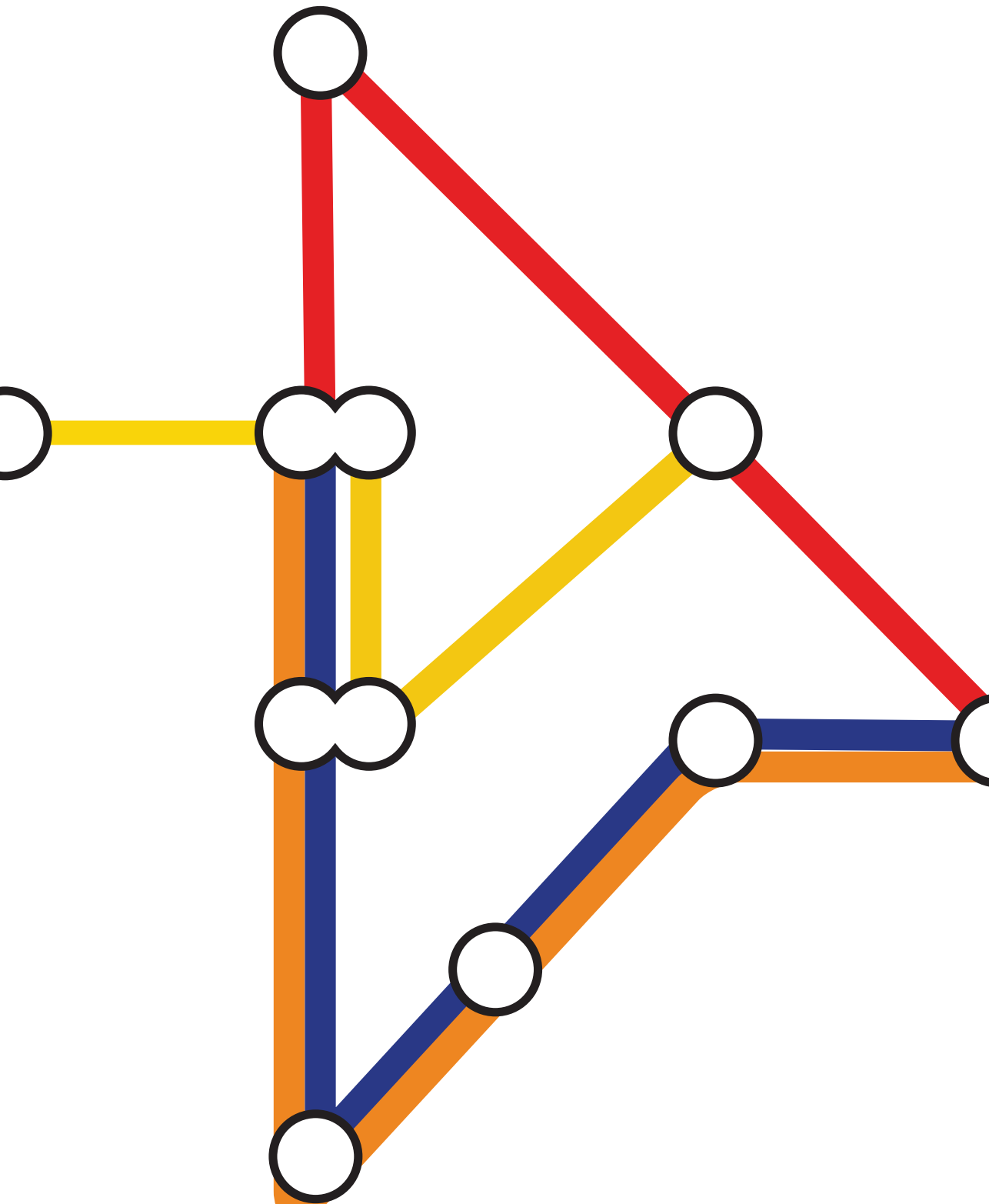
All the boundary experiences had in common that the student teachers’ learning at the boundary started when they encountered limits of knowledge and ability, as English (2013, p. 55) has described. In some boundary experiences, this was perceived as problematic, and in others as challenging in a more positive way (see also Mintz, 2014). The boundary experiences spurred the student teachers to manage the obstacle or challenge through cultural negotiation (Chirkov, 2009; Marginson, 2014). Cultural negotiation determined the student teachers’ actions and whether or not they were open to new knowledge or ability influenced their learning in multiple ways. The boundary experiences we identified provided various examples of what it means exactly to be positioned in-between distinct cultures and educational systems and the significance of this in-between space for student teachers’ professional development (Akkerman & Bakker, 2011; English, 2013; Marginson, 2014; Rivzi, 2005). According to Marginson (2014, p. 11), cultural adaptation should not be viewed as “a conversion to a (non-existent) stable equilibrium, but [rather as] a never

finished cultural negotiation". Educators should avoid looking at boundary experiences in an instrumental way, or consider one learning mechanism to be more important than another. This finding is in line with how Akkerman and Bruining (2016) describe boundary experiences and attendant learning mechanisms.

With the exception of the transformation learning mechanism, the student teachers' descriptions of the 15 boundary experiences did not include specific examples of how Meyer & Land (2003; 2005, p. 373) defined a threshold concept as initiating a new way of understanding, or interpretation. The importance of student teachers' learning during boundary experiences resided instead in the existential nature of a boundary and its subjective, individual value for their professional development (Biesta, 2010; English, 2013). Existing often taken-for-granted beliefs or ways of thinking and working no longer worked for the student students abroad (Biesta, 2010; English, 2013; Kim, 2001). The importance of the boundary experience resided mostly in raising the student teachers' awareness of their existing knowledge and ability, rather than in transformations (Mezirow, 1991).

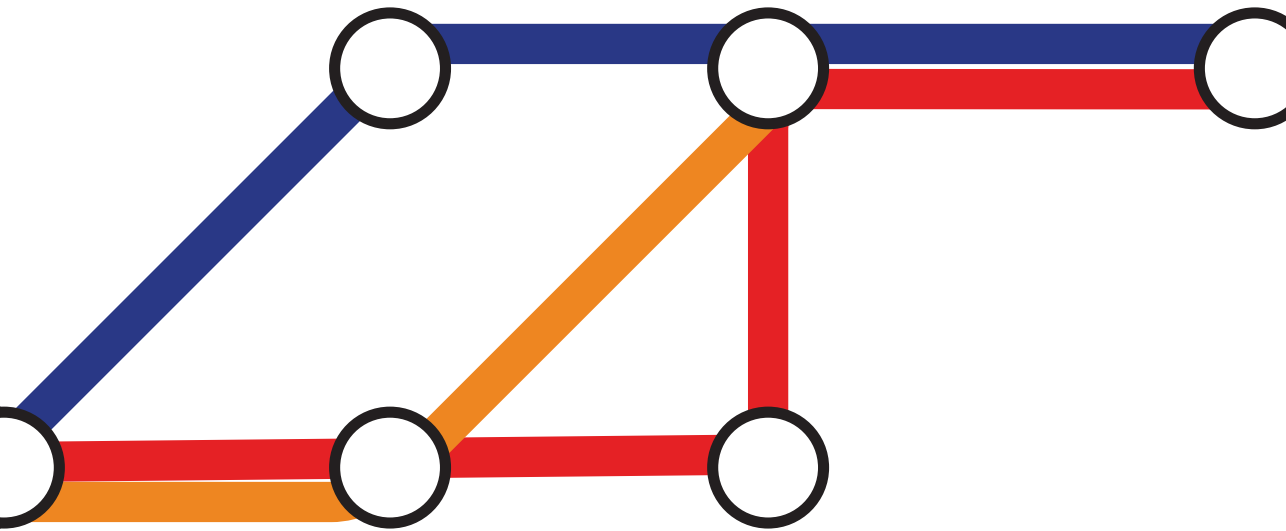
The boundary experience helped, or sometimes even forced, the student teachers' reflections on subjective and moral dimensions in teaching (Bakker, 2016; English, 2013; Meijer, 2011; Rodgers & Scott, 2008), including inner dispositions, norms and beliefs, which had been taken for granted before their international experiences. Subjective and moral dimensions, such as personal backgrounds, previous teaching experiences and future teaching ambitions (Kelchtermans, 2009), became more apparent in the international context and also coloured the participants' actions or judgments during their boundary experiences.

The nature of several of the boundary experiences and learning mechanisms we described are common for student teachers' teaching internships at home as well. In their home country, student teachers also experience alternative school cultures and differences in power distance towards pupils. What is uncertain is whether or not the boundary experiences during an international teaching internship generate learning mechanism(s) that are different than similar boundary experiences at home and if so, why. A comparative study on the differences and similarities of boundary experiences at home and abroad could provide teacher educators with valuable additional insights into what the value of an international teaching internship is.



CHAPTER 4

HOW EVERYDAY CLASSROOM EXPERIENCES IN AN INTERNATIONAL TEACHING INTERNSHIP CAN RAISE STUDENT TEACHERS' AWARENESS OF SUBJECTIVE EDUCATIONAL THEORIES



This chapter is submitted for publication in adapted form as: Mesker, P., Wassink, H., & Bakker, C. How everyday classroom experiences in an international teaching internship can raise student teachers' awareness of subjective educational theories.

Abstract

This study explores how 33 student teachers' reflections during 106 'bumpy moments' (defined by Romano, 2006) while in an international student teaching internship reveal their professional beliefs, and the moments make the student teachers reflect upon their subjective theories of education. Student teachers described four themes of professional beliefs: (1) pedagogical content knowledge, (2) school context, (3) organisational skills and (4) self-reflection. Their reflections highlighted aspects of their subjective educational theories when they perceived they lacked an appropriate practical teaching strategy or they had pedagogical interactions with pupils or supervisors. Their lack of a practical teaching strategy made the student teachers aware that their existing knowledge and skill did not always work in the classroom, and the consequences of this for their teaching practice. The student teachers' reflections on pedagogical interactions also made them aware of moral dimensions in teaching and their own position during normative (inter) actions.

Keywords: Student teacher' beliefs, subjective educational theory, moral dimensions in teaching, international teaching internship, bumpy moments.

4.1 Introduction

The growing emphasis on performance- and evidence-based education suggests that teachers can obtain objective knowledge about ‘what works’ in the classroom (Biesta, 2015, p. 80; Kelchtermans, 2009, p. 266). However, this notion of objectivity increasingly contradicts the idea that teaching can never be objectified, since it is an unavoidably subjective and moral endeavour (Biesta, 2014a; Buzzeli & Johnston, 2002; Fenstermacher, 1990; Hansen, 2001). Teaching involves a continuous interplay between an educational system with various sophisticated instruments (e.g., protocols and descriptions of learning outcomes), and a teacher’s subjective use of those instruments in their classroom, since standard approaches are rare (Bakker, 2016; Biesta, 2014a; 2017; Kelchtermans, 2009). One stakeholder in this interplay is the teacher educator, who struggles to bridge their desire to objectify the student teacher’s professionalization the one hand, and the student teacher’s subjectivity on the other (Korthagen, 2017; Martínez, Castro, Vystrčilová, & Mogliacci, 2017; Shapira-Lishchinsky, 2011; Sockett, 2006). What is also problematic is the fact that educators can experience difficulty understanding their own subjectivity, which further hinders them in coaching future teachers (Bullough, 2011; Sockett & LePage, 2002; Willemse, Lunenberg, & Korthagen, 2008).

Bakker (2016) describes the subjectivity/objectivity discrepancy in teacher education in terms of ‘instrumental and normative professionalism’. Instrumental professionalism means that student teachers need to be acquainted with the educational system and ‘master the knowledge and skills of the professional as presupposed by the system’ (Bakker, 2016, p. 13). Simultaneously, a student teacher knows that in the end she or he will always have to make a professional judgement based upon subjective interpretations within this system of knowledge and skills. Bakker (2016, p. 16) defines this situation as normative professionalism, while other authors often refer to this as teachers’ subjective educational theories (Kelchtermans, 2009; Martínez et al., 2017). Bakker emphasizes how instrumental and normative professionalism are complementary. However, in practice, the emphasis on performance and evidence-based (student) teacher education increasingly emphasises instrumental professionalism (Biesta, 2014a; 2017; Korthagen, 2017).

Therefore, teacher educators need more insight about how to explicate or guide subjective aspects of teaching (Biesta, 2014a; Kelchtermans, 2009; Sanger & Osguthorpe, 2013; Shapira-Lishchinsky, 2011). Situations in which student teachers find themselves confronted with unfamiliar pedagogical practices and their lack of useful teaching strategies can be important experiences for explicating student teachers’ subjective educational theories (Kelchtermans, 2009; Körkkö, 2016; Levin & He, 2008; Martínez et al., 2017). Biesta (2010) proposes that experiences that interrupt a student teacher’s practice help

them to reflect on their subjective educational theories. This pedagogy of interruption means that the student teacher's existing ways of thinking and acting are no longer taken for granted, or are not necessarily working. These experiences help student teachers to shape their personal voice as moral, individual, and responsible beings. Van Manen (1991, p.23) describes teachers' personal voices as pedagogical intents 'of who and what we are, and how we actively and reflectively stand in the world'.

This study uses 'bumpy moments' (Romano 2006) during classroom situations in an international student teaching internship to explore how these moments can interrupt or support teachers' enactment of existing professional beliefs. Romano (2006, p. 974) defines a bumpy moment as: 'moments in teaching that require a teacher to respond immediately and [are] not easily solved (for any number of reasons), [have] importance for the teacher, and [are] perceived to have future implications or an effect on the students in the classroom'. This exploration of bumpy moments can provide insight into student teachers' subjective educational theories (English, 2013; Fives & Buehl, 2012; Kelchtermans, 2009), especially because these theories are also culturally determined (Jang & Kim, 2010; Lee, 2016; Marginson, 2014; Tam, 2016). Student teachers in international internships are resituated in unfamiliar teaching environments and temporarily exposed to traditions and values of other (school) cultures, which can raise their awareness of their existing professional beliefs (English, 2013; Montgomery, 2010; Pence & Macgillivray, 2008).

4.2 Theoretical framework

4.2.1 Teachers' beliefs

An important aspect of teachers' subjective educational theories is their professional beliefs that can be influenced by past and present experiences and future expectations (Biesta et al., 2015; Dewey, 1938; Fives & Buehl, 2012; Kelchtermans, 2009; Levin & He, 2008; Sanger & Osguthorpe, 2011, 2013; Van Manen, 1994). Kagan (1992) defines professional beliefs as implicit assumptions through which teachers perceive their work, teacher-student interaction, pedagogy or subject matter. Kelchtermans (2009) describes how teachers' beliefs and knowledge constitute their subjective educational theory, and this guides their work, makes them reflect on their teaching practice and helps them understand who they are as professionals. In this study, the concept of subjective educational theory is used to describe student teachers' subjective knowledge and beliefs.

Fives and Buehl's (2012) literature review of empirical research and beliefs shows that beliefs can function as teachers' filters for interpretation, frames for defining problems, or guides or standards for action. Teacher beliefs are important because they can give insight

into student teachers' classroom decision-making (Pajares, 1992), judgements and routines (Biesta, Priestley, & Robinson, 2015; Emirbayer & Misscher, 1998; Meirink, Meijer, Verloop, & Bergen, 2009). Their beliefs also illustrate their teaching purposes, preferences or images of the teacher they want to become (Kelchtermans, 2009; K rkk , Kyr - mm l  & Turunen, 2016; Levin & He, 2008). Teachers' beliefs are connected to various aspects of teaching practices from interpretations of pedagogical content knowledge (Mishra & Koehler, 2006; Shulman, 1986), to moral dimensions of teaching (Sanger & Osguthorpe, 2013).

4.2.2 Bumpy moments, teachers' agency and beliefs

One of the ways to understand teachers' professional beliefs is to consider the interplay of teachers' decisions and judgements in their daily teaching practice (Biesta, 2015; Biesta & Tedder, 2007; Johnson & Reiman, 2007; Ruitenberg 2012). Student teachers' beliefs are tested, confirmed and sometimes modified during various subjective interpretations and social interactions in everyday classroom situations. These interpretations and interactions are often, new, unique, or unpredictable (Martinez et al., 2017; Shapira-Lishchinsky, 2011), because there is little time to rationally or morally reflect on what is the appropriate thing to do (Dewey, 1938; Van Manen, 1994, p. 27). Biesta et al. (2015, p. 626) describe teacher's agency as something that is understood as an 'emergent phenomenon of actor-situation transaction' and not as 'a property, capacity or competence – but is something that people do'.

The concept of a bumpy moment (Romano, 2006), defined earlier, is used in this study to describe daily classroom situations during an international teaching internship. All teachers experience the necessity of a quick, almost intuitive, response to an issue in their daily teaching practice, ranging from a pupil testing the teacher to a well-prepared powerpoint presentation that doesn't work (Kelchtermans, 2009; Sch n, 1987; Van Manen, 1994). Romano (2006, p. 974) describes a teacher's tacit knowledge (Polanyi, 1966; T nnsj , 2013) as part of experiences wherein 'amidst the continuous classroom activity, teachers often act on such problems intuitively, instincts that are less reflective, yet their actions are still based on what they know or believe'. Several studies have indicated that more attention should be paid to teachers' emotions when trying to understand the role of teachers' beliefs (Fives & Buehl, 2012; Fried, Mansfield, Dobozy, 2015).

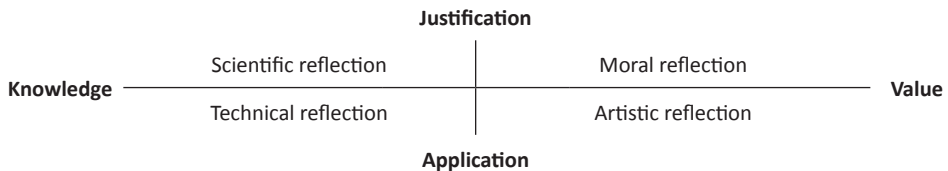
4.2.3 Reflecting on bumpy moments

Reflection is key for understanding student teachers' professional development and makes teaching experiences more meaningful (Korthagen, 2017). Reflection helps student teachers think, evaluate their experiences, or cope with professional challenges (K rkk , Kyr - mm l  & Turunen, 2016; Korthagen, 2010; 2017; Luttenberg, Oolbekkink, & Meijer,

2017; Schön, 1987). Kelchtermans (2009) has emphasized how reflection assists (student) teachers' professional self-understanding and awareness of subjective educational theories. Korkko, Kyrö-Ämmälä, and Turunen (2016, p.199) describe how practicum-related reflection, including discussions with peer students and supervisors, can be especially relevant in understanding subjective aspects of teaching, thus increasing the (student) teacher's awareness of their feelings, beliefs and assumptions.

Luttenberg, Oolbekkink and Meijer's (2017, p. 2) typology of reflections is used here to understand how student teachers reflect on their professional beliefs at stake during bumpy moments. This typology is based on traditions described by Coldron and Smith (1999). Luttenberg et al. (2017) define their typology as 'a heuristic framework in which four forms of reflection and the conditions for possible courses of reflection are central'. The authors describe how the four types of reflections are based on key aspects in teacher professionalism: knowledge, autonomy, and responsibility (Luttenberg et al. 2017). The typology (Figure 4.1) includes two dimensions that underlie the four reflection domains and make a distinction between theory and practice (justification-application dimension), and objective and subjective knowledge within education (knowledge-value dimension).

Figure 4.1: Dimensions and domains of reflection*



*Luttenberg et al., 2017, p. 4

Luttenberg et al.'s (2017) model was originally designed for reflections during action research. The reflections domains and the underlying dimensions are useful for understanding how student teachers' reflections can raise their awareness of professional beliefs. The four domains of reflection (see Table 4.1) are interconnected and should not be viewed separately. That means that the direction of each reflection is uncertain and distinct. Luttenberg et al. (2017, p. 14) acknowledge that in the end, it is the student teacher who makes a choice on how to reflect, which makes the model useful for our examination of student teachers' subjective educational theories.

Table 4.1: Four types of reflections and descriptions*

Type of reflection	Description
Scientific reflection	generalizable insights and knowledge (e.g., result of theories or scientific research activities) with an aim to understand what is true
Technical reflection	the means, knowledge or skills to achieve a certain goal with an aim to understand what is effective and efficient
Artistic reflection	the teacher's (personal) significance and autonomy that in real experiences within teaching practice aim to understand what is good
Moral reflection	general values and the teacher's responsibility to manage these values in their teaching practice with an aim to understand what is just

* Based on typology of Luttenberg, Oolbekkink, Meijer (2017)

The first aim of this study is to explore how student teachers' reflections on bumpy moments in an international teaching internship reveal significant professional beliefs. Second, we want to understand how the type of reflection the student teachers use to describe their bumpy moments provides insight into their subjective educational theories.

4.3 Methodology

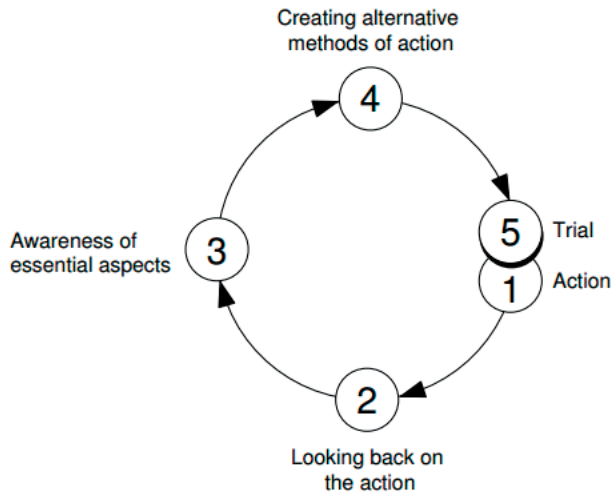
4.3.1 Participants

Seventy-two alumni who had attended a Dutch teacher education programme were asked to participate in the study. A total of 33 alumni agreed to participate. Their teaching disciplines included: History (n=12), Geography (n=3), Life Orientation (n=2), Social Studies (n=1), Arts (n=2), English (n=6), French (n=1), Spanish (n=1), Biology (n=3), Chemistry (n=1) and Computer Science (n=1). This particular teacher education programme was selected because it specifically focuses on international education and includes an international internship. An important aim of the programme is to combine various aspects of pedagogical content knowledge with teaching competencies, such as cross-cultural awareness and reflection, and research. In the teacher education programme, students develop their teaching skills through the English language and learn to acknowledge and appreciate the strengths of other cultures. Students conduct two teaching internships: one at an international or bilingual school in the Netherlands and one at a secondary school abroad. Our study focuses on the second, international internship when students are abroad for three months in schools in the UK, Scandinavia, Eastern Europe, the Caribbean, Northern America and Southern Africa. Participants usually taught at those schools in groups of two or three as interns.

4.3.2 Data sources

The student teachers wrote several reflections during their stay abroad, using the ALACT reflection method (Action - Looking back - Awareness of essential aspects – Creating alternative methods of action – Trial) (Korthagen, Kessels, Koster, Lagerwerf, & Wubbels, 2001). The ALACT model (Figure 4.2) requires students to describe their actions and reflections in hindsight, or as reflection on action (Schön, 1987). The ALACT model is designed to help student teachers develop their personal theories about teaching and learning and focuses on student teachers' actual concerns and experiences. In phase 2 and 3 of this model, the reflection focuses on the rational aspects with a role in phase 1, and emotional and motivational aspects (Korthagen, 2017). This design was suitable for our analysis of the participants' beliefs, agency and subjective aspects of teaching. In phase 4, the reflection becomes the start of (future) reflection for action (Schön, 1987).

Figure 4.2. The ALACT model



Most participants wrote a monthly reflection, while some reflected more often during their international teaching experiences. At the end of each reflection, student teachers described their interaction and collaboration with fellow Dutch student teachers and their local school supervisor.

4.3.3 Data analysis

This study used a multiple case study design (Miles & Huberman, 1994) to explore the bumpy moments of the 33 participants. Data were analysed using Interpretative Phenomenological Inquiry (IPA) (Smith, Flower, & Larkin, 2009). The IPA research approach is based upon three theoretical underpinnings: phenomenology, hermeneutics and ideography.

The researcher engages in a double hermeneutic circle while ‘trying to make sense of the participants trying to make sense of what is happening to them’ (Smith et al., 2009, p. 3). IPA studies usually include a small number of participants and are often designed as case studies.

An important starting point for our analysis was that each reflection was significant for the participant, in principle. The student teachers had written their reflections because of a specific problem, challenge or concern. In this stage of the analysis, the participant had already determined what a significant experience was. The individual participants’ reflection logs were analysed through close reading (Smith et al., 2009, p. 82-84). Significant meaningful text fragments and important utterances were selected to identify the type of situation the participant considered significant and its context.

In the second round, we examined and compared (Boeije, 2010) the participants’ agency during each bumpy moment to determine whether or not a professional belief was at stake and if there was a potential normative action. Reflections wherein the participant clearly described a specific response, immediate action, or emotion in their bumpy moment were distinguished from those that had not done so in order to identify teacher agency. We also identified whether or not the participants described emotions, because we expected that emotions would show the student teachers’ concern about a professional belief (e.g. Fives & Buehl, 2012; Fried, Mansfield, Dobozy, 2015). We distinguished positive, negative and mixed emotions, e.g., when participants described negative emotions as ‘I was feeling disappointed’, or ‘this bothers me’.

Significant experiences that described both teacher agency and a professional belief were provisionally coded in an inductive way (Miles & Huberman, 1994). The codes were both descriptive (summarizing the beliefs or related knowledge addressed in the fragment) and interpretative (analysing personal or professional perspectives the participants believed were important during their experience). Next, we categorised the remaining bumpy moments in themes of professional beliefs and did another round of close reading to identify whether or not the participants assigned the bumpy moment’s significance to the cross-cultural context (Smith et al., 2009, p. 91-92).

In the final round of analysis, we interpreted the type of reflection based on the participants’ descriptions of bumpy moments. We deductively used Luttenberg et al.’s (2017) typology of reflections (scientific, technical, artistic and moral reflections, see Figure 1), to analyse the student teachers’ meaning-making of the bumpy moments during their international internship.

4.4 Results

4.4.1 Student teachers' professional beliefs during bumpy moments

In 106 bumpy moments, the 33 student teachers described a professional belief that was significant during their international teaching internships. The student teachers described four themes of professional beliefs (see Table 4.1): (1) pedagogical content knowledge, (2) school context, (3) organisational skills and (4) self-reflection. All bumpy moments included a problem or challenge that increased the participants' awareness of a professional belief they found important being under pressure. This motivated them to attempt to cope with the bumpy moment. Professional beliefs related to pedagogical content knowledge (in 89 bumpy moments) were prevalent. We found that in the participants' descriptions, agency and emotions were complementary. Emotions either influenced how the student teachers responded during a bumpy moment, or successful and failed attempts to address the bumpy moments triggered other emotions. In situations when participants expressed a negative emotion, they described how they felt uncertain, or not in control. Mixed emotions were present during ambiguous situations that seemed problematic at first, but worked out after a specific response.

4.4.2 Student teachers' reflections

The types of reflections (scientific, technical, artistic, and moral) the student teachers' used in their descriptions of bumpy moments gave insight into their subjective educational theories. The student teachers' beliefs about their subjective educational theories fell into four main themes: pedagogical content knowledge, school context, organisational skills and self-reflection. In Table 4.2, we highlight the student teachers' beliefs according to theme, type of belief based on reflections on bumpy moments and frequency of belief.

4.4.2.1 *Reflecting on professional beliefs regarding pedagogical content knowledge*

In the 89 reflections on pedagogical content knowledge, the student teachers generally reflected on tension between theories they had been taught in their Dutch teacher-training institute, and their personal and practical considerations of how to use their knowledge and skills in a cross-cultural context. The main exceptions were the participants' reflections on pedagogical tact or care for students that also described a moral domain (see Figure 4.1). The bumpy moments also seem to be caused by the fact that they were new and relatively inexperienced teachers.

Table 4.2: Themes and types of beliefs based on the student teachers' reflections during bumpy moments of an international teaching internship

Theme of belief	Types of belief (at stake during a bumpy moment)	Frequency of belief (N)*
1. Pedagogical content knowledge	I believe it is important to:	
1.1. <i>Teaching strategies</i>	<ul style="list-style-type: none"> teach student-centred activities (22) differentiate as a teacher (20) be able to design lessons without books (6) teach Content and Language Integrated Learning (CLIL) (3) have sufficient content knowledge as a teacher (1) 	
1.2. <i>Classroom management</i>	<ul style="list-style-type: none"> have skills as a classroom manager (26) 	
1.3. <i>Pedagogical care for students</i>	<ul style="list-style-type: none"> teach culturally sensitive subjects (4) show empathy towards students (2) help students to be successful (1) motivate my students (1) know my students (1) be polite towards students (1) teach my subject (history) for shaping pupils' lives (1) 	
2. School context	I believe it is important to:	
2.1. <i>School culture</i>	<ul style="list-style-type: none"> apply school rules in a correct way (1) 	
2.2. <i>Interactions with a local school supervisor</i>	<ul style="list-style-type: none"> have full responsibility as a beginning teacher from the school supervisor (2) learn from your school supervisor as a future teacher (1) find my own teaching style (2) 	
3. Organisational skills	I believe it is important to:	
3.1 <i>Time management</i>	<ul style="list-style-type: none"> have better time management in my teaching practice (9) 	
3.2 <i>Organise extra-curricular activities</i>	<ul style="list-style-type: none"> be able to organise extra-curricular activities (1) 	
4. Self-reflection	I believe it is important to:	
	<ul style="list-style-type: none"> be able to self-reflect as a teacher (1) 	

* total N=106

Teaching strategies

The student teachers described 52 bumpy moments wherein they reflected on beliefs regarding teaching strategies, and touched upon the scientific, technical, and artistic domains of reflection (Figure 4.1). The scientific and technical domains of the student teachers' reflections were dominant when they describe bumpy moments wherein they

encountered problems using student-centred activities, differentiating their lessons, or using Content and Language Integrated Learning (CLIL) in their international teaching internship. When the student reflected on their actions, they frequently described how existing knowledge and skills from their teacher-training programme functioned as a frame of reference during their attempts to cope with a bumpy situation. The socio-cultural differences in teaching strategies and classroom management within the international internship schools challenged their frame of reference, which enhanced the artistic domain of their reflection. At this point, the participants had to make personal interpretations on how to use their existing knowledge and skills.

The cross-cultural context was most influential during the participants' reflections on bumpy moments when using CLIL. Participants' awareness of their beliefs about the importance of teaching CLIL can be partially derived from the fact that CLIL was emphasised in their teacher-training preparation with the focus on bilingual or international education. Teaching by CLIL is an educational approach whereby a foreign, or second language (for the pupils) is used to teach both the language and subject content, such as history and geography. In practice, this meant that all the Dutch student teachers had to teach their subjects in English during their internships, except those who taught Spanish and French.

A student teacher who taught Eastern European pupils described it as follows:

It took me an awful lot of time to prepare my lessons for the (...) pupils. I had to translate their [Eastern European] textbook [into English] word for word and in the end I was spending more time on translating the book than coming up with interesting learning activities. Furthermore, the language barrier made the lesson even more problematic. When I asked the pupils a question during my lessons I rarely got a response from them. (...) The pupils were just too insecure about their English language skills and were uncomfortable to speak out loud in English.

In six bumpy moments, the student teachers described teaching in schools in the UK, the Caribbean and Eastern Europe where it is common to teach without books. During those bumpy moments, the student teachers were confronted with a lack of expertise from their Dutch training and existing educational theories (scientific domain of reflection). The situation forced them to design their own teaching materials or work with materials from colleagues and made the student teachers reconsider their existing belief that a teacher should work (mostly) with books. The artistic domain of reflection was key, since the student teachers reflected on their perspective on teaching without books, how to improvise, or whether they could adapt to this unfamiliar situation or not.

One of the student teachers in the Caribbean stated:

I am also stressed about the curriculum of arts. As ever, there is none. (...) Why is there never just a book about art history that I can work from? (...) There is no curriculum and I have to come up with a lot myself. (...) The fact that there is no method or materials for the Caribbean exam is a problem of the school and it started to become mine (...) I feel like I have to reinvent the wheel.

In this reflection, the participant mentioned the importance of the consequences of the situation.

I just accepted that I will have to deal with the situation and make everything myself and decided to see it as a challenge and a way in which I really can try out everything I want.

In another bumpy moment, a student teacher (History) taught democratic systems in Southern Africa at her internship school located in this region. The student teacher's reflection focused on the fact that she thought her content knowledge, as a teacher, was insufficient (scientific domain of reflection).

During the lesson pupils came up with many examples when discussing case studies and pros and cons of a democratic system. At one point a pupil asked whether Botswana and Mozambique were democratic countries as well. In addition they asked a few things about the political system in [Southern Africa].

She described how she quietly checked with her school supervisor, and her realization was practical, so it didn't describe a pedagogical interaction or moral aspect in teaching (artistic and moral domains of reflection), which was something that might have been expected.

I either need to prepare more intensively on such broad topics or explain to pupils that I have been studying cases in Europe mainly.

Classroom management

In 26 bumpy moments, the student teachers reflected on beliefs related to classroom management, and described mostly scientific and technical domains of reflection. The student teachers' reflections on classroom management showed how the classroom

context could be more important than their cross-cultural context for making them aware of this aspect of their subjective educational theories. Most of these bumpy moments are common for beginning teachers and can occur in any classroom.

For example, a student teacher taught Life Orientation in a strict Southern African school and reflected on the following bumpy moment, which took place during two lessons.

I have noticed on a few occasions that there are [pupils], especially ‘high achievers’, who do not really care for Life Orientation, as it is fairly un-academic and easy to get a decent grade. They would quickly rush through their exercises and then start doing homework for Math or Biology without asking permission (...) The next lesson the same [pupil] did it again. When I asked her for her work, I saw that it was really sloppy, no serious effort, and that she just wrote on the back of another notebook.

She addressed the situation with the pupil and reflected on the type of classroom management she prefers.

For my personal development, I want to be better in my classroom management. Being drilled with rules, some of the [pupils] have a very smart way of politely wiggling their way through the rules. Because they are generally well behaved and positive, it is difficult to determine when to put my foot down. I want to find a positive way to enforce my rules, and determine for myself small punishments for [pupils] who do not participate or disrespect me or other pupils.

Pedagogical care for students

The participants’ reflections on pedagogical care for students were the only reflections under the theme of pedagogical content knowledge that also referred to a moral domain of reflection. Pedagogical interactions with pupils made the participants aware of qualities they believed were important for their pupils, themselves, or their subject, and thus placed their reflections in the knowledge-value dimension. They described how motivating students or helping students to be successful were important notions, but were also challenging to achieve (artistic domain of reflection).

For example, being a culturally sensitive teacher is complex and difficult to include in one’s teaching practice in a pragmatic way. Cultural sensitivity not only requires knowledge and skills, but also requires a certain pedagogical attitude and degree of empathy. This means that the student teachers could only attempt to do what they thought was right for their

pupils (moral domain of reflection), and this often made them reflect on their position as a teacher as well. The student teachers' descriptions showed that they apparently could not make use of previous teaching experiences or pedagogical content knowledge from their teacher-training programme (technical and scientific domains of reflection) to address these bumpy moments, which problematized the moment. We highlight two examples, one was pragmatic and one made the teacher reflect on the type of teacher she wanted to become.

A student teacher who taught English described a bumpy moment when teaching a culturally sensitive topic in Southern Africa. She used examples of good and bad condom adverts as part of a lesson series on advertising.

One of the examples of bad advertising was an advert for condoms saying: '19 out of 20 don't break!' I expected this advert to cause some consternation or laughter but the girls kept totally quiet and looked quite confused (...) After I had explained what the advert was for, they still did not get why this was an example of bad advertising. One girl even said: 'But if we just wait until we are married, we don't need any contraception. So why do they even advertise it? Is that why it's a bad advert?' I was quite overwhelmed by this comment and I didn't really know what to say at first (...) In the end, after a lot of other explaining ('what exactly is contraception ma'am'), I managed to explain why the advert was an example of bad advertising.

In another bumpy moment, a student teacher teaching History described a lesson on the American civil rights movement, the National Association for the Advancement of Colored People (NAACP), and Rosa Parks in a Southern African classroom.

I decided to give this class a little bit more historical context (...) Years earlier there had been a 15 year old girl who had done the same thing Rosa Parks had done, but the NAACP made a conscious decision to discontinue the case when they found out she was pregnant as they did not want to take the risk of sending her to court while her credibility was compromised due to her pregnancy. I knew that this story might be a risky as it is a 'touchy' subject, because the school is extremely conservative [and] based on Christian values, and anything referring to do with sex or pregnancy is kind of frowned upon.

The fact that the student teacher spoke about this topic was immediately spread around the school without her knowledge. When she had to teach the same lesson later that day,

one of her pupils warned her about its sensitivity. She decided to refrain from mentioning the pregnant NAACP member in the second lesson. However, she was dissatisfied and reflected on the matter with her supervisor.

The more I think about it, the more I am reminded how important it is to stick to your beliefs, and in this case I am happy that I decided to teach the way I did during the first lesson. I think I went about it in a professional manner, and that the story will benefit the learners.

4.4.2.2 Reflecting on professional beliefs regarding the school context

In six bumpy moments, participants' reflections described professional beliefs highlighting situations wherein the student teacher had to cope with school rules or struggled with interactions with a school supervisor. Again, participants could not fall back on previous, similar interactions, because they were relatively new experiences, thus explicating a theory-practice gap.

School culture

In one bumpy moment, a student teacher had to monitor a test (surveillance), and struggled with rules for assessments in the Caribbean school culture. The experience was context-independent.

The test was supposed to take 90 minutes. After 30 minutes the first students finished already and wanted to leave the classroom. On the rules and regulation that were laying on my desk it said they were not allowed to leave and that they had to stay and study for upcoming exams with the books they were supposed to bring (...) Therefore I stopped the students that were leaving the room and told them to take their seats and study. They seemed kind of surprised and reacted giggly, [since] they had not brought any books.

Her reflection describes her uncertainty in an unfamiliar school culture, and her inexperience in surveillance.

Looking back on the action, I feel like I was not sure what to do. The rules and regulations were on my table, but how does this usually go? Why are the rules like this? Are all teachers so strict on this? I had no clue! (...) The essential aspect of this incident was that I was not prepared enough. Maybe I underestimated the surveillance.

Interacting with the school supervisor

Five bumpy moments were caused by the school supervisor's attitude or intervention, which made the student teachers reflect on their position as a new teacher (artistic and moral domains of reflection). Socio-cultural differences in what the student teachers expected from their international school supervisor were key in those reflections. In two bumpy moments, the student teachers' reflections made them aware that they believed that having full responsibility as a beginning teacher was the best way to learn to become a teacher. A student teacher interning in the UK described how her supervisor intervened when a pupil was misbehaving.

This was something that I had already addressed the lesson before and thought was just something one off, but apparently it wasn't. At this point, I could not complete my action (I wanted to send him out because he had been too rude to stay in the classroom), because my mentor decided to intervene and send him out instead.

The participant felt her supervisor's behaviour kept her from being a good teacher.

This was one of the first times that I had a student really be rude to me, which I must say was not a pleasant feeling. This incident made me realise, and not for the first time, that my mentor does not give me freedom when it comes to dealing with my students. Whether it's in the case of a student's misbehaving or when a student asks me to speak to them outside, she will always step in or take over which I am not afraid to say really gets on my nerves.

4.4.2.3 Reflecting on professional beliefs regarding organisational skills

During 10 bumpy moments, the student teachers reflected on various aspects of organisational skills. Participants did not use discourse indicating that cultural aspects played a significant role during those bumpy moments. Rather, organizational skills appeared to be a context-independent challenge for them. Most bumpy situations resulted in pragmatic reflections wherein the student teachers described planning issues (scientific and technical domains of reflection). Although the participants' reflections described little awareness of the bumpy moment's meaning for their teaching practice, the moment's value resided in the fact that the experience created a misbalance in work and private time. This resulted in their desire to be better at planning and organizing. One bumpy moment addressed the practical difficulties of organising an extra-curricular activity.

Time management

In nine bumpy situations, participants described situations wherein they struggled with time management. They felt they lacked the time for preparing lessons or writing tests, or lagged behind in joint teaching with colleagues. Participants' reflections generally varied in their descriptions of planning ahead, using student-centred activities to speed up their planning, and not knowing how to handle a time situation (technical and artistic domains of reflection).

One example of an exemplary reflection of a student teacher teaching History in the UK was:

I tried to jam everything I did with one class into the lessons I had with another class, which meant I was rushing through the assignments and lectures. I could see some of the students had a hard time keeping up and I couldn't answer their questions the way I would have liked to.

As in most of the other reflections related to this type of belief, the bumpy moment resulted in a desire to gain more control of planning.

For my final week I am not going to rush anymore. It just stresses the students out and makes the lessons less enjoyable for both them and me. I'm going to properly and realistically plan what I want to do next week.

4.4.2.4 Reflecting on type of self-reflection

One participant described a bumpy moment wherein a reflective state of mind was not helpful for her or her students. Although the student teacher was trained in reflecting (scientific and technical domains of reflection), she struggled with using the moment in a positive way (artistic domain of reflection), which was good for her and the students (moral domain of reflection).

One of the ways in which I make it far harder on myself than I should, is the way how I am reflecting on my own lessons. It seems like I am not satisfied with my lessons and reflect on them in a very negative way, although, I rationally know that it is not that bad at all.

The participant reflected on the future (artistic and moral domains of reflection) implications of the moment for her and her pupils:

I should internalize that it is impossible to connect to every student, to stimulate and motivate every student and to expect fireworks every lesson (...) I guess (or hope) that it is more about the fuzziness I have in my own mind about my own boundaries.

4.5 Conclusion and discussion

In this study, we explored how student teachers' reflections during 106 bumpy moments (Romano, 2006) in an international teaching internship, made them aware of their professional beliefs (Fives & Buehl, 2012), and how this awareness made the student teachers reflect upon their subjective educational theories (Kelchtermans, 2009). The majority of the student teachers' recorded bumpy moments illustrated Bakker's (2016) description of a teacher who is continuously moving between instrumental and normative professional aspects within the classroom. Although the international context was not as influential as our initial assumption, the student teachers' reflections provided various examples of bumpy moments within a cross-cultural context that explicated aspects of their subjective educational theories (Kelchtermans, 2009; Martínez et al., 2017). In all the bumpy moments wherein the student teachers reflected on their professional beliefs, they described personal interpretations (Kelchtermans, 2009), and normative actions (or judgments) on how to use their existing (instrumental) knowledge or skills within the cross-cultural context (Bakker, 2016; Sanger & Osguthorpe, 2013).

We found that the participants' reflections on bumpy moments highlighted aspects of their subjective educational theories when student teachers perceived they lacked practical teaching strategies (Kelchtermans, 2009; Körkkö, 2016; Levin & He, 2008) and during pedagogical interactions (Biesta, 2010; Van Manen, 1991). The bumpy moments showed how the student teachers' predominantly reflected on practical, everyday issues and concerns, which made them aware of professional knowledge or skills they believed to be important (English, 2013; Kelchtermans, 2009; Körkkö, 2016; Levin & He, 2008). The cross-cultural context was influential when it made the student teachers reflect on their lack of practical teaching strategies, especially regarding pedagogical content knowledge (Shulman, 1986), and its meaning for their subjective educational theories (Kelchtermans, 2009; Martínez et al., 2017). Common teaching problems, e.g., student-centred activities, or classroom management were perceived as challenging especially when student teachers were in an unfamiliar teaching context where knowledge and skills from their teacher education had failed, or they perceived they lacked experience, or both. The majority of their reflections described the technical and artistic domains of reflection (Luttenberg

et al., 2017), which highly influenced the bumpy moment's pragmatic nature and thus emphasized their normative actions as a problem-solving scenario (Dewey, 1938).

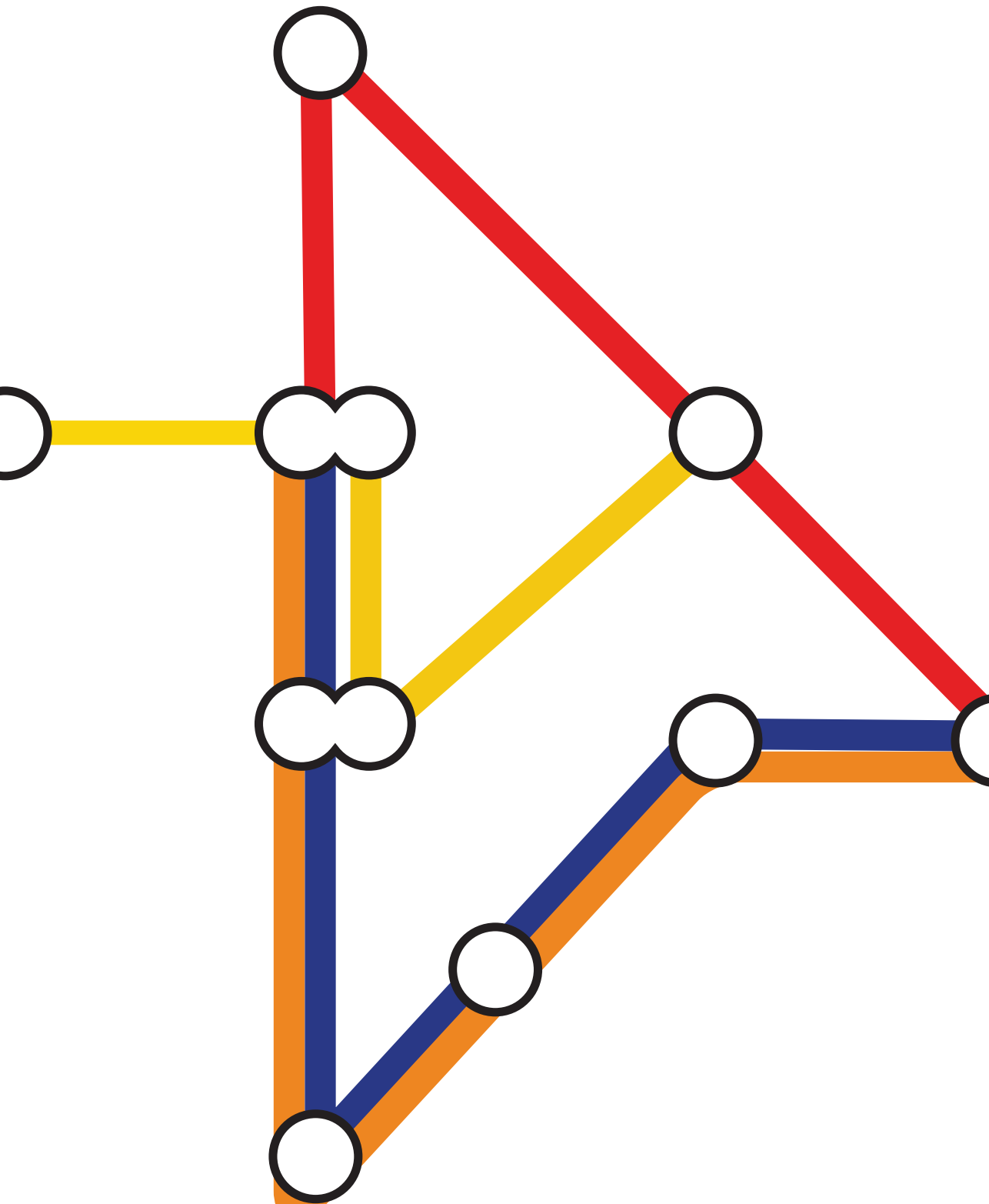
The student teachers' reflections on pedagogical interactions (Van Manen, 1991) with pupils or local supervisors, showed how their international teaching internship functioned as an example of pedagogy of interruption (Biesta, 2010; English, 2013). The specific value of pedagogical interactions in a cross-cultural context resides in the fact that they not only raise an awareness of existing knowledge and beliefs, but also increase awareness of the moral dimensions (Luttenberg et al., 2017; Sanger & Osguthorpe, 2013). Student teachers' reflections on teaching in a culturally sensitive way proved to be particularly significant by highlighting their justification of a moral concern during their (normative) actions to do what was right (Bakker, 2016; Luttenberg et al., 2017; Tännsjö, 2013). Those situations required pedagogical thoughtfulness and tact (Van Manen, 1991), and these skills can help student teachers find their personal voice as a normative professional (Bakker, 2016; Biesta, 2010). The bumpy moments showed that moral dimensions of teaching are not a quality or competence the student teacher has, but instead exist in action and interaction with others during specific situations (Biesta, et al., 2015, p. 626; Dewey, 1922; Tännsjö, 2013, p. 6).

4.5.1 Implications for teacher educators and limitations of this study

Educators need to have an understanding and explication of how student teachers' subjective educational theory plays a role in their praxis. One possible approach is to examine how student teachers' subjective theories develop during teacher training as part of their professionalization (Bakker, 2016; Bullough, 2011; Kelchtermans, 2009; Sanger & Osguthorpe, 2013; Sockett & LePage, 2002; Willemse et al., 2008). The findings of this study indicate that teacher educators could focus on common, small teaching details that occur during bumpy moments in the student teachers' daily teaching practice to understand and explicate larger concepts such as the student teachers' beliefs and other moral dimensions of teaching (Bullough, 2011; Fives & Buehl, 2012; Romano, 2006; Sanger & Osguthorpe, 2013). By using Luttenberg et al.'s (2017) reflection typology, student teachers' descriptions of the daily classroom practice can move beyond a pragmatic nature (Romano, 2006).

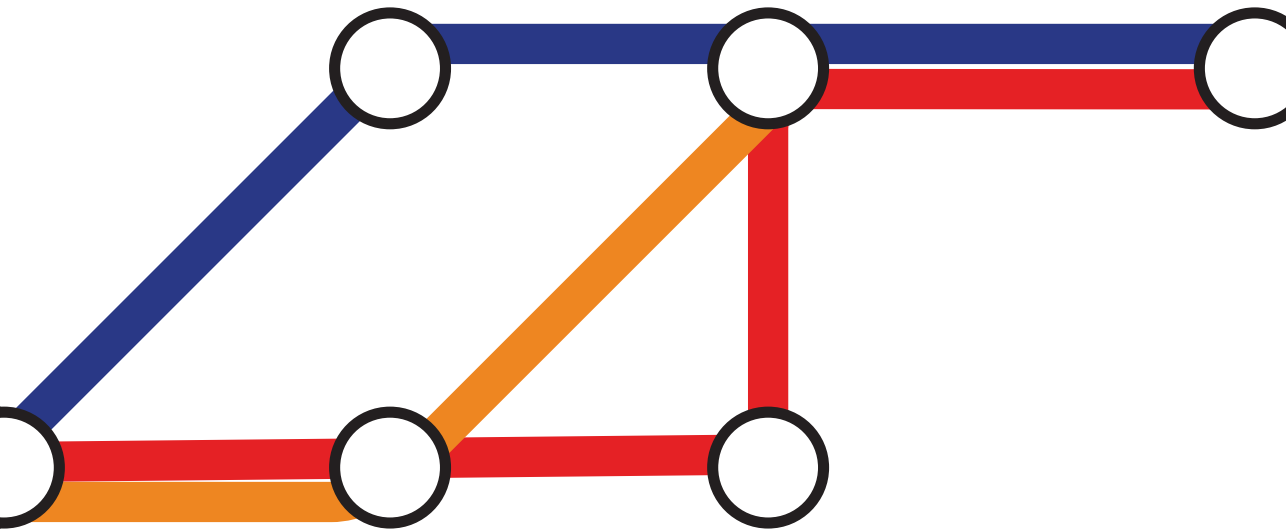
The bumpy moments in this study gave momentary insight into student teachers' subjective educational theories that show that they are not one-dimensional constructs that can be easily measured (Biesta, 2014a). This study's pragmatic approach emphasises understanding beliefs as a frame for defining a problem and serves as a guide or standard for action, rather than serving only as a filter for interpretation (Fives & Buehl, 2012). A thick description (Geertz, 1973) is needed for a richer understanding of student teachers' subjective educational theories. Future studies investigating (student) teachers' beliefs

and moral dimensions in teaching should consider an ecological approach (Biesta et al., 2015) and include teachers' biographies and previous teaching experiences (Dewey, 1938; Kelchtermans, 2009; Sanger & Osguthorpe, 2013), as well as the student teachers' tacit knowledge (Fives & Buehl, p. 490; Haidt, 2013, p. 294; Polanyi, 1967; Tännsjö, 2013, p. 143; Van Manen, 1994, p. 161).



CHAPTER 5

EXPERIENTIAL CONTINUITY: HOW NEWLY QUALIFIED TEACHERS' PAST INTERNATIONAL TEACHING EXPERIENCES INFLUENCE THEIR CURRENT PERSONAL INTERPRETATIVE FRAMEWORK



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Abstract

This two-year longitudinal study, explores how an earlier international teaching experience influences the way six newly qualified teachers perceive their current teaching practice and professional self-understanding during personally significant experiences. The concept of an experiential continuum, a key concept in these findings, suggests that every experience reflects back on previous experiences and modifies later experiences. We identified 12 individual examples of personally significant experiences in which newly graduated teachers described how their previous international teaching experience informed their present teaching practice. Our study shows that experiential continuity identified during significant personal experiences in newly qualified teachers' teaching practices influences them when interpreting: (1) professional beliefs regarding teaching knowledge (2) moral questions regarding the teacher they want to be or become (3) their international teaching experience as a tool for placing new experiences in perspective. The study describes practical cases of how experiential continuity can help newly qualified teachers, to understand why they make certain personal or moral interpretations in their teaching induction phase and what this means for the teacher they want to become.

Keywords: experiential continuity, professional self-understanding, teacher beliefs, significant personal experience; newly qualified teachers

5.1 Introduction

The induction period for newly qualified teachers is generally characterized by their individual search for the teacher they want to become and reflection on their motives for becoming a teacher (Banning, 2015; Beauchamp & Thomas, 2011; Day, Kington, Stobart, & Sammons, 2006; De Vries, Van de Grift, & Jansen, 2014, Olsen, 2008). Newly qualified teachers successfully or unsuccessfully try to find a balance between adapting their professional beliefs to the socializing forces within their new school culture, while holding on to existing professional beliefs they value and wish to keep (Biesta, 2014a; Day, 1999; Kelchtermans & Ballet, 2002; Loughran, Brown, & Doecke, 2001; Poole, 1996; Rots & Aelterman, 2008). Several studies have shown the complexity of the transition from student to teacher (e.g. Flores, 2006; Ruohotie-Lyhty, 2013) and the importance of significant experiences (Smith, Flower, & Larkin, 2009), such as periods of tension and challenges during this transition that test and form newly qualified teachers' professional beliefs (Loughran et al, 2001) and often result in professional development (Kelchtermans, 2009; Pillen, Beijaard, & Den Brok, 2013; Ruohotie-Lyhty, 2013; Smagorinsky, Cook, Moore, Jackson, & Fry, 2004). Although these studies acknowledge the importance of significant experiences for teachers' professional development, there is a lack of empirical research on exactly how to qualify professional development.

According to Kagan (1992, p. 74) professional beliefs are implicit assumption, which are a core aspect of teachers' personal knowledge in their daily work. Kelchtermans (2009) and Fives and Buehl (2012) describe professional beliefs as a filter or a framework through which teachers perceive their work, teacher-student interaction, pedagogy or subject matter, and consequently give meaning to and actions in their daily teaching practice. Teachers' beliefs are generally considered key for understanding teachers' behaviour, including classroom decision-making, judgements and routines; they can also inform teachers' teaching purposes and preferences or images regarding the teacher one wants to become (Biesta, Priestley, & Robinson, 2015; Borg, 2001; Kelchtermans, 2009; Meirink, Meijer, Verloop, & Bergen, 2009; Pajares, 1992). Teachers' beliefs are frequently not consistent with their teaching practice, which highlights the subjective, ambiguous and complex nature of professional beliefs (Biesta et al., 2015; Fives & Buehl, 2012; Meirink et al., 2009; Wallace & Priestley, 2011). In Pajares's words, beliefs are 'a messy construct' (1992, p. 307).

Several studies indicate that professional beliefs are constructed and influenced by context and past experiences (Fives & Buehl, 2012; Goodman, 1988; Nespor, 1987; Tam, 2016). Newly qualified teachers' awareness of experiential continuity in the context wherein they work is key for their professional development (e.g. Bukor, 2015; Dewey, 1938; Illeris, 2013; Kelly, 1955, 1963). Dewey (1938) describes continuity of experience

as an 'experiential continuum' (p. 28): 'the principle of continuity of experience means that every experience both takes up something from those which have gone before and modifies in some way the quality of those which come after' (p. 35). Dewey stresses that any experience is part of a social interaction, thus making the principles of continuity and interaction inseparable (p. 44). According to Dewey (1938) recognizing continuity, or an experiential continuum is a moving force that results in growth.

Relatively few empirical studies compare teachers' experiences during institutional training with similar personal experiences during the induction phase. There is little insight on how perceptions of experiential continuum affect newly qualified teachers' professional beliefs in the present context (Fives & Buehl, 2012; Kelchtermans, 2009; Rots, Kelchtermans, & Aelterman, 2012). An awareness of experiential continuity can help newly qualified teachers to make sense of how their past experiences affect their professional behaviour, the professional beliefs they value and why they make certain professional judgements (Bakker, 2016; Beauchamp & Thomas, 2009; Biesta, 2014a; Kelchtermans, 2009; Rodgers & Scott, 2008). Newly qualified teachers, teacher educators and school coaches who understand the origin of certain professional beliefs or professional qualities have a better understanding of a teacher's professional development.

This two-year longitudinal study documents how a previous international teaching experience informs the personal interpretative framework of newly qualified teachers (Kelchtermans, 2009) during personally significant experiences (Smith et al., 2009), during their induction phase. An international teaching internship is a relevant case, because newly qualified teachers have already experienced a culture and educational system that is different from their own, thus, supporting or challenging the enactment of their beliefs (Tam, 2016; Fives & Buehl, 2012). Challenges include negotiations of contextual, social and cultural meaning outside of their familiar, national educational systems (Montgomery, 2010; Marx & Moss, 2011).

5.2 Theoretical framework

This case study explores the concept of experiential continuity (Dewey, 1938) within the context of newly qualified teachers' professional development. The key experience in this study is a previous international teaching experience, which took place during newly qualified teachers' training programme. An interpretative phenomenological approach is used to identify teaching experiences in a newly qualified teacher's first year of teaching when their previous international teaching experience becomes personally significant (Smith et al., 2009; Smith & Osborne, 2003). Finally, we use the concept of a teacher's personal

interpretative framework (Kelchtermans, 2009) to understand what experiential continuity (Dewey, 1938) meant for the newly qualified teachers' professional development.

5.2.1 Experiential continuum

Dewey (1916, 1938) described life as a continuous succession of various situations. According to Dewey (1916), the nature of an experience includes active and passive elements and combines trying and undergoing. Within this dynamic interaction with other people or objects, an individual tries to use knowledge and skills learned in one situation for handling future situations (Dewey, 1938, p. 43-44). Dewey's idea of experiential continuity (1938) meant that an individual "does not find himself living in another world, but in a different part or aspect of one and the same world" (p. 44). Dewey emphasized the importance in education for identifying "the kind of present experiences that live fruitfully or creatively in subsequent experiences as part of an individual's growth and learning" (1938, p. 28). Dewey's pragmatic approach of human experiences included searching for purpose and meaning accomplished through observation of the experience, knowledge of what had happened in similar situations in the past and judgment of the significance of an experience (1938, p. 69).

5.2.2 Significant personal experiences

The concept of an experiential continuum begins with an individual's understanding of an experience and its significance, which is at the core of Interpretative Phenomenological Analysis (IPA) (Smith et al., 2009; Smith & Osborne, 2003). For IPA, significant personal experiences (SPEs), are considered to be important life experiences wherein the individual is 'prompted to contemplate, worry, or try to make sense of what is happening, and which often has existential significance' (Smith et al., 2009, p. 188). An experience becomes significant for someone when '... the everyday flow of lived experiences takes on a particular significance for people' and an individual tries to make sense of the experience (Smith et al., 2009, p.1). New experiences are interpreted in relation to former stories of the self to sustain a sense of coherence and structure in self-experiences (Crossley, 2000; Heidegger, 1962/1927; Gadamer, 1990/1960; Smith et al., 2009). This interpretation concurs with Dewey's (1938) description of experiential continuity.

In the induction phase, newly qualified teachers' significant personal experiences are often situations of distress and tension when professional beliefs are challenged (Meijer, 2011; Pillen et al., 2013; Rots et al., 2012; Ruohotie-Lyhty, 2013). The distress and uncomfortable feelings caused by experiencing this discontinuity usually motivate newly qualified teachers to try to cope with the discontinuity and restore continuity (Akkerman & Bakker, 2011; Akkerman & Meijer, 2011; Dewey, 1938). Continuity presents a situation in which they are again able to act or interact (Akkerman & Bakker, 2011). Experiences

where teachers attempt to cope with obstacles and challenges to restore continuity are significant, because they have learning potential, especially when a teacher can relate discontinuity to a previous experience (Akkerman & Bakker, 2011; Dewey, 1938; Hora & Miller, 2011; Tsui & Law, 2007).

Sense-making of individual experiences with existential significance generally occurs through narratives and reflection, enhancing an understanding of who we are in relation to others (Baxter Magolda, 2007; Goodson, Biesta, Tedder, & Adair, 2010; Heidegger, 1962/1927; Gadamer, 1990/1960; Loughran et al., 2001; Schön, 1983, 1987). Braskamp, Braskamp, & Merrill, (2009) describe it as follows: '(sense-making) reflects one's sense of self-direction and purpose in one's life, becoming more self-aware of one's strengths, values, and personal characteristics and sense of self, and viewing one's development in terms of one's self- identity' (p.105).

5.2.3 Teachers' personal interpretative framework

Kelchtermans' theoretical approach of a personal interpretative framework (2009) is used to understand how experiential continuum has an influence on newly qualified teachers' professional development (Kagan, 1992; Ruitenberg, 2011). Kelchtermans (2009, p. 260) describes a teacher's personal interpretative framework as 'a set of cognitions, of mental representations that operates as a lens through which teachers look at their job, give meaning to it and act in it'. This framework is the always-temporary mental sediment of a teacher's professional learning over time that results from previous experiences and a meaningful interaction with his or her professional environment, and thus has a dynamic nature (Kelchtermans, 1993, 2009).

Similar to Dewey (1938), Kelchtermans (2009) acknowledges the dynamic nature of professional development and the importance of previous experiences, especially for what he describes as uncomfortable situations (p. 270). The dynamic nature of a beginning teacher's personal interpretative framework surfaces when their teaching knowledge and professional beliefs are confronted and challenged by others' opinions and practices (Kelchtermans 2009; Ruitenberg, 2011; Ruohotie-Lyhty, 2013). Kelchtermans (2009) states that the exposure to others is inevitable in teaching and that teacher's vulnerability plays an important role in understanding teachers' professional development. This vulnerability has three possible sources: exposure to external circumstances, the unpredictability of the profession and the moral nature of the decisions that teachers have to make (p. 265-266). According to Kelchtermans, acknowledgement of this inherent vulnerability is important to understand teachers' professional development.

Kelchtermans (2009) distinguishes a teacher's professional self-understanding and a teacher's subjective educational theory as two interwoven domains, which together construct a teacher's personal interpretative framework.

Professional self-understanding

The first domain of a beginning teacher's personal interpretative framework is professional self-understanding: an on-going process and includes experiencing making sense of events and the subsequent influence on the self (Kelchtermans, 1993, 2009). Professional self-understanding not only refers to a beginning teacher's understanding of their present teaching experiences, but also emphasises the important influence of past experiences on their self-image as a professional. There are six dimensions of professional self-understanding (Kelchtermans, 1994, 2009): self-image, self-esteem, task perception, job motivation, job satisfaction and future perspective (Table 5.3).

Subjective educational theory

The second domain of a beginning teacher's personal interpretative framework is their subjective educational theory. Subjective educational theory is the personal system of knowledge and beliefs that a teacher uses to make sense of their professional educational framework (Kelchtermans, 2009; Vanassche & Kelchtermans, 2016). The framework reflects the basis on which a beginning teacher grounds their personal decisions or judgements for action. It answers the questions: 'How can I effectively deal with this particular situation?' and 'Why would I work that way?' (Vanassche & Kelchtermans, 2016, p. 357).

The content of a teacher's subjective educational theory, is based upon previous significant experiences wherein a teacher has experienced their teaching approach or perspective as working (Kelchtermans, 2009) and those with discontinuity (Akkerman & Meijer, 2011). Kelchtermans (2009) emphasizes that reflection is key in teachers' awareness of decisions in action and judgements (p. 264).

The main research question of this paper is: 'How does an international teaching experience from the past, affect newly qualified teachers' personal interpretative framework during significant experiences in their current teaching practice?'

5.3 Methodology

5.3.1 Research group and data collection

Data were collected over two years, beginning during the teachers' international internship in the teacher training programme, followed by the first year of their teaching induction

phase. The participants were part of a larger group of students with various disciplinary backgrounds. We asked eight students from fairly homogeneous disciplines to participate in this study voluntarily. Two participants decided to withdraw from this study after finishing their teacher-training programme, due to a lack of time. This case study is based upon the experiences of the six remaining participants.

Table 5.1: Participant background

Participant	Teaching subject	International internship	Current teaching position
Adriana	English	UK	Secondary school
Amy	History	UK	Secondary school*
Ellen	History	UK	Secondary school**
Marc	Geography	Southern Africa	Secondary school / University of Applied Sciences***
Simone	History	Scandinavia	Secondary school
Suzanne	History	Southern Africa	University

*Amy could not find a teaching position at the beginning of the school year and joined this research project again when she found a teaching position.

**Ellen switched schools halfway the school year.

***Marc's log reflections and interviews were based upon experiences in his secondary school only.

5.3.2 Data sources

Multiple datasets were used (Miles & Huberman, 1984): individual interviews, inquiries, self-reflections and a monthly log book to collect rich, detailed data (Smith et al. 2009, p. 56). Participants were asked to continuously give examples to justify their views and understand their thinking in their logbook (Loughran et al. 2001, p. 11).

Two in-depth, semi-structured interviews were held before and after participants' international teaching practice. The first interview focused on background, past experiences and professional beliefs related to internationalisation. The second and retrospective interview identified the participant's personal significant experiences (SPEs) during their international teaching internship. During their stay abroad, the participants wrote individual reflections and completed two structured inquiries regarding perceived (dis)continuity.

Additional data were collected during the participants' induction phase. Each participant described SPEs in logbooks. The researcher predefined the nature of personal experiences as an obstacle, a moment of hesitation, an encounter, or a positive moment. Participants were instructed to write objectively and freely about SPEs in their daily teaching practice, to avoid a pre-occupation on the role of an international experience in the classroom. Participants' individual reflections in their logbook included a description of the SPEs, whether a specific perspective(s) was dominant during the experience, and why. Examples

of perspectives that the participants could describe were their personal biography, a novice teacher, or a world citizen. The perspectives were used to gain insights into the type of beliefs that were at stake.

During a semi-structured interview midway the induction year, each participant was asked to describe SPEs wherein they perceived (dis)continuity while working at their current Dutch institute. They were also asked to elaborate and explain their log reflections in order to verify the researcher’s interpretations. The interviews were recorded and transcribed verbatim. At the end of the first year of teaching, each participant was asked to write a final self-reflection describing (dis)continuity in their professional development in the two years of this study, with at least one example in their teaching practice. The main objective of using the concept (dis)continuity was to have an understanding of the ways that SPEs had, or had not affected the participant’s personal interpretative framework.

Table 5.2: Overview of individual datasets, frequency and focus its objective

Data Source	Frequency and situated in time	Focus
Semi-structured interview	(1) Before international internship	(1) Individual biography
	(2) After international internship	(2) Personal and professional development (stay abroad)
	(3) Halfway through first year of teaching	(3) Professional development/ experiential continuity
Structured inquiry	(1) Fifth week of international internship	(1 & 2) Perceived socio-cultural differences (stay abroad)
	(2) Tenth week of international internship	
Self-reflection	(1) Halfway through international internship	(1) Perceived (dis)continuity during teaching abroad
	(2) End of first year of teaching	(2) Perceived (dis)continuity during induction
Log reflections	(Monthly) during the first year of teaching	Individual reflections on significant experiences

5.3.3 Data analysis

A multiple case study design (Miles & Huberman, 1994) was used as research methodology to explore instances of the experiential continuum of the six participants. We used Interpretative Phenomenological Analysis (IPA) (Smith et al., 2009; Smith & Osborne, 2003) to describe and analyse SPEs during an international teaching internship and induction year. The IPA research approach is based upon three theoretical underpinnings: phenomenology, hermeneutics and ideography.



IPA uses phenomenology (Heidegger, 1962/1927; Husserl, 1982; Merleau-Ponty, 1962) to examine SPEs (Smith et al., 2009, p. 188). The researcher is often involved in a double hermeneutic circle (Smith & Osborn, 2003), when he or she is ‘trying to make sense of the participants trying to make sense of what is happening to them’ (Smith et al., 2009, p. 3). Finally, IPA is also ideographic—the objective is to understand in detail how someone perceives an experience and tries to make sense of it (Smith et al., 2009). Therefore, IPA studies usually include a small number of participants and are often designed as case studies.

Based upon IPA (Smith et al., 2009; Smith, 2004), datasets from each participant were studied repeatedly through close reading “line-by-line analysis of the experiential claims, concerns, and understandings of each participant” (Smith et al., 2009, p. 79) to identify SPEs in the induction phase. Meaningful text fragments and important utterances were selected (Smith et al., 2009, p. 79-80), wherever professional beliefs were at stake. A provisional code was given to detected professional beliefs (Miles & Huberman, 1994). The codes were both descriptive (summarizing the issues addressed in the fragment) and interpretative (analysing the personal or professional perspectives that the participants believed were important) (Smith et al., 2009, p. 83-84). Emergent themes were identified within the experiential material of each individual case (Smith et al., 2009, p. 91-92). An audit trail procedure (Akkerman, Admiraal, Brekelmans, & Oost, 2008) was used to specifically examine the coherence and plausibility of the interpretation of the SPEs that the participants described about their stay abroad (Smith et al. 2009, p. 80).

In the second round of analysis throughout the induction year, we compared (Boeije 2010, p. 83; Smith et al., 2009, p. 92-96) the participants’ descriptions of their international teaching experiences and experiences during their induction year to establish whether or not the participants were integrating their international experience in their current teaching practice. The comparisons identified SPEs wherein experiential continuity occurred.

In the final stage of our analysis, the double hermeneutic circle (Smith et al., 2009, p. 35-36) was essential. We used Kelchtermans’ theoretical concept of a teacher’s personal interpretative framework (1994, 2009) deductively, to interpret how the previous cross-cultural experience influenced the individual participants’ current teaching practice and professional self-understanding (Table 5.3). We studied the participants’ individual SPEs to locate described examples of experiential continuity and analysed (a) dimension(s) of professional self-understanding that had played a role, (b) professional beliefs that were important in the dimension(s) of professional self-understanding, (c) how experiential continuity influenced a participant’s actions and (d) how a participant described the

international experience’s influence on his or her current professional self-understanding or teaching practice.

Table 5.3: The six dimensions of professional self-understanding

Dimension of professional self-understanding	Explanation of the dimension
Self-image	The aspect that describes how teachers perceive and typify themselves, which is also based upon the views of others.
Self-esteem	The evaluative aspect of teachers’ self-understanding—how teachers perceive their task, duties and responsibilities.
Task perception	The normative component in teaching, when teachers make value-laden considerations and choices in answering the question: ‘What must I do to be a proper teacher?’
Job motivation	Refers to teachers’ motives, and why someone wants to become a teacher and ultimately stays or gives up teaching.
Job satisfaction*	Shows how satisfied teachers are with their professional situation <i>concerning factors they do not have a (direct) influence on.</i>
Future perspective	Reveals teacher educators’ expectations about their future in the job and are the result of an on-going interactive process of sense-making and construction.

*Kelchtermans has left out this dimension since 1994. A recent study by Bill Banning (2015) on teachers’ vocation re-valued this dimension for describing experiences that include situations wherein teachers are not in control, caused by governmental rules, school management and other. In italics is what Banning has added to Kelchtermans’ original description (1994, p.89)

5.4 Results

The newly qualified teachers in this study described 90 significant personal experiences (SPEs) in their self- reflections and interview during their first (induction) year of teaching. In 12 individual SPEs the participants described experiential continuity in verbal and written statements. In the 12 SPEs, the teachers’ previous international teaching experiences influenced their current personal interpretative framework in three ways:

1. interpreting professional beliefs regarding teaching knowledge and how to use this knowledge
2. interpreting moral questions regarding professional beliefs and the teacher one wants to be or become
3. interpreting their international teaching experience to put current experiences into perspective.



We illustrate the three ways in which the recognition of experiential continuum in SPEs affected the participants' personal interpretative framework by presenting exemplary cases. We describe the origin of experiential continuity during an international teaching experience, and its significance for newly qualified teachers' in their induction year of teaching practice and give examples of what experiential continuity means for the participants' professional self-understanding.

5.4.1 Interpreting professional beliefs regarding teaching knowledge

We found that in seven SPEs the participants made attempts to integrate new teaching knowledge from their international internship into their current teaching practice. Findings indicate that during SPEs wherein the participants interpret how to use teaching knowledge from their stay abroad, they (re)consider specific aspects of their teaching practice that affect their subjective educational theory. In practice, during those seven SPEs teaching knowledge from their international experience enables the participants to make personal choices regarding (1) teaching methodology, (2) teaching pedagogy, and (3) teacher-student power distance.

Most participants described difficulty integrating their professional knowledge from their international internship, which influenced their self-esteem and job satisfaction. Acknowledgement of an experiential continuum helps newly qualified teachers to think back on successful or unsuccessful teaching strategies and teaching knowledge during their stay abroad, which helps them to make personal choices and interpret their professional behaviour during SPEs in the present.

We highlight one case where experiential continuity helped a newly qualified teacher (Amy) to reflect upon the use of teaching methodology as a significant experience while teaching abroad and how her international experience continues to be of value in her current teaching practice.

Case 1: Amy

In her interview before her international internship, Amy's self-image is that activating teaching strategies and differentiation is key for her teaching practice. She teaches at a school in the UK that is situated in an underdeveloped area with high unemployment rates and a strong emphasis on child safeguarding. In the beginning of her internship, Amy perceives a discontinuity in teaching methodology.

All my classes had pupils with mixed abilities, a whole spectrum of different capacities and intelligences (...) Students had different need and often had behavioural problems. In the Netherlands those students might be at

schools for special educational needs (...) It meant that you have to understand the individual level of each student. What can you realistically expect from a student?

During her internship, Amy gradually notices that what she considered as discontinuity at the beginning of her internship is in fact a unique learning experience that strengthens and broadens her professional belief about differentiation in teaching. She increasingly values the way her British colleagues work, and after returning from her internship when she is asked in the interview what she perceives as her most important professional development, Amy says:

That must be differentiation in my lessons. The fact that I am aware how important differentiation is, as well as preparing how to differentiate. For example, designing supportive teaching materials, extra challenging assignments (...) You become very creative (...) In the UK they also test differently compared to The Netherlands. In the UK, they mostly test skills (...) In the Netherlands they have a separate lesson where they teach knowledge, while at this school at the end of every lesson it is checked what pupils have learned (...) This is definitely something I want to use in my future teaching. I really enjoyed that.

In her first year of teaching in the Netherlands, in several of her log reflections, Amy describes how her professional belief regarding differentiated teaching is still an important aspect of her teaching practice.

What I especially use from my international experience is how you construct a lesson. In [the UK], it is expected of a teacher to not talk more than 10 out of the 50 minutes during a lesson (...) My stay abroad helped me to focus to not use monologues, by being creative in assignments, by initiating student-centred activities, by making the students realise what is important, and what is not. All those aspects should be in my lessons and were very important in [the UK]. During a lesson, you should constantly check whether students have understood. That is really challenging and difficult when you have 29 students in your classroom, like I do now.

Amy frequently makes cross-cultural comparisons between her teaching activities in the UK and her current teaching practice, and reflects on how those comparisons help her in making personal choices in her teaching practice.

I am under the impression that, despite the fact that as a beginning teacher you are really busy, I found some peace and quiet to think. Just to look back at teaching activities I used during my teacher training programme and the international teaching internship. Which activity worked at the time, which one did not. In other words, which teaching activities were successful and do I want to use my current teaching practice?

Simultaneously, in her final reflection at the end of her first year of teaching, Amy described her continuous efforts to differentiate lessons and this is not common at her current school. Although this influences her job satisfaction and motivation, it forces her to self-reflect on a professional belief that was perhaps more common during her stay abroad.

Differentiating lessons is almost absent in my current work. It's not really part of the school's teaching methodology, which means I have to individually integrate in my lessons (...) My personal ideals that are for the greater part shaped by my teaching experience in [the UK] have thus developed in a different direction as my colleagues' (...) I take my role of counselling students very seriously, and I don't want a break in my passion for differentiation.

Amy's international teaching experience helps her understand why she values specific teaching knowledge, such as differentiation, as well as convinces her that pursuing this professional belief is a personal choice that is important for teaching her students. She doesn't want the existing school culture, or the way her colleagues work to affect this task perception.

5.4.2 Interpreting moral questions regarding professional beliefs and the teacher one wants to become

Our study illustrates that in five SPEs, the newly qualified teachers' perception of an experiential continuum influenced the moral dimensions of their professional self-understanding regarding the teacher they wanted to be or become. The study participants perceive these five SPEs as more intense and complex in their self-reflections, thus creating a feeling of urgency to make sense of their professional belief at stake. The SPE often pre-occupies newly qualified teachers during most of their induction year. Participants' judgments and deliberations are generally perceived as a struggle affecting their self-image and self-esteem. On one hand, this is caused by the fact that the participants are very sensitive about this professional belief because it was significantly challenged during their stay

abroad. On the other hand, personal aspects such as character and personal biography play an important role in SPEs.

In SPEs that relate to the moral dimensions of teaching, the participants are not able to make straightforward use of their international experience and the outcome of the SPE is unclear or open-ended. This contrasted with SPEs wherein the participants use teaching knowledge. Participants' sense-making required a longer process of retrospective review of strategies used in the past, as well as attempts to make sense of lessons learned abroad within the broader moral context of wanting to become a good teacher. Thus, acknowledgement of an experiential continuity triggers moral questions and reflections. The newly qualified teachers try to understand why the professional belief at stake has been so important for them as teachers during the past two years, and what the experiences means for their task perception.

We highlight two cases, wherein participants interpret moral questions regarding professional beliefs and the teacher they want to become. Marc's case specifically shows how a cross-cultural context enhances moral questions of cultural sensitivity. Adriana's SPE revolved around the professional dimension of a future perspective, which was lacking in all other SPEs.

Case 2 (Marc).

Marc has travelled often and lived abroad as a former PhD candidate. This has made him aware of the importance of cultural differences before his internship. However, his teaching experience in Southern Africa, where cultural differences are explicit, enhances this awareness, and shows him its importance in a classroom setting. In the interview after his internship, Marc described how poverty, inequality and racism is part of the daily lives of both students and teachers and how essential it is for teachers in Southern Africa to be able to work in multicultural classrooms. The following fragment also shows how this experience affects his self-image and self-esteem.

Multiculturalism inside and outside of the classroom is characteristic for [Southern Africa] (...) You learn how to switch between your own culture and the other culture, both professionally and personally (...) In our training this was called bi-culturalism, switching between cultures. When I discussed this with my fellow student teachers, we talked about it as 'the two worlds' (...) I have seen that I have been able to cope with those cultural differences in my daily teaching practice. You don't know beforehand if you are open-minded towards other cultures and are able to handle such differences.

Marc's visit to a school in a Southern African township, triggers a deeper awareness regarding the importance of cultural differences and the role a teacher can play, which has an influence on his task-perception.

We visited a school for orphans, or at least children whose parents cannot take care of them. They are left behind. In this school they get lessons, it's like a project (....) This experience made quite an impression on me and it has showed me that such a project works (...) You can see such a situation with your own eyes (...) It is difficult to explain, but it becomes part of you (...) I carry it with me as a person and a teacher.

The visit to the township and his daily teaching practice show Marc that it is his task as a teacher to make students aware of the importance of cultural differences as future citizens.

The experience inspired me to enlarge cultural differences in my future teaching practice in order to create a respect for each other's culture. The cultural boundaries within our society are becoming more vague (...) We need to create more respect. I think you need to create that respect both personally and professionally.

After returning from Southern Africa, Marc generally teaches multicultural classes. This makes it rather obvious that Marc recognizes continuity in his professional belief regarding the importance of awareness of cultural differences, strengthening his task perception. As he clearly states in one of his log reflections,

As a teacher, I want to make my students aware of cultural differences and teach them to handle those cultural differences in a respectful way (...) In the Dutch classroom you have an immense mixture of different cultures. I could take any name list of one of my classes, and I would not see any Jansen (*most common name in the Netherlands*). It is very culturally diverse (...) As I teacher I have to handle cultural differences in the classroom. Perhaps it's less extreme than in [Southern Africa], but it definitely plays a role in my teaching.

Both in the interview and his final reflection of his first year of teaching, Marc interprets how his professional belief has helped him in his classroom.

I thought this whole internationalisation event, experiencing different cultures, well, that is something you leave behind and you hardly need any more as a teacher. But that is nonsense (...) I experience continuity in the culturally diverse backgrounds of my current students (...) Internationalisation and cultural differences play an important role in my work as a Geography teacher (...) Especially when I discuss geographical concepts such as world citizenship and globalisation.

In his final reflection at the end of his first year of teaching, Marc concludes that being a culturally sensitive teacher is something he doesn't take for granted and it remains a moral quest for him, both as a teacher and citizen.

Personally, I think am well able to adapt to my current (school) culture. At the same time, it is rather difficult to apply acquired insights from my international teaching experience in this school culture, because I am so accustomed and part of this culture, as a former student, and as a citizen.

Case 3 (Adriana).

Adriana's SPE is the only SPE wherein examples of each dimension of professional self-understanding were found. In the interview before departing to her international internship, Adriana mentions that one of her professional (and personal) higher purposes in life was to work and live abroad. During her internship at a British international boarding school this future ambition is strengthened.

At the international school where I worked teachers were more career orientated, which doesn't necessarily apply to Dutch schools. If you work at a Dutch school, it doesn't mean you have far future objectives, you know, somewhere you want to end up (...) This international boarding school, where everyone is ambitious, including students, has definitely influenced me otherwise.

At the same time, the ambitious British school culture makes her think back on her school career and missed opportunities, thus enlarging the scope of experiential continuity in her moral reflections.

It makes me think back of my time as a student at secondary school and university. When I did my master's in English, I could have done much more, I could have made more of an effort and could have achieved more.

The inspiring context of the international school has a strong influence on all aspects of Adriana's professional self-understanding, especially with regard to her future perspective.

I would really like to teach at a similar, international school. As a teacher, you can focus much more on subject knowledge. Students are very motivated and it's fun to teach literature. I enjoyed it a lot. Unlike Dutch schools, where classroom management is an important issue. It makes me wonder: am I the right type of teacher for the Dutch educational system?

In the end, Adriana's future perspective is a defining dimension in her professional self-understanding. The type of school she wants to work in, is not only influenced by her professional beliefs, but also influenced by her personal expectations.

Working as a teacher at an international school fits with my personal objectives, because I want to live abroad (...) It has become an important ambition. My horizon has broadened after this international internship (...) I realise now, this is truly what I want to do.

After returning from the UK, Adriana obtains a position in a Dutch school. In the beginning, she mainly interprets her current teaching experience by comparing it to her international school which influences her self-esteem and job motivation.

You can consider this [British] international school the 'crème de la crème' (...) The best universities visited this school, to select students, such as Harvard, Cambridge and Oxford (...) In [the UK] I could do literature analysis, and I was really using my subject knowledge, something which I enjoy. In my current school, I am mainly teaching basic things, such as grammar and speaking.

A few months later, Adriana is offered a part-time position at the international school, which she describes in several of her reflections as a moment of hesitation. Although she seemed certain about her future career choices before, Adriana now finds it difficult to make a decision: in what type of school will she thrive as a teacher? Adriana frequently tries to make sense of why she has second doubts.

It's in my character to really go for it, to not go out of the way for any obstacle (...) I really learn a lot at my current school, especially with regard to pedagogy. I don't want to leave my current school, because I am loyal, and I don't want to let my colleagues and students down, after only a few

months. The school has a shortage of staff, and they are really trying to build something new. I think I can contribute to it.

Eventually, she is not offered the job, and thus Adriana does not have to make a choice. At the end of her first year of teaching, Adriana interprets her doubts.

I get a clearer image, of the type of teacher I want to be. I also get a clearer image of which type of education is more effective (...) This experience made me realise, that working at a bilingual school, or an international school, can be an unpleasant experience, if they are set in their habits (...) Working at this innovative school has shaped my perspective on education, without being hampered by traditional frameworks (...) Despite the fact, or perhaps thanks to the fact that I work at a totally different school as the international school during my internship, the new experience has made me a better teacher.

This insight affects Adriana's self-image and task perception and influences her moral perspective regarding the teacher she wants to become, although the outcome is unclear.

I often still felt like a student teacher during all the new experiences in the past year. However, I could further develop and substantiate my teaching ideals (...) I now realise that as a teaching professional, I can develop my ideals and my perspective on education in whatever educational system and use it in Dutch education, as well as internationally.

5.4.3 Interpreting the international teaching experience as a way to put experiences into perspective

In a third result, we present examples wherein perceptions of experiential continuity have helped newly qualified teachers to put experiences into perspective during their induction phase, especially when they felt vulnerable. Participants described this aspect of experiential continuity a more general, defining dimension that occurs simultaneously with interpreting professional beliefs regarding teaching knowledge and moral questions regarding the teacher one wants to become.

During SPEs when participants feel vulnerable, they frequently think back to similar moments of vulnerability they had experienced during their stay abroad. This type of cross-cultural comparison gives the participants comfort during struggles in their induction phase and helps them to see their experiences in their proper context. The participants frequently stressed the psychological advantage of this aspect of their previous interna-

tional experience during these SPEs. In their self-reflections, the professional aspect of self-esteem is essential, because the newly qualified teachers believe that their international experience helps them to make the right choices and understand what they truly want.

We highlight examples from log reflections and interviews.

Suzanne thinks an experiential continuum helps her to feel confident during times of tension.

When something goes wrong, or someone asks me to do something, I feel I don't panic easily and I feel I will manage, because of my [Southern African] experience, where I was thrown in the deep. I recognize it in my current teaching practice.

Amy describes how the international experience has helped her to adapt to a new teaching context.

I honestly consciously think about my international experiences almost every day. For example when I check and compare teaching experiences, what works in a certain context, and what doesn't. I am preoccupied with those things, because of my stay abroad.

Simone thinks experiencing an alternative cultural perspective made her more flexible.

I have become much more flexible because of the international teaching internship, and this trickles through in my professional development as a beginning teacher (...) Because I have experienced so many different perspectives and teaching styles, I learned to adapt to things I initially didn't enjoy, or feel comfortable with.

5.5 Conclusion and discussion

This study explored how a previous international teaching experience affected newly qualified teachers' personal interpretative framework (Kelchtermans, 2009) during significant experiences in their current teaching practice. We used the concept of experiential continuity (Dewey, 1938) to describe the teacher's acknowledgement that past experiences materialize in their present teaching practice.

Dewey (1938) has argued that each human being seeks continuity in life and learning, “where successive experiences are integrated with one another” (p. 44), which he described as experiential continuity. This two-year longitudinal study described how six newly qualified teachers integrate a previous international teaching experience in their present current teaching practice during SPEs. Our main aim was to understand newly qualified teachers’ professional development by exploring how experiential continuity influences their personal interpretative framework (Kelchtermans, 2009).

Teacher educators have limited insights into how previous teaching experiences play a role in newly qualified teachers’ present teaching practice, or how newly qualified teachers’ personal interpretative framework develops from institutional training to their induction phase (Fives & Buehl, 2012; Kelchtermans, 2009; Rots et al., 2012). This explorative study found 12 SPEs wherein a previous international teaching experience influenced newly qualified teachers’ professional development in the present. In the SPEs, the six newly qualified teachers were able to integrate their previous international teaching experience in their present teaching practice. This influenced their personal interpretative framework in three possible ways: interpreting their professional beliefs regarding teaching knowledge, moral questions regarding the teacher one wants to be or become, and international teaching experience as a way to put experiences in the present into perspective.

In seven SPEs, experiential continuity helped participants interpret professional beliefs they valued within their subjective educational theory (Kelchtermans, 2009): in teaching methodology, pedagogy or interaction with students. In those SPEs, we found examples of the practical use of a previous experience during a problematic experience in the present, as Dewey (1938) originally described. Newly qualified teachers’ awareness of this experiential continuity is especially relevant within the context of novice teacher’s socialization, wherein filtering teaching knowledge is an important aspect of finding one’s way within a new school culture, including traditions and procedures (Biesta, 2014a; Day, 1999; Fives & Buehl, 2012; Kelchtermans & Ballet, 2002; Pillen et al., 2013) and for understanding or improving educational processes (Fives & Buehl, 2012). The seven SPEs showed how experiential continuity can help newly qualified teachers make personal choices in aspects of the mandatory knowledge and skills they were taught during their teacher training programme that they valued and found to be useful for their daily teaching practice in their induction phase (Bakker, 2016; Biesta, 2014a; Hargreaves & Fullan, 2012; Loughran et al, 2001).

In the five SPEs wherein moral questions regarding the teacher one wants to become were key, experiential continuity helped participants to make moral choices in their search for the teacher they want to become, or motives for becoming a teacher (Banning, 2015;

Beauchamp & Thomas, 2011; Day et al., 2006; Olsen, 2008). In those SPEs, the newly qualified teachers touch upon a key aspect of education: what is the purpose of education and what is my role (Dewey, 1938; Biesta, 2011, 2014). These moral questions were especially relevant in the two SPEs of cultural sensitivity. Experiential continuity strengthened participants' beliefs that cultural sensitivity is essential for addressing students in multicultural classrooms, and being a role model as a teacher. Marc considers this an important moral quest as a teacher and a citizen. Suzanne describes it as follows:

I consider myself to be flexible, open, culturally sensitive and empathic. [From the international experience] I have learned to transform those characteristics into strengths – something I can be proud of, also as a professional (...) Because I am so conscious of internationalisation, cultural diversity, being bi-lingual and being bi-cultural, I am also pre-occupied with global engagement. I am pretty morally driven, both in my personal as well as my professional life.

Such moral notions regarding education, reflect both Dewey's (1916, 1938) as well as Biesta's (2010, 2011) ideas that education is a social process that should also support democratic habits. Marc and Suzanne's SPEs show how culture can be a key aspect in this process.

Throughout our interpretative analysis, we found that that the three ways a teacher's personal interpretative framework can be influenced are not strictly delineated dimensions, but rather often interwoven within an SPE. This is in line with Kelchtermans' (2009) description of teachers' personal interpretative frameworks. This was the case in SPEs wherein the participants felt vulnerable, and frequently stressed the psychological advantage of thinking back to similar experiences during their stay abroad. Thus, experiential continuity can help newly qualified teachers restore continuity while perceiving discontinuity in their induction phase (Akkerman & Meijer, 2011), by giving comfort and making sense of what might appear to be problematic or challenging situation at the time.

5.5.1 Implications for teacher educators

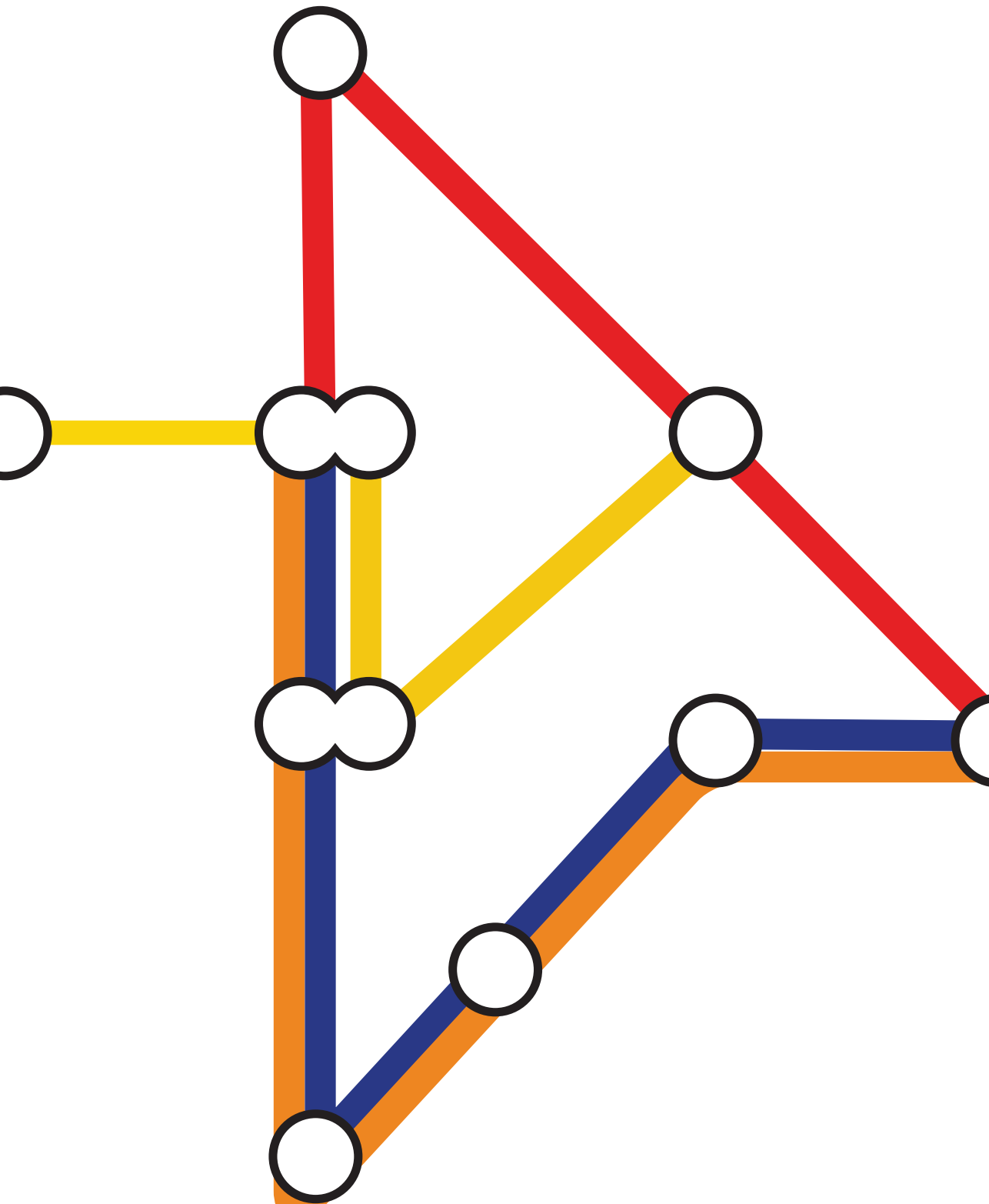
Teacher educators and schools support newly qualified teachers by preparing them for various challenges in their induction phase (Biesta, 2014a; Kelchtermans, 2009; Meijer, Korthagen, & Vasalos 2009). An important aspect in this preparation is an acknowledgement of the importance of teachers' personal interpretative framework in their professional development (Kelchtermans, 2009). Fives and Buehl (2012) state that an understanding of how beliefs, and especially belief change work, is a key aspect for understanding this type of professional development. However, educators still struggle with finding the right strat-

egy to position the personal and moral aspects of teachers' professional development, often caused by a lack of knowledge and skills (Meijer et al., 2009; Sanger & Osguthorpe, 2013; Warnick & Silverman, 2011; Willemse, Lunenberg, & Korthagen, 2005, 2008).

Findings in this study indicate that educators and researchers interested in understanding what a teacher's personal interpretative framework means for their professional development, should further explore cross-cultural experiences. Biesta (2010) has described the relevance of cross-cultural experiences (and similar types of experiences) as a pedagogy of interruption. Teaching abroad also 'interrupts' by disturbing an existing balance, when existing beliefs are no longer taken for granted. This study illustrates how experiencing cultural otherness and unfamiliarity exposes student teachers' existing professional beliefs and knowledge, and makes them aware of how their own personal interpretative framework is also culturally determined (Chi-Kin Lee, 2016; Tam, 2016; Jang & Kim, 2010; Fives & Buehl, 2012; Marginson, 2014). Experiencing a cross-cultural context can thus both trigger a teacher's professional development, and facilitate understanding.

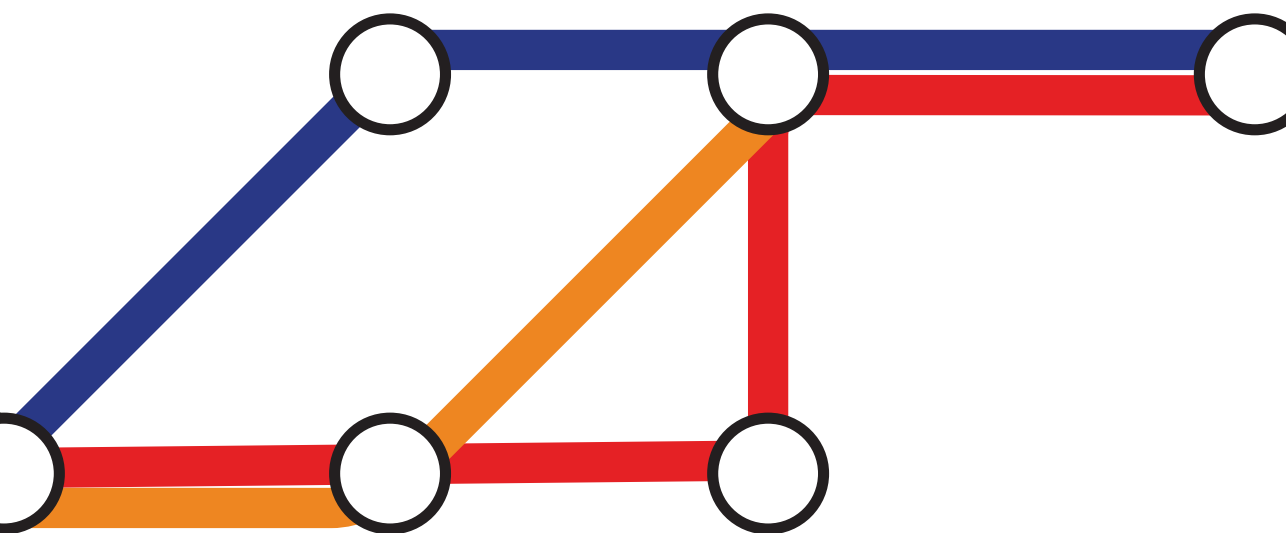
5.5.2 Limitations of the study

The sample of this study included experiences of six newly qualified teachers. Our main aim was to find examples of experiential continuity and understand its significance for the newly qualified teachers. A larger sample would provide teachers, educators and school coaches with a broader understanding of what this continuity means for newly qualified teachers and additional insights into relevant patterns of experiential continuity. A longitudinal study that included more years of the induction phase would provide additional insights into the role of experiential continuity in teachers' professional development.



CHAPTER 6

GENERAL CONCLUSION AND DISCUSSION



6.1 Main findings of this study

This two-year interpretative phenomenological study describes how experiences that interrupt existing ways of thinking or acting have an influence on personal and moral dimensions of teaching in new teachers' professional development. An international teaching internship is used as a case study for explicating an interruptive experience. The main research question of this study is: how does an international teaching experience influence student teachers' and newly qualified teachers' personal interpretative frameworks, in the professional transition from student teacher to teacher? The first aim of this study was to describe how an international teaching internship interrupts existing, familiar ways of thinking or acting, and interprets how this interruption influences student teachers' personal interpretative frameworks. The second aim of this study was to describe and reconstruct how the experience of teaching abroad continues to influence new teachers' personal interpretative frameworks in the two-year transition from student to teacher.

We begin by discussing the four studies and the important findings and conclusions.

6.1.1 Discontinuity, boundary experiences and student teachers' personal interpretative frameworks

Studies A and B use the metaphor of a boundary (Akkerman & Bakker, 2011; Engeström et al., 1995) to explore how eight student teachers experienced discontinuity during an international teaching experience (study A), and how this experience influenced their professional development (study B). In the theory of boundary crossing (Akkerman & Bakker, 2011; Engeström et al., 1995), a boundary is an experience of discontinuity wherein a socio-cultural difference is perceived as a challenge or obstacle in action and interaction. The theory usually focuses on professional boundaries whereby an individual moves among various practices (Wenger, 2000). In our study, we explored professional, personal and cultural boundaries to have a richer understanding of how an experience of discontinuity influenced the student teachers' personal interpretative frameworks. The results of studies A and B are based upon the written and verbal statements of the same eight participants.

The findings of studies A and B provide insights of when the participating student teachers experienced discontinuity, and how experiences of discontinuity influenced their personal interpretative frameworks (Kelchtermans, 2009). Study A and B show how experiencing discontinuity is important in raising a student teacher's awareness of their personal interpretative framework, or in changing their perspective on their existing framework

The objective of study A was to describe student teachers' perceptions of problematic or challenging socio-cultural differences to understand when and how they experienced discontinuity. The results of study A are congruent with Akkerman and Bakkers' (2011) theoretical description of discontinuity as a subjective and personal construct, and provide empirical examples of why individual teachers may experience similar problematic socio-cultural differences, but may or may not experience discontinuity. Experiences of discontinuity are perceived as an individual boundary when the student teacher describes how discontinuity in the cross-cultural context is not merely a challenge or obstacle, but in fact exposes a significant professional belief they were previously unaware of. When student teachers' (often implicit) professional beliefs are challenged or problematized, discontinuity raises their awareness of aspects of their subjective educational theory (Kelchtermans, 2009) and forces them to reflect upon its value within the international teaching context.

Study A resulted in empirical examples of both Biesta's (2010) and English' (2013) ideas that an interruption in the familiar ways of thinking and modes of action is in fact a critical and educational space with existential dimensions. This educational space can have professional as well as personal dimensions. Students' attempts to reposition themselves while experiencing discontinuity in professional aspects resulted in questioning their existing ways of thinking and acting, as taught in their Dutch teacher-training programme. Examples of these obstacles and challenges often involve knowledge of pedagogical content, including common teaching tasks such as classroom management, student-teacher power distance and teaching methodologies. In a few cases, the socio-cultural or socio-economic context matters as well. For example, participants described how domestic violence, or pupils' poor socio-economic background influenced their classroom situations and teacher-pupil interactions in a problematic way.

The participants' descriptions of boundary experiences also show that discontinuity related to personal aspects, such as bi-cultural upbringing, character, or personal ambitions to live abroad, are highly influential in exposing a significant professional belief. The student teachers' verbal and written statements showed that when discontinuity was of a personal-professional nature, the student teachers felt uncomfortable or vulnerable (Biesta, 2012; Kelchtermans, 2009), which created a stronger sense of urgency to manage the discontinuity. This was especially true, because the student teachers had to address a problematic socio-cultural difference (often a professional difference) on their own, without their familiar social network. Discontinuity with personal-professional and personal aspects triggered existential questions, and in particular for the type of teacher the student teachers wanted to become.

We found that student teachers experienced discontinuity during their international teaching internships, when a socio-cultural difference was perceived as a physical, emotional or existential moment when the socio-cultural difference marked an encounter with something new or unfamiliar that interrupted, hindered or challenged the student's professional or personal life. Student teachers experienced discontinuity because of (temporary) limits in their existing knowledge, skills and ability, or because they experienced tension and challenges in their existing professional or personal beliefs.

We also found that educators should not evaluate student teachers' experiences of discontinuity as problematic experiences by default. In some cases, the student teachers experienced discontinuity as a positive challenge. This particular finding aligns with Mintz's (2014) argument that the challenging nature of an experience of discontinuity can also be perceived as inspiring, or even enjoyable, thus influencing student teachers' personal interpretative frameworks in another way.

6.1.2 Discontinuity, boundary crossing and student teachers' personal interpretative frameworks

In study B, the student teachers' experiences of discontinuity identified in study A, were used as cases for interpreting the influence of a boundary experience on the student teachers' professional development. A key notion in study B is English's (2013, p. 105) description of discontinuity as an essential moment of "in-between", an opening or gap in the actual experience that can motivate students to explore and possibly find new insights or knowledge (see also Biesta, 2010; 2012). Akkerman and Bakker (2011) and others (e.g. Engeström et al. 1995) have defined this moment of 'in between' and its learning potential as a process of boundary crossing. During a boundary experience, an individual attempts to manage the discontinuity she (or he) experiences in order find balance within disequilibrium. Akkerman and Meijer (2011) describe this balance as a state of continuity wherein someone is able to function properly again and until the next stage of discontinuity arrives. According to Akkerman and Bakker (2011) boundary crossing can result in four possible types of learning mechanisms: identification, coordination, reflection or transformation. In study B, we used the four learning mechanisms Akkerman and Bakker (2011) describe in a deductive way to understand how experiences of discontinuity can influence student teachers' professional development.

The results of study B provide insights on the importance of boundary crossing during experiences of discontinuity for student teachers' professional development. We found that discontinuity is a unique experience that triggers various individual learning mechanisms. The four learning mechanisms give educators valuable insights into how discontinuity makes student teachers' personal interpretations explicit, when they are forced

to position themselves between new or alternative practices and cultures. This finding is in line with Akkerman and Bakker's argument (2011) that each learning mechanism has its own particular value for a new teacher, which means that one learning mechanism is not better than another. The variety in student teachers' perceptions of discontinuity and the distinct ways discontinuity influences their professional development are also in line with Kelchtermans's (2009) original description of teachers' personal interpretative frameworks as dynamic constructs. Personal aspects, professional context, and temporal dimensions such as past experiences, present perceptions and future expectations all influence a framework's dynamic nature.

During experiences of identification, the student teachers' personal interpretative frameworks aren't influenced or changed, but instead these experiences raise the student teachers' awareness of professional beliefs that really matter, and hinder cultural adaptation. In experiences of the reflection learning mechanism, discontinuity compels the student teachers to take a positive interest in the other's (cultural) perspective, reflect upon the other's practice and the meaning of this practice for existing professional beliefs of pedagogical content knowledge. In experiences where the transformational learning mechanism occurs, the new teacher perceives discontinuity as valuable and useful and influencing their personal interpretative framework.

Second, we found that the importance of experiencing discontinuity for new teachers' professional development mostly resides in the struggle and the effort teachers had to make to manage discontinuity, rather than the actual outcome of the discontinuity. This finding stresses the importance of the in-between nature of discontinuity (Akkerman & Bakker, 2011; English, 2013). The student teachers' agency (Biesta, 2015; Dewey, 1938) is key for understanding how discontinuity can become important in their professional development. Cultural negotiation (Chirkov, 2009; Marginson, 2014) is an important aspect for boundary crossing, during which the experience and struggle (Dewey, 1938) make the negotiation personally significant (Smith et al., 2009). Student teachers' agency also makes them reflect upon the question of why they perceive a boundary and their response to that boundary.

Third, the findings in study B provide empirical examples of both Biesta's (2010) and English's (2013) ideas on how an interruption in the familiar ways of thinking and modes of action can become a critical and educational space that raises existential questions such as: how do I want to teach, or what type of teacher do I want to become? The value of a boundary experience for student teachers' learning during an international teaching experience resides mostly in raising an awareness of existing, often taken for granted,

personal and professional beliefs and enhancing pre-service teachers' abilities to switch between cultural and professional perspectives.

6.1.3 Discontinuity, bumpy moments in teaching and student teachers' subjective educational theories

The objective of study C was to make the student teachers' subjective educational theories (as an important dimension of a teacher's personal interpretative framework) explicit (Kelchtermans, 2009). Study C elaborated on three findings in studies A and B in which participants frequently described how professional beliefs and moral judgements were important in their coping strategies when experiencing discontinuity:

- (1) discontinuity in an international teaching context is often experienced in everyday teaching situations, and can make student teachers aware of personal-moral dimensions in teaching,
- (2) professional beliefs challenged during an international teaching experience can raise student teachers' awareness of existing professional beliefs and whether they matter for their teaching practice,
- (3) coping and struggling when experiencing discontinuity make the experience personally significant for student teachers' professional development.

In study C, the concept of a bumpy moment (Romano, 2006) was used to explore how daily teaching situations in an international teaching internship made student teachers aware of their professional beliefs and reflect upon their subjective educational theories (Kelchtermans, 2009). Romano (2006, p. 974) defines a bumpy moment as moments in teaching that require a teacher to respond immediately and '[are] not easily solved (for any number of reasons), [have] importance for the teacher, and [are] perceived to have future implications or an effect on the students in the classroom'. We focused on common classroom situations at an international school, wherein the new teachers described how a specific professional belief was challenged.

The majority of bumpy moments we identified in study C described student teachers' reflections on common teaching situations wherein professional beliefs regarding pedagogical content knowledge and classroom management were challenged, thus exposing their lack of practical teaching strategies. This study shows that educators interested in subjective dimensions in teaching could focus on small, but morally significant, pragmatic judgements in student teachers' pedagogical interactions with children, parents and one another about what works in the classroom (Bakker, 2016; Dewey, 1938). Those teaching aspects are frequently questioned and challenged during discontinuity in a cross-cultural context (Biesta, 2014a; Buzzeli and Johnston, 2002; Sanger & Osguthorpe, 2013). The student teachers' reflections on those bumpy moments described how they had to navi-

gate between scientific and technical domains and their personal interpretations (artistic domain) (Luttenberg et al., 2017). The results confirm that moral dimensions in teaching appear in bumpy moments in common classroom situations and are often of a pragmatic nature. Intuitive interpretations and tacit knowledge seem to matter during teachers' subjective decision-making, and this has been suggested by other studies as well (Haidt, 2013, p. 294; Polanyi, 1966; Tännsjö, 2013, p. 143; Van Manen, 1994, p. 161). This finding gives nuance to more complex or existential descriptions of experiences of discontinuity and moral dimensions in teaching (e.g., English, 2013; Sanger & Osguthorpe, 2013).

The student teachers' moral considerations about what was right for a colleague or a pupil were a key aspect when attempting to cope with a specific problem or challenge during a bumpy moment or reflecting on a pedagogical interaction (Luttenberg et al., 2017; Van Manen, 1991). This result is in line with other studies that have described a teacher awareness of a significant professional belief as being derived from their agency (Biesta et al., 2015; Fives & Buehl, 2012; Kagan, 1992; Ruitenberg, 2011). Student teachers' agency included personal interpretations (Kelchtermans, 2009), a normative action (or judgment), and how to use existing (instrumental) knowledge or skills within their cross-cultural context (Bakker, 2016; Sanger & Osguthorpe, 2013). The student teachers' normative actions showed that moral reasoning is not a key quality or a competence that a student teacher possesses, but rather something that exists in action and interaction with others. Their normative actions occur during a specific situation when the student teachers are moving between instrumental and normative professional aspects within the classroom (Bakker, 2016; Biesta, et al., 2015; Dewey, 1922; Tännsjö, 2013). Here is where an international teaching internship can function as an example of pedagogy of interruption (Biesta, 2010; English, 2013).

6.1.4 Discontinuity, experiential continuity and student teachers' personal interpretative frameworks

For study D, the eight student teachers from studies A and B were asked to participate in a follow-up study in their first year of teaching in the induction phase and six participants agreed. Study D explored how the newly qualified teachers' previous experiences of discontinuity during their international teaching internships, continued to be a personally significant experience (Smith et al., 2009) during the first year of their induction phase.

A key concept in study D was an experiential continuum (Dewey, 1938). Experiential continuity suggests that every experience reflects back on previous experiences and modifies later experiences. According to Dewey (1938) those experiences are a moving force in (new) teachers' professional development. The main research question in this study is:

how does discontinuity during the international teaching internship affect newly qualified teachers' current personal interpretative frameworks?

Study D reconstructed how the earlier experiences of discontinuity influenced teachers' current perspectives on their teaching practice and professional self-understanding (Kelchtermans, 2009) during personally significant experiences (SPEs). The fact that discontinuity originated from an international context seemed to enhance awareness of experiential continuity. In this study, we found 12 SPEs wherein the previous international teaching experience influenced newly qualified teachers' professional development in the present.

We found that an experiential continuum affects beginning teachers' perspectives on their teaching practice and professional self-understanding in three ways during SPEs in the present as the teachers:

- (1) make attempts to integrate teaching knowledge from their international internship into their current teaching practice,
- (2) make cross-cultural comparisons to make sense of moral questions regarding the teacher he or she wants to be or become,
- (3) are able to see professional beliefs in perspective when they feel vulnerable while experiencing tension or challenges.

Throughout our interpretative analysis, we found that the three ways a teacher's personal interpretative framework can be influenced are not strictly delineated dimensions, but rather often interwoven within an SPE. Recognition of an experiential continuum can help beginning teachers to make sense of how past experiences affect their current professional behaviour and beliefs, and teacher educators and schools in preparing novice teachers for the induction phase.

In seven SPEs, experiential continuity helped participants when they make attempts to integrate teaching knowledge from their international internship into their current teaching practice. Past discontinuity during the previous international teaching experience, helped the new teachers to interpret why they valued a specific professional belief within their present subjective educational theory (Kelchtermans, 2009). The new teachers described how the previous international experience helped them during SPEs regarding teaching methodology, pedagogy or interaction with students. The seven SPEs show how experiential continuity can help newly qualified teachers make personal choices in aspects of the mandatory knowledge and skills they were taught during their teacher training programme and make practical use of a previous experience during a problematic experience in the present (Bakker, 2016; Biesta, 2014a; Dewey, 1938; Loughran et al., 2001).

In five SPEs the new teachers' descriptions of SPEs show how experiential continuity not only influences their subjective educational theory, but especially specific dimensions of their professional self-understanding: task perception and self-image. In the SPEs moral questions regarding the teacher one wants to become were key. Experiential continuity helps the new teachers to make moral choices in their search for the teacher they want to become, their role, or motives for becoming a teacher (Banning, 2015; Beauchamp & Thomas, 2011; Day et al., 2006; Olsen, 2008). Moral questions were especially relevant in two SPEs wherein the awareness of experiential continuity strengthened the student teachers' beliefs that cultural sensitivity was essential for addressing students in multicultural classrooms, and being a role model as a teacher. Such moral notions regarding the purpose of education reflect both Dewey (1916, 1938) as well as Biesta's (2010, 2011) ideas that education is a social process that should also support democratic habits.

As a third result, experiential continuity helps the newly qualified teachers in restoring continuity while perceiving discontinuity in their induction phase (Akkerman & Meijer, 2011), by giving comfort and making sense of what might appear to be problematic or challenging situation at the time. The new teachers frequently stressed the psychological advantage of thinking back to similar experiences during their stay abroad.

6.2 Conclusions of this study

From the results of the four studies we draw the following conclusions to answer the main research question: how does an international teaching experience influence newly qualified teachers' personal interpretative frameworks, in the professional transition from student teacher to teacher?

First, we conclude that the international teaching experience influences student teachers' subjective educational theory (Kelchtermans, 2009) in the following ways:

- (a) The student teachers experience discontinuity during everyday teaching situations in an international teaching internship as a result of socio-cultural differences in pedagogical content knowledge, and this makes the student teachers question knowledge and skills that were previously taken for granted.
- (b) Experiences of discontinuity during an international teaching experience challenge the student teachers' existing, often implicit, professional beliefs, and force them to self-reflect on existing teaching knowledge (such as pedagogical content knowledge and classroom management).
- (c) Student teachers' reflections during experiences of discontinuity influence their existing teaching practice, because discontinuity either offers the student teachers a new

or another perspective on existing teaching knowledge and skills, or shows them the value of their existing teaching practice.

- (d) Experiences of discontinuity in an international context are also existential experiences wherein discontinuity raises the student teachers' awareness of their subjective educational theories. Discontinuity either makes the student teachers aware that their personal or moral decisions are based upon on previous teaching knowledge or skills from the Dutch teacher training programme, or raises their awareness that their Dutch training does not provide them with appropriate knowledge or skills to do what they think is right in a cross-cultural context.
- (e) Experiences of discontinuity are key for new teachers' awareness of experiential continuity of personal significant experiences in the present, which includes attempts to integrate past teaching knowledge from an international teaching experience.
- (f) Experiences of discontinuity in the past help new teachers reflect on current obstacles or challenges in teaching knowledge and beliefs and put things into perspective.

Kelchtermans originally described (1994, 2009) how the subjective educational theory is always connected and intertwined with teachers' professional self-understanding. With regard to teachers' professional self-understanding we can conclude that:

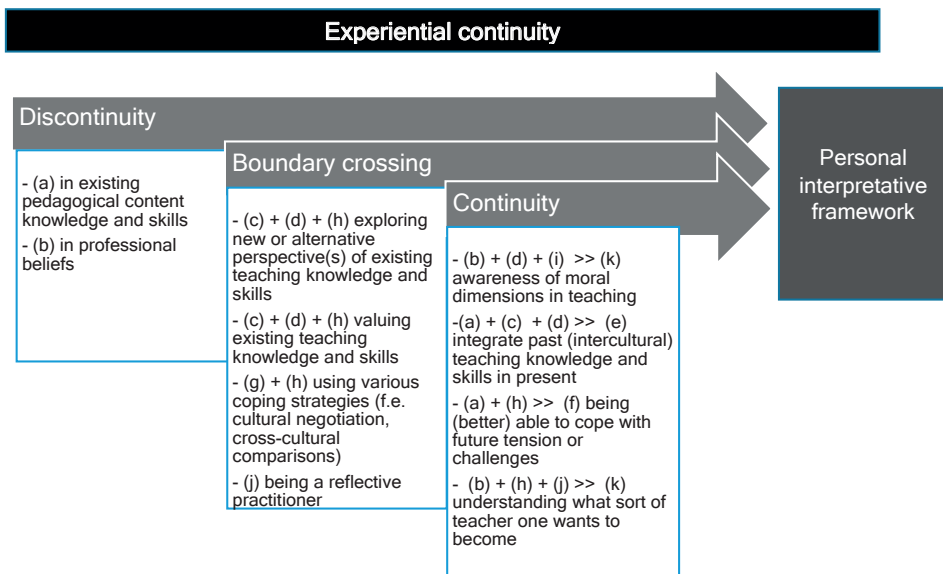
- (g) Experiences of discontinuity influence student teachers' professional self-understanding and especially their idea of the teacher they want to become by virtue of their coping strategies (for example cultural negotiating or cross-cultural comparisons) or attempts to find balance and continuity.
- (h) Experiences of discontinuity and student teachers' attempts to re-establish a state of continuity, raise pre-service teachers' awareness of existing professional or personal beliefs (identification mechanism), enhance professional self-understanding and cultural sensitivity (reflection mechanism), or turn into a critical stage of learning, exploring, or experimenting (transformation mechanism).
- (i) Experiences of discontinuity enhance student teacher' moral reasoning in action and interaction with students and colleagues in an international secondary school.
- (j) Experiences of discontinuity become existential experiences when a student teacher is positioned in-between disparate cultures and educational systems and the student teacher is able to reflect upon the question of what the experience means for becoming a good teacher.
- (k) Experiences of discontinuity can raise new teachers' awareness of experiential continuity, which helps them to understand (moral) questions regarding the teacher one wants to become, or in placing aspects of teaching into perspective.

In conclusion, our study describes how student teachers' attempts to cross boundaries while experiencing discontinuity, mark limits or challenges in existing knowledge or

beliefs, resulting in pragmatic, existential and moral questions. Such examples of discontinuity can raise beginning teachers' awareness of aspects of their personal interpretative frameworks. Experiences of discontinuity become personally significant when the experience not only matters during the international teaching experience, but also continues to influence beginning teachers' personal interpretative frameworks in the present. In some cases, discontinuity raises beginning teachers' awareness of an experiential continuity - they recognize the value of this previous experience in their present teaching practice. The beginning teachers' awareness of an experiential continuum becomes a personally significant experience. When discontinuity raises an awareness of an experiential continuum, discontinuity can also influence beginning teachers' personal interpretative frameworks.

Experiences of discontinuity matter for beginning teachers' professional development in two ways: (1) discontinuity makes beginning teachers' aware of limits or challenges in existing knowledge or beliefs and (2) previous discontinuity can continue to influence beginning teachers' present personal interpretative frameworks (Figure 6.1).

Figure 6.1: Experiential continuity, (dis)continuity, boundary crossing influencing teachers' personal interpretative frameworks.



6.3 Discussion of the conclusions and findings and implications for teacher education

From the results in this study that describe how an international teaching experience influences (student) teachers' personal interpretative frameworks, we have distilled the following key aspects for the discussion:

- the importance of discontinuity as an in-between moment in beginning teachers' professional development,
- a reflection on moral dimensions during experiences of discontinuity and finally,
- the role of discontinuity in raising an awareness of experiential continuity during the professional transition from student teacher to teacher.

6.3.1 The importance of experiencing discontinuity during a teacher-training programme

Biesta (2010) has described experiences of discontinuity as a pedagogy of interruption—a pedagogy that can help (student) teachers reflect on their inner dispositions, norms and beliefs. This is a 'weak' pedagogy, because each moment of interruption is unpredictable and unexpected, and lacks measurable outcomes. English (2013) describes how educators therefore frequently keep their students away from struggle or situations of distress, and think about positive and affirmative learning. The learning potential of discontinuity shows that educators should not withhold their students from discomforting and challenging experiences (see also Biesta 2014a; Kelchtermans, 2009; Meijer, 2011; Schön, 1987).

Educators who want to understand student teachers' professional beliefs should focus more on actual moments of discontinuity, and their learning potential, and not only the (learning) outcome. Experiences of discontinuity are blind spots, with unique individual outcomes, which can become key learning experiences in beginning teachers' professional development. Based upon Aristotle, Biesta (2014a) describes how education can also be considered as *poieis*, the ability to use knowledge to produce a result. Education takes place in a *praxis*, where human (inter)action is key and instrumental or technical knowledge is not sufficient. A teacher frequently has to make moral judgements about what she or he thinks is good at the time. Biesta (2014a) describes such educationally wise judgements as teachers' *phronesis*, their practical wisdom, which is formed during their teaching career. Teacher education should be an important breeding ground for the development of teachers' practical wisdom. An interruption, for example, an international teaching experience, can become a formative experience.

A pedagogy of interruption can lead to self-critical thought and offers student teachers a space to experiment, explore, or perhaps even shape their personal voice as moral,

individual, and responsible beings. The role for teacher educators is to guide future students in understanding how to reflectively manage the difficulty inherent to their practice. For example, teacher educators and student teachers should evaluate experiences of discontinuity and reflect upon the role of differences between what was planned and what was unexpected in the student's professional development (English, 2013). Experiences of hesitation, doubt, 'not-knowing' in an international teaching internship can force beginning teachers' to reflect upon essential professional dilemmas such as their professional self-image or task-perception (Kelchtermans, 2009). Educators should therefore acknowledge that the social-cultural disequilibrium in an international setting can raise beginning teachers' existential questions of a professional nature (who am I as a teacher?), as well as existential questions of a more personal nature (who am I?) and the fact that those questions cannot always be separated (Biesta, 2010; 2014a; 2017; Kelchtermans, 2009). Educators should guide their students during such existential questions and consider discontinuity as an opportunity for their students to reflect upon who they are and their unique position to 'exist' in the profession (Biesta (2017). The findings in our study suggest that educators should pay particular attention to what might appear to be everyday problems or challenges in common teaching aspects, because that is where valuable learning experiences can start.

Meijer (2011; 2014) suggests that teacher educators should consider deliberately provoking discontinuity and she defines this as a crisis (see also Creemers et al., 2013; Dewey, 1933; 1938b). Educators who find that experiences of discontinuity are valuable for student teachers' professional development could consider an international teaching internship as an example of a potential experience of discontinuity that can be provoked. The advantage of experiencing discontinuity in an international context is that it is organised within the teacher training programme, which gives both educators and students a sense of context and purpose. The student teachers in this study had pre-departure training including a description of the learning objectives. The educators selected the training schools for each student teacher. It is relevant for educators that it is inherent for stay abroad internships that another culture will interrupt existing habits and routines, and students will have to find their way out of perplexing, unfamiliar or unexpected situations (Biesta, 2010; English, 2013).

6.3.2 Explicating beginning teachers' moral dimensions in teaching while becoming reflective practitioners

Teacher educators still struggle with explicating and positioning moral teaching dimensions in teacher-training programmes (Bakker, 2016; Fenstermacher & Richardson, 2010; Meijer, Korthagen & Vasalos 2009; Sanger & Osguthorpe, 2013; Shapira-Lishchinsky, 2011; Warnick & Silverman, 2011; Willemse, Lunenberg, & Korthagen, 2008). For educators in-

terested in the moral dimensions in teaching, the value of discontinuity in an international teaching context resides in the fact that it can make student teachers' professional beliefs no longer self-evident (see also Fives & Buehl, 2012). Therefore, discontinuity in a cross-cultural context can make student teachers' personal-moral interpretations and concerns more explicit and easier to recognize for educators. The findings of this study suggest that one of the ways educators can make moral dimensions in teaching explicit is by focusing on everyday teaching situations.

Educators generally expect that a stay abroad experience will appeal to both the professional and personal aspects of a student teacher's development and formation (Marginson, 2014; Montgomery, 2010; Van der Berg et al., 2012). In practice, educators tend to focus on professional development (Biesta, 2014a; Kelchtermans, 2009; Marginson, 2014). Experiences of discontinuity can be experiences that educate and form the teacher as a person. Educators who want to understand student teacher's moral dimensions in teaching, should therefore not separate professional and personal aspects in teaching in their evaluation of student teachers' professional development during stays abroad. They should rather view personal and professional aspects in teaching as dynamic and in dialogue (Akkerman & Meijer, 2011; Beijaard et al., 2004; Meijer et al., 2009). The findings of our study suggest that educators could have a better understanding of students' moral concerns and personal interpretations by paying attention to student teachers' personal biographies, as well as intrapersonal aspects, such as character, intrinsic motivation and tacit knowledge (Deci & Ryan, 2002; Kelchtermans, 2009; Polanyi, 1966; Sanger & Osguthorpe, 2013).

Educators who are interested in discontinuity and moral dimensions in teaching should play an active role in preparing beginning teachers to become reflective practitioners, and take the role of a learning facilitator or coach. They should consciously and actively look for subjective and moral dimensions of teaching in students' reflections and guide their students in recognizing the significance of these (English, 2013; Sanger & Osguthorpe, 2013). Reflections on experiences of discontinuity that matter both in a professional and a personal way, can also make student teachers' reflections more meaningful, and less instrumentally written towards expectation of programmes or educators (Rodgers & Raider-Roth, 2006; Vande Berg et al., 2012). The findings in our study suggest that student teachers' reflections became meaningful when they reflected on their agency during discontinuity, raising their awareness of subjective and normative actions or judgements (Bakker, 2016). Beginning teachers' awareness of their personal interpretative frameworks can only grow when they are able to work as reflective practitioners (Schön, 1983, 1987), but in the end the only one who can understand how a personal interpretative framework works, is the teacher her/himself.

6.3.3 Experiential continuity and an ecological approach for understanding new teachers' professional development

English (2013) emphasizes that the opening created by the interruption of discontinuity becomes truly personally significant, when a teacher is not only able to reflect upon the experience of discontinuity itself, but when the teacher is also able to place the experience within the context of previous experiences, or prior knowledge. Our study underlines English's previous description of discontinuity. Educators who want to have a richer understanding of when an experience of discontinuity matters for beginning teachers' personal interpretative frameworks have to take an ecological perspective on teacher professional development (Biesta et al., 2015; Mishra & Koehler, 2006). An ecological perspective takes past, present and future dimensions into account (Dewey, 1938; Goodman, 1988; Kelchtermans, 2009). Student and new teachers who are aware of a continuum of experiences can understand how they have reflectively taken up previous experiences (Dewey 1938), and whether experiences of (dis)continuity have influenced their personal interpretative frameworks (Dewey, 1938; English, 2013; Schön, 1991). This awareness is a dynamic, moving force that can help beginning teachers to move beyond present tensions and problems in their induction phase.

In the first year of induction, new teachers are generally in the midst of establishing their own position within the socializing forces of the induction phase (Biesta, 2014a; Kelchtermans & Ballet, 2002; Loughran, Brown, & Doecke, 2001; Poole, 1996; Rots & Aelterman, 2008). Since beginning teachers' frame of references are still limited (Kelchtermans, 1994), experiences of (dis)continuity during stay abroad experiences can have a powerful influence during similar experiences in their induction phase (Bakker, 2016; Biesta, 2014a; Hargreaves & Fullan, 2012; Loughran et al, 2001). Significant experiences of discontinuity during an international teaching internship can help new teachers make personal choices in teaching aspects or recognize important professional beliefs in their induction phase. New teachers who are aware of an experiential continuity are also better equipped to recognize why a present problem or challenge pre-occupies them, since they are able to think back and reflect upon thoughts and actions in the past such as while teaching abroad. During experiences when new teachers face present discontinuity, previous experiences of discontinuity can help inform their judgment or current educational theory (Kelchtermans, 2009).

The experiential continuum (Dewey, 1938) offers educators and school coaches a broader, and potentially richer insight into beginning teachers' professional development. The examples of experiential continuity in this study show that new teachers should not be seen as passively encountering each experience, but rather as actively synthesizing past and present experiences influencing their future work. Educators and school coaches need to

have an active role in helping new teachers to become aware of examples of experiential continuity. First, the new teachers' descriptions showed a pre-occupation with common teaching problems in the present. External expectations of the school, colleagues, parents, as well as concerns about obtaining a contract, can be perceived by new teachers as (most) important in the induction phase instead of their personal preferences as a professional (Van Kan & Zitter, 2012). Future expectations were mostly absent in the student teachers' descriptions in this study. Also, the student teachers made fewer references to past experiences, which is rather common for beginning teachers' perceptions (e.g. Day et al., 2006; Beauchamp & Thomas, 2011; Pillen et al., 2013). An awareness of experiential continuity can help beginning teachers in understanding their future expectations. Such an understanding can be important in preventing new teachers from changing their careers in their induction phase (Rots & Aelterman, 2008; Rots et al., 2012).

New teachers' awareness of experiential continuity originating from their cross-cultural experiences is of additional value. Experiences of discontinuity make student teachers (more) aware of their cultural frame of references and can make them understand how they bring their own (inter)subjective predispositions to intercultural encounters (Coffee, 2013; Hofstede, 2005). New teachers who are aware of experiential continuity can thus become culturally sensitive teachers within the increasing number of multicultural classrooms.

6.4 Limitations of the study

In this study, we reconstructed (student) teachers' personal interpretative frameworks during experiences of discontinuity. However, understanding or capturing teacher's personal interpretative frameworks is never entirely possible. As Kelchtermans (1994, p. 314) originally described, a personal interpretative framework is dynamic. The framework changes over time and context. Each teaching experience is unique and has a specific influence on the knowledge and beliefs that a teacher uses or values, which is simultaneously reflected in dimensions of a teacher's professional self-understanding. Therefore, a framework should be viewed as a means for understanding the role that the teacher (as a person) plays in their teachers' professional development, rather than as a measure of a teacher's professional development. We are also aware of the fact that the participants' reconstruction of their experiences of discontinuity were made in hindsight and thus never fully captured the actual moments. Therefore, no statements can be made about what the (student) teachers were actually thinking while they were experiencing discontinuity. Since this study focused on the (student) teachers' perspectives, we did not use other perspectives such as those of local supervisors, or educators. The findings of this

study suggest that interactions with educators and pupils are key for student teachers' awareness of their personal interpretative frameworks, which would suggest that these stakeholders should be included in future studies.

This research has used several metaphors and theoretical concepts in addition to the personal interpretative framework (Kelchtermans, 2009), such as a boundary, boundary crossing (Akkerman & Bakker, 2010) and experiential continuity (Dewey, 1938). These were important concepts needed to make the implicit and abstract nature of this study more explicit and concrete. However, this research approach sometimes contrasted with the pragmatic nature of the phenomenological approach to explore teachers' practical needs and issues within their daily classroom situations. This study also used an interdisciplinary approach, including aspects of educational philosophy, educational science (including pedagogy and teaching methodology) and educational psychology, as well as experiential learning and intercultural studies. The strength of an interdisciplinary approach also represents its weakness since it can become a 'watery soup' of too many ingredients without delivering a specific message. This meant that analytical choices had to be made, which presented methodological difficulties. One of the main discussions we had as researchers was the question: should the focus be first and foremost on the international experience and context, or should the international experience and context function as a case study for investigating student teachers' professional development? In the end, we decided to focus on the student teachers' professional development. The consequence of this choice was a focus on theories about student teachers' learning and professional development rather than theories on cultural learning in the analysis. Future studies could focus more on cross-cultural or intercultural theories.

In our methodological approach, interpretative phenomenological analysis (IPA) proved to be valuable. An important aspect of the use of IPA is a double hermeneutic circle (Smith & Osborn, 2003), when he or she is 'trying to make sense of the participants trying to make sense of what is happening to them' (Smith et al., 2009, p. 3). This is particularly challenging in a study such as this one. It meant that the researcher(s) needed several skills, such as empathy and expertise, specific knowledge (in this case about teacher training programmes and what it means to work abroad), and had to be able to take multiple roles and positions: researcher, interpreter, and expert. For identifying examples of experiential continuity, the double hermeneutical circle was especially important. An audit trail procedure (Akkerman et al., 2008) proved to be helpful for the researchers to establish whether their interpretations and reconstructions made sense. Through our research approach, we found that the participants actually became aware of examples of (dis)continuity and experiential continuity because they participated in this research. The logbooks and interviews helped the new teachers to reflect on the (dis)continuity of their

experiences such as similar problems or challenges that had occurred during their stays abroad and induction years. The participants' participation was, in that sense, an example of an intervention. Without their participation, it is unclear whether they would have been aware of experiential continuity in their teaching practice. Future studies can take this dilemma into consideration.

The participants in this study were part of a special track in the teacher training programmes of a Dutch university. This one-year masters, has an emphasis on international education, where in addition to the international internship discussed in this study, attention is paid to intercultural teaching, including CLIL. The student teachers were highly motivated students, because the programme has a strict selection process, and demands reflective skills amongst others. The participants usually had an interest in international and cultural aspects, and in their biography we found that they had already travelled extensively and/or lived abroad. From that perspective, the student teachers in this study do not represent other student teachers in the Netherlands, or elsewhere. Also, the number of participants was limited to 8 in studies A and B, 33 participants in study C and 6 participants in study D. We are aware that this limits the generalizability of this study. However, the intention of this study was never to make generalizable outcomes. Our objective was rather to describe and understand (student) teachers' professional development in detail through thick descriptions (Geertz, 1973).

6.5 Future research

More studies, and more student teachers are needed to establish if the findings of this study concur with others and find patterns in how the ecological approach with its unstable dimensions of time, context and interaction work in teachers' personal interpretative frameworks. Our intention was not to compare student teachers' experiences of discontinuity to (similar) teaching experiences of student teachers at home in the Netherlands. We recommend making such a comparison to give educators broader insights into the significance of experiences of discontinuity and to recognize similar patterns and significant differences between student teaching experiences abroad and at home.

We concur with English's (2013, p. 159) recommendation that future studies should also take into account that experiences of discontinuity for beginning teachers and experienced teachers will differ. Gleeson and Tait (2012, p. 1145) have indicated that there is little research on how an international experience affects the learning of veteran teachers. Teacher educators and researchers can also make comparisons between the types of discontinuity that each group of teachers experience, and compare how discontinuity

influences their professional development. Those studies would help teacher educators in preparing future teachers for discontinuity in their induction years, and perhaps in teachers' later careers.

Finally, we suggest that future studies on discontinuity and moral dimensions in an international context include research on citizenship education. Cross-cultural comparisons and balancing between one's own culture and another culture, can give (new) teachers a broader conception and understanding of their role in educating future citizens (Biesta, 2006; 2014a; Veugelers, 2010), which is an important topic in the current educational debate in the Netherlands. Education of citizenship or world citizenship in (student) teachers' professional development was not the focus of this study, but could be of additional value in studying student teacher development in an international context.

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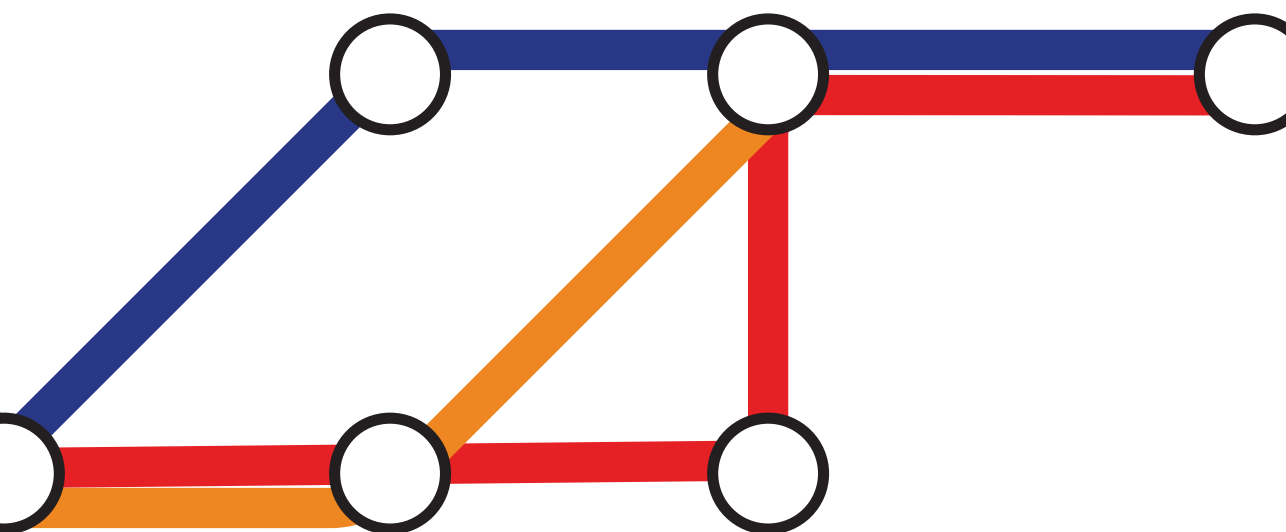
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APPENDIX

AUDIT REPORT OF STUDIES A AND B



Auditee: Peter Mesker

Auditors: Dr. Nicolina Montesano Montessori and Drs. Jacques Verheijke
(Hogeschool Utrecht, Research group Normative Professionalization)

Introduction

Complex research processes (e.g. our explorative-interpretative study) do not have standardized procedures to determine scientific quality. Thus, Akkerman, Admiraal, Brekelmans and Oost (2008) have proposed an audit procedure with three generic criteria to apply to research decisions: visibility, comprehensibility, and acceptability. Van Kan (2013, pp. 145-146) describes the three components of the audit procedure as follows: visibility (is it clear what data sources were used and how each data source is linked to the next one), comprehensibility (is it clear how findings are grounded in data from former components and what decisions, inferences, and interpretations have been made by the auditee at every and what procedure was followed) and assessing acceptability (is the processing of the data and the linkage of the components done in a valid and reliable way).

The audit procedure (trail) requires independent auditor(s) review before the research process begins and at the end. This audit trail has to be pre-planned (Table 2) to include information about data gathering and analysis (of raw and categorized data material), and the research findings (Akkerman et al, 2008, p. 262). After the audit trail is decided, the actual audit procedure begins in stages (Table 1) (Akkerman et al. 2008, p. 263). This appendix summarizes the auditors' findings for this study during the actual audit procedure that was organized in March 2013.

The auditors were two fellow researchers from the auditee's research group, but who were not involved in the study. The audit procedure included two meetings in February and March 2016. The auditors prepared questions for the auditee to answer in the second meeting. Email communication occurred before, during and after both meetings. During the first meeting (February 2016), we discussed stages 1-4 of the audit procedure (see table 1). During the second meeting (March 2016), stages 5-6 were planned and the audit procedure was closed with stage 7 (see table 1). Email communication allowed for audit meeting preparation (e.g., sending documents or data samples), or for auditors to ask additional questions then answered by the auditee. The various audit stages are presented here in detail.

Orientation to the audit procedure

Initially, the auditors read about the audit procedure described by Akkerman et al. (2008). The auditors and auditee agreed on the audit procedure expectations, roles and rules during the first meeting. A point of discussion was whether or not the audit trail should have been planned earlier, because two papers were close to being submitted to journals. We also discussed whether the auditors had sufficient insight into the theoretical and methodological framework used in each paper. The auditors specifically asked whether

the auditee desired a certain focus within the procedure, based upon his own questions or dilemmas. The auditee was concerned about the reliability and validity of his interpretation of two key concepts of studies A and B: a boundary experience and boundary crossing (including the learning potential of the latter). An important aspect of this audit procedure was the focus of the trajectory: the joint audit was seen as dialogue between fellow researchers, rather than (just) an assessment.

Table 1: Stages of an audit procedure

Stage of audit procedure	Description
1. Orientation to audit procedure	Audit objectives, roles and rules are established by auditors and auditee.
2. Orientation to study	Auditee arranges the logistics for the auditor and explains the audit trail to familiarize the auditors with the study procedure.
3. Determination of the auditability of study	Auditor determines the completeness, comprehensibility and utility of the audit trail. Auditee and auditor discuss the study's auditability.
4. Negotiation of contract	Auditee and auditor establish timeline, determine goals, specify roles, arrange study logistics, determine outcomes and format.
5. Assessment	Based on the audit trail, auditors assess the research process according to specified quality criteria
6. Renegotiation	Auditor presents findings and discusses discrepancies; auditee assesses the accuracy of the auditor's claims and adherence to the audit trail agreement.
7. Final auditor report	Auditor writes a substantiated assessment on the trustworthiness of the study.

Orientation to the study

Before the first meeting, the auditors asked for several audit components: data instruments used in studies A and B (chapters 2 and 3 of this dissertation), the auditee's description of existing objectives, the studies' research questions, methodological choices, theoretical framework, and draft versions of both papers at that time. The auditee prepared the necessary documents and materials and sent all to both auditors before the meeting.

The auditee explained the various audit components during both meetings and by email. During the first meeting, the auditors focused on the theoretical and methodological framework of study A since study B elaborated further on the identified boundary experiences described in study A. During the second meeting, methodological choices of study B were discussed, focusing on the learning mechanisms described by Akkerman and Bakker (2011). Raw data and data analysis in NVIVO were reviewed with the auditors to establish how the three generic criteria (visibility, comprehensibility, and acceptability) were used by the auditee for research decisions.

Table 2: Audit trail: audit components and descriptions

Audit components	Description
A personal biography of each student teacher	Before departure, each student teacher wrote a personal biography describing their social backgrounds, educational careers, international experiences, and affiliation with various themes related to internationalization and expectations.
Two individual inventories of perceptions of socio-cultural differences	Student teachers completed the same questionnaire during their internship on two occasions. This questionnaire addressed perceived professional and personal socio-cultural differences.
Individual interviews	Each student teacher was individually interviewed upon return using a semi-structured guide to explore socio-cultural differences and experiences of discontinuity.
Concept paper study A	Paper describing the boundary experiences the student teachers perceived. This paper resulted in study A (chapter 2).
Concept paper study B	Paper describing the boundary experiences and its learning mechanisms. This paper resulted in study B (chapter 3).
Description of the methodological choices and theoretical framework in study A and B	Description of the methodological choices and theoretical framework in study A and B.

Determination of the auditability of the study

At the beginning of both meeting auditors and auditees discussed whether all required information was present. When information was missing, the auditors sent the auditee an email with additional questions and/or made comments in the documents received asking for further feedback. This resulted in an audit procedure whereby both auditors and auditee took responsibility for the study's auditability.

Negotiation of the contract

In the first meeting, the auditors and auditee discussed the time line of their meetings in person (two), the logistics for the audit components and the role of email. The roles of the two auditors was also reviewed; one auditor would function as chair and write the final audit report to be checked by the second auditor. We agreed that the auditors should refrain from focusing too much on recommendations in the two papers, but instead focus on the actual assessment of each audit component. There was agreement that the audit should focus on the research process in terms of the specific quality criteria (step 5 of the audit trail, see Table 1), and avoid the role of academic supervisors focusing on research content. Although the audit procedure (Akkerman et al. 2008) was important, its main

role was to establish a similar perspective on the objectives of the audit trail and guide for writing the final audit report. In practice, the audit procedure was pragmatic, since during both sessions the auditors and auditees discussed how the findings of the audit trail could be used to improve the two papers (studies A and B). The final auditor's report was a description of the discussions that took place, and suggestions made.

Assessment

During the second meeting, the auditors assessed studies A and B, and its trustworthiness in terms of the specific quality criteria. The main findings of the final audit report (based on this assessment) described the findings from each of the two meetings of the assessment procedure.

The auditors wrote in their report that the auditee had provided them with all necessary audit components:

- (1) auditee description of each data component (Table 2)
- (2) auditor requested samples of raw data
- (3) answers on auditor questions
- (4) documentation of the student teachers' identified boundaries and learning mechanisms, with auditor feedback and comments and auditee response
- (5) manuscripts of study A and B

Meeting 1 (February 2016)

The first meeting focused on the auditee's theoretical and methodological framework, especially of study A. The auditors described the following issues of visibility, comprehensibility and acceptability.

- (1) methodological framework: the research question should be more precise and clear to provide more focus in the results.
 - a. auditee should describe and distinguish personal and professional development.
 - b. description of the 'problem' needs more context.
 - c. links between codes and categories became clearer during the discussion but should become more visible within the paper.
 - d. auditee should be more explicit when describing the methodological choices and each round of the analysis
- (2) theoretical framework: the auditee can elaborate more on some key concepts, such as socio-cultural differences.
 - a. a more critical discussion of the theory of boundary crossing will give the study more depth.
 - b. boundaries are now described as problematic (negative), while some boundaries can also be interpreted as rather positive, or perhaps even pleasant;

Meeting 2 (March 2016)

The auditors further elaborated on the study's visibility, comprehensibility and acceptability.

The auditee described his critical re-examination of the inductive approach of the existing categories and codes based on the auditors' recommendations from the first meeting. After further discussion, auditor follow-up recommendations were as follows.

- (1) avoid pushing data through a model.
- (2) the coding and categories do not raise important questions about the reliability of auditee's interpretations of the study participants' boundaries.
- (3) critically re-examine the data .
- (4) be more precise in describing each of the four learning mechanisms (identification, coordination, reflection and transformation).
- (5) look beyond Akkerman and Bakker's (2011) definition of boundaries as problematic and consider boundaries as potentially positive experiences.

Renegotiation

This was not an issue in this audit procedure.

Audit report

The audit procedure for this study was designed as a dialogue among fellow researchers, rather than (just) an assessment. This particular focus meant that the audit procedure entailed both recommendations and assessments of research criteria. The final audit report (see below) was not the end of the procedure, but rather a key stage in writing the final papers of studies A and B (chapters 2 and 3), and eventually study D (chapter 5).

The main discussions and recommendations have been described in Assessment section (above). The audit was completed based upon all necessary data sets and auditor questions were discussed and answered. The auditors concluded that the study had potentially valuable data for teaching practice, especially regarding the influence of international internships on student teachers' personal and professional development. The main questions that were discussed during the procedure were: the theoretical framework (including key concepts), research methodology, and constituency in analysis (including coding). The auditors' main recommendation was to elaborate on the validity of study A and B, in concert with the auditee's supervisors.

Reflection on the audit procedure

The audit procedure was valuable in several aspects. First, the audit fulfilled the role of a critical friend. The study's interpretative approach made it necessary to discuss and check

with fellow researchers on whether or not the researcher's direction was the right one, (or is at least understandable and feasible). So, following Akkerman et al. (2008), this means that as a researcher I made attempts to critically re-examine existing research decisions during and after the audit procedure (visibility, comprehensibility, and acceptability) using the perspective of my fellow researchers. In practice, this resulted in a more deductive approach that proved to be useful in writing the final papers, because the student teachers' perspectives (and their narratives making sense of their international teaching experiences), were key aspects. Second, the audit trail helped me be even more critical, and especially avoid falling into a trap of tunnel vision. Third, the audit trail opened alternative perspectives in the interpretation of the student teachers' narratives. For example, viewing the positive aspects of boundary experiences.

The audit trail assessed data and the data analysis of studies A and B, but proved to be valuable for the entire dissertation. Studies A and B and the constructed boundaries eventually became the foundation for study D (Chapter 5), where we explored which boundary experiences continued to influence the participants in this study as newly qualified teachers. The audit procedure also helped us in focusing more in studies C and D on personal and moral aspects in teaching, to look beyond the theory of boundary crossing, and to not ignore positive experiences. For example, at first in the design of study C (Chapter 4) the previous audit trail seemed less important, because this study used another theoretical framework, and did not focus on boundary experiences. However, the findings of studies A and B including the audit trail gave insight into how new teachers' subjective educational theories were important during international teaching experiences, which became the main research focus of study C.

The description of Akkerman et al.'s (2008) audit trail proved to be a useful instrument for the audit procedure. We found that their description should be viewed as a good practice, and an example of how an audit trail should be organized. The various stages described in Akkerman et al.'s (2008) study should be used as a guide, rather than a strict framework, because there is no "one-size-fits-all approach". The audit procedure's success depends on the research and the researchers involved in the audit trail.

SUMMARY

Chapter 1: New teachers' personal interpretative frameworks during and after an international teaching internship

This thesis reports on an interpretative case study about student teachers' and new teachers' personal interpretations in their teaching practice, during and after an international teaching internship. The main aim of this study was to describe how an international teaching internship interrupts existing, familiar ways of thinking or acting. The findings are an interpretation of how this interruption influences student teachers' and new teachers' "personal interpretative frameworks" (Kelchtermans, 2009) during their teacher training programmes and transition from student to teacher. This framework reflects the basis on which a beginning teacher grounds their personal decisions or judgements for action and answers the questions: 'how can I effectively deal with this particular situation?' and 'why would I work that way?' (Vanassche & Kelchtermans, 2014, p. 118).

A teacher's personal interpretative framework is described by Vanassche and Kelchtermans (2014, p. 118) as 'a set of cognitions and beliefs that operates as a lens through which they perceive their job situations, give meaning to it and act in it'. A teacher's personal interpretative framework is a dynamic construct based on previous and current experiences and has future implications for their teaching practice (Kelchtermans, 2009). Kelchtermans (1993, 2009) describes how a teacher's personal interpretative framework is constructed by two interwoven domains, their professional self-understanding and subjective educational theory. Teachers' professional self-understanding is an on-going process of sense-making of significant events and the subsequent influence on the self. Kelchtermans (2009) distinguishes six dimensions of professional self-understanding: self-image, self-esteem, task perception, job motivation, job satisfaction and future perspective. A teacher's subjective educational theory is the personal system of knowledge and beliefs that the teacher uses to make sense of their professional practice.

For several reasons, an international teaching internship can be a relevant case for educators who want to further understand student teachers' personal interpretative frameworks. First, being exposed to another culture, including one with a disparate and unfamiliar teaching practice, can make personal aspects in teaching more explicit. In general, a teaching internship is a key student experience that combines personal development and social interaction, and wherein the student teacher learns to find his or her position in the field of education. Student teachers usually begin to understand aspects of the mandatory knowledge and skills they were taught that they personally value and believe to be useful for their classroom.



Second, internships give students an opportunity to experiment with teaching activities, or alternative educational ideas. Critical reflections on such experiences can expose implicit beliefs, existing personal practical theories, or tacit knowledge. An international teaching internship can explicate or sharpen novice teachers' awareness of differences in the norms of their personal interpretative frameworks, because their frameworks are also culturally determined. In some cases, an international teaching experience can be an important life experience that involves personal change.

A pedagogy of interruption

Several studies have indicated that educators, who want further insight into a novice teacher's personal interpretative framework, should focus on experiences of tension, friction, conflict and concern. Biesta's (2010) concept of a pedagogy of interruption is used in this study to describe how experiences of disequilibrium during an international teaching internship can explicate and influence new teachers' personal interpretative frameworks. An interruption of 'someone's normal ways of being' is a state of disequilibrium, whereby a teacher interacts, hesitates and does not always know how to respond and this becomes an opening between that which is known and the unknown (English, 2013, p. 105).

An international teaching internship has the potential of being an interruptive experience, because of various socio-cultural differences and the fact that student teachers move between the boundaries of disparate practices (Akkerman & Bakker, 2011). The struggle caused by the encounter with something unfamiliar or unexpected can turn into a constructive stage of learning, inquiry, self-reflection, exploration, or experimentation, especially when the new teacher is able to place the experience within the context of previous experiences or prior knowledge. An awareness of an experiential continuum (Dewey, 1938) can show newly qualified teachers how they have reflectively come to understand how previous experiences, such as international teaching internship, continue to influence their personal interpretative frameworks in their transition from student to teacher. Therefore, educators should consider interruptive experiences as constructive, pedagogical experiences, which they can use for explicating student teachers' personal interpretative frameworks in their professionalization.

Chapter 2: Boundary experiences during an international teaching internship

Chapter 2 (study A) reports on how student teachers experience discontinuity during an international teaching experience. In the theory of boundary crossing (Akkerman & Bakker, 2011), a boundary experience is an experience of discontinuity wherein a socio-cultural difference is perceived as a challenge or obstacle in action and interaction when an individual moves among various practices. The objective of study A was to describe student teachers' perceptions of boundary experiences to understand when and how

they experienced discontinuity in order to expose the roots of (potential) professional learning. The eight student teachers described 15 boundary experiences during their international teaching internships. We found four types of boundary experiences related to discontinuity: (1) existing pedagogical approaches, (2) personal aspects, (3) a specific school type or culture, and (4) the world outside the classroom. Results suggest that the learning potential of experiencing discontinuity resides in situations wherein the student teachers' beliefs are being questioned, thus making the student teacher aware of their implicit beliefs.

This study also shows that educators who are interested in the origin of student teachers' professional learning during international teaching internships, should focus on student teachers' (re)positioning while experiencing discontinuity. The student teachers' (re)positioning can be an important beginning of their professional learning at the beginning of the co-construction of their professional knowledge, or in raising an awareness of what they believe to be important in their teaching practices. Experiences of discontinuity exposed situations wherein student teachers began to question their existing ways of thinking and acting. Everyday teaching approaches were no longer always taken for granted, thus opening alternate perspectives. The student teachers began to understand that their own beliefs were not necessarily shared by others and that the beliefs of others could be valuable as well. The findings of this study confirm that educators who want to capture student teachers' professional learning when experiencing discontinuity while teaching abroad, need to be aware that discontinuity has multiple dimensions (cultural, professional and personal aspects) and should not focus only on discontinuity in teaching knowledge or skills.

Chapter 3: Boundary crossing during an international teaching internship

Chapter 3 (study B) describes how student teachers make attempts to cope with discontinuity in a cross-cultural setting, and its learning potential. Student teachers' attempts to (re)position themselves in the unfamiliar professional and cultural contexts, are described as a state of continuity and examples of boundary crossing. The student teachers' experiences of discontinuity identified in study B, were used as cases for interpreting the influence of a boundary experience on the student teachers' professional development. Learning mechanisms of identification, coordination, reflection and transformation in the theory of boundary crossing (Akkerman & Bakker, 2011) were used to analyse the 15 boundary experiences we identified in study A.

This study showed how during experiences of identification, the student teachers' personal interpretative frameworks aren't influenced or changed, but instead these experiences raise the student teachers' awareness of professional beliefs that really matter, and

hinder cultural adaptation. In experiences of the reflection learning mechanism, discontinuity compels the student teachers to take a positive interest in the other's (cultural) perspective, reflect upon the other's practice and the meaning of this practice for existing professional beliefs of pedagogical content knowledge. In experiences where the transformational learning mechanism occurs, the new teacher perceives discontinuity as valuable resulting in a critical stage of learning, exploring, or experimenting and influencing their personal interpretative framework.

The present study also showed that the student teachers' attempts to cope with challenges and obstacles during their international teaching internship, included multiple dimensions of cultural, personal and professional aspects, which were often interrelated. The boundary experiences spurred the student teachers to manage the obstacle or challenge through cultural negotiation. Cultural negotiation determined the student teachers' actions and whether or not they were open to new knowledge or ability, which influenced their learning in multiple ways. The boundary experiences we identified provided various examples of what it means exactly to be positioned in-between distinct cultures and educational systems and the significance of this in-between space for student teachers' professional development. The importance of student teachers' learning during boundary experiences resided in the existential nature of a boundary and its subjective, individual value for their professional development. The boundary experience helped, or sometimes even forced, the student teachers' reflections on subjective and moral dimensions in teaching, including inner dispositions, norms and beliefs. Subjective and moral dimensions, such as personal backgrounds, previous teaching experiences and future teaching ambitions, became more apparent in the international context and also coloured the student teachers' actions or judgments during their boundary experiences.

Chapter 4: Student teachers' subjective educational theories during an international teaching internship

Chapter 4 (study C) reports how 33 student teachers' reflections during 106 'bumpy moments' (Romano, 2006) while in an international student teaching internship reveal their professional beliefs, and the moments make the student teachers reflect upon their subjective theories of education (Kelchtermans, 2009). Student teachers described four themes of professional beliefs: (1) pedagogical content knowledge, (2) school context, (3) organisational skills and (4) self-reflection. In all the bumpy moments wherein the student teachers reflected on their professional beliefs, they described personal interpretation, and normative actions (or judgments) on how to use their existing (instrumental) knowledge or skills within the cross-cultural context. Their reflections highlighted aspects of their subjective educational theories when they perceived they lacked an appropriate practical teaching strategy or they had pedagogical interactions with pupils or supervisors.

Their lack of a practical teaching strategy made the student teachers aware that their existing knowledge and skill did not always work in the classroom, and the consequences of this for their teaching practice.

The bumpy moments showed how the student teachers' predominantly reflected on practical, everyday issues and concerns, which made them aware of professional knowledge or skills they believed to be important. Common teaching problems, e.g., student-centred activities, or classroom management were perceived as challenging in the international context, especially when student teachers were in an unfamiliar teaching context where existing knowledge and skills had failed, or they perceived they lacked experience, or both. The student teachers' reflections on pedagogical interactions and teaching in a culturally sensitive way also made them aware of moral concerns and their own position during normative (inter)actions. The bumpy moments showed that moral dimensions of teaching are not a quality or competence the student teacher has, but instead exist in action and interaction with others during specific situations. Such an awareness can help student teachers find or shape their personal voice as a normative professional (Bakker, 2016).

Chapter 5: Examples of an awareness of experiential continuity after an international teaching internship

Chapter 5 (study D) reports how a previous experience of discontinuity during an international teaching experience affected a newly qualified teacher's current personal interpretative framework during personally significant experiences. This study used the concept of experiential continuity (Dewey, 1938) to describe the new teacher's acknowledgement that past experiences materialize in their present teaching practice. The concept of an experiential continuum, suggests that every experience reflects back on previous experiences and modifies later experiences. This explorative study identified 12 individual examples of significant personal experiences (SPEs) in which newly graduated teachers described how their previous international teaching experience influenced their professional development in the present. In the SPEs, the six newly qualified teachers in this study were able to integrate their previous international teaching experience in their present teaching practice. This study showed that experiential continuity identified during significant personal experiences in newly qualified teachers' teaching practices influenced their personal interpretative framework in three possible ways : when interpreting (1) professional beliefs regarding teaching knowledge (2) moral questions regarding the teacher they want to be or become (3) their international teaching experience as a tool for placing present experiences in perspective.

In seven SPEs, an awareness of experiential continuity helped new teachers to make a personal interpretation of which professional beliefs they valued within their subjective



educational theory in teaching methodology, pedagogy or interaction with students. In those SPEs, we found examples of the practical use of a previous experience during a problematic experience in their present teaching practice. In the five SPEs wherein moral questions regarding the teacher one wants to become were key, experiential continuity helped the new teachers to make moral choices in their search for the teacher they want to become, or motives for becoming a teacher. These moral questions were especially relevant in the two SPEs of cultural sensitivity. An awareness of experiential continuity strengthened the new teachers' beliefs that cultural sensitivity is essential for addressing students in multicultural classrooms, and being a role model as a teacher. In those SPEs, the newly qualified teachers touched upon a key aspect of education: 'what is the purpose of education and what is my role?' Third, in the other SPEs the new teachers felt vulnerable, and frequently stressed the psychological advantage of thinking back to similar experiences during their stay abroad. Thus, experiential continuity helped newly qualified teachers restore continuity while perceiving discontinuity in their induction phase by giving comfort and making sense of what might appear to be problematic or challenging situation at the time.

Chapter 6: Discussion, conclusions, and implications for teacher education

Chapter 6 discusses the main findings of the study, conclusions, implications for teacher education and future studies, and the study's limitations.

In conclusion, our study described how student teachers' attempts to cross boundaries while experiencing discontinuity marked limits or challenges in existing knowledge or beliefs, resulting in pragmatic, existential and moral questions. Such examples of experiencing discontinuity can raise beginning teachers' awareness of aspects of their personal interpretative frameworks. Experiences of discontinuity mattered for beginning teachers' professional development in two ways: (1) discontinuity made beginning teachers' aware of limits or challenges in existing knowledge or beliefs and (2) previous experiences of discontinuity continued to influence beginning teachers' present personal interpretative frameworks.

This study described how the student teachers experienced discontinuity during an international teaching internship, and interpreted how this influenced the student teachers' existing professional beliefs and knowledge and skills. We found that discontinuity either offered the student teachers a new or another perspective on existing professional beliefs, teaching knowledge and skills (which was previously taken for granted), or showed them the value of their existing teaching practice. Discontinuity made the student teachers aware that their personal or moral decisions were based upon on previous teaching knowledge or skills from the Dutch teacher training programme, or raised their awareness

that they had to make their own choices how to use appropriate knowledge or skills in a cross-cultural context. Eventually such an awareness helped the new teachers' professional self-understanding of existential questions regarding the type of teacher they want to become.

Experiences of discontinuity became personally significant when the experience not only mattered during the international teaching experience, but also continued to influence new teachers' personal interpretative frameworks in the present. In some cases, discontinuity raised beginning teachers' awareness of an experiential continuity as they recognized the value of this previous experience in their present teaching practice. When discontinuity raised an awareness of an experiential continuum, discontinuity also influenced beginning teachers' personal interpretative frameworks.

Teacher education should be an important breeding ground for the development of teachers' practical wisdom. An interruption, for example, an international teaching experience, can become a formative experience. Teacher educators who want to understand student teachers' professional development should therefore focus more on actual moments of discontinuity, and their learning potential, and not only the (learning) outcome. A pedagogy of interruption can lead to self-critical thought and offers student teachers a space to experiment, explore, or perhaps even shape their personal voice as moral, individual, and responsible beings. Educators should therefore acknowledge that the social-cultural disequilibrium in an international setting can raise beginning teachers' existential questions of a professional nature ('who am I as a teacher?'), as well as existential questions of a more personal nature ('who am I?') and the fact that those questions cannot always be separated.

Discontinuity in a cross-cultural context can also make student teachers' personal-moral interpretations and concerns more explicit and easier to recognize for educators. Experiences of discontinuity can be experiences that educate and form the teacher as a person. Educators who want to understand student teacher's moral dimensions in teaching, should not separate professional and personal aspects in teaching in their evaluation of student teachers' professional development during stays abroad. Rather, they should view personal and professional aspects in teaching as dynamic and in dialogue.

Educators who want to have a richer understanding of when an experience of discontinuity matters for beginning teachers' personal interpretative frameworks have to take an ecological perspective on teacher professional development. An ecological perspective takes past, present and future dimensions into account. Student and new teachers who are aware of a continuum of experiences can understand how they have reflectively taken

up previous experiences. This awareness is a dynamic, moving force that can help beginning teachers to move beyond present tensions and problems in their induction phase. During experiences when new teachers face present discontinuity, previous experiences of discontinuity can help inform their judgment or current educational theory. New teachers' awareness of their personal interpretative frameworks can only grow when they are able to work as reflective practitioners, but in the end the only one who can understand how a personal interpretative framework works, is the teacher her/himself.

We reflected upon the limitations of this study, and described how understanding or capturing new teacher's personal interpretative frameworks is never entirely possible, because it is a dynamic construct. We were aware that the (student) teachers' reconstruction of their experiences of discontinuity were made in hindsight and thus never fully captured the actual moments. Furthermore, the various data instruments (e.g., logbooks and interviews) helped the new teachers to reflect on the (dis)continuity of their experiences.. The student teachers' and new teachers' participation was, in that sense, an example of an intervention. The participants in this study usually had an interest in international and cultural aspects, and in their biographies we found that they had already travelled extensively and/or lived abroad. From that perspective, the participants in this study did not represent other student teachers in the Netherlands, or elsewhere.

Finally we made suggestions for future research. We decided to focus on the professional development of student teachers and new teachers. Future studies could focus more on cross-cultural theories instead of new teachers' professional development. Our intention was not to compare new teachers' experiences of discontinuity while teaching abroad, to (similar) teaching experiences of new teachers at home in the Netherlands. We recommend making such a comparison. Future studies should also take into account that experiences of discontinuity for beginning teachers and experienced teachers will differ. We suggest that future studies on discontinuity and moral dimensions in an international context include research on citizenship education as well.

SAMENVATTING

Hoofdstuk 1: Het persoonlijk interpretatiekader van beginnende docenten tijdens en na een internationale onderwijsstage

Deze dissertatie beschrijft en interpreteert casussen, waarin persoonlijke interpretaties van leraren in opleiding en beginnende docenten tijdens en na een internationale onderwijsstage centraal staan. Het belangrijkste doel van deze studie was te beschrijven hoe een internationale onderwijsstage bestaande, bekende manieren van denken en doen onderbreekt en de betekenis daarvan voor de professionele ontwikkeling van beginnende docenten. Het onderzoek interpreteert hoe zo'n onderbreking het persoonlijk interpretatiekader (Kelchtermans, 2009) van leraren in opleiding en beginnende docenten beïnvloedt, tijdens hun opleiding, en tijdens de transitie van student naar leraar. Dit persoonlijk interpretatiekader weerspiegelt de basis waarop persoonlijke beslissingen of oordelen van een beginnende leraar zijn gebaseerd. Het persoonlijk interpretatiekader beantwoordt de vragen: 'hoe kan ik op een effectieve manier met deze specifieke situatie omgaan?' en 'waarom heb ik een dergelijke manier van werken?' (Vanassche & Kelchtermans, 2014, p. 118).

Het persoonlijke interpretatiekader van een docent wordt door Vanassche en Kelchtermans (2014, p. 118) beschreven als een 'geheel van kennis en overtuigingen die als een lens dient waardoor docenten hun werk bekijken, daar betekenis aan geven en in acteren'. Het persoonlijk interpretatiekader van een leraar is een dynamisch construct. Een construct dat gebaseerd is op vroegere en huidige ervaringen en die ook gevolgen kan hebben voor hun toekomstige onderwijspraktijk (Kelchtermans, 2009). Kelchtermans (2009) beschrijft hoe het persoonlijk interpretatiekader van een leraar is opgebouwd uit twee nauw verbonden domeinen: hun professioneel zelfverstaan en hun subjectieve onderwijstheorie. Het professioneel zelfverstaan van leraren is een voortdurend proces van zingeving aan betekenisvolle gebeurtenissen, en het besef hoe dat proces invloed heeft op hun zelf (Kelchtermans, 1993, 2009). Kelchtermans (2009) onderscheidt zes dimensies binnen het professioneel zelfverstaan: het zelfbeeld, het zelfwaardegevoel, de taakopvatting, de beroepsmotivatie, de beroepsvoldoening en het toekomstperspectief van de leraar. De subjectieve onderwijstheorie van leraren is het persoonlijk geheel van kennis en opvattingen, die weergeeft hoe zij bepaalde beroepstaken of concrete onderwijsmomenten vormgeven in hun onderwijspraktijk.

Een internationale onderwijsstage is om verschillende redenen een relevante casus voor opleiders die het persoonlijk interpretatiekader van leraren in opleiding willen begrijpen. In het algemeen is een onderwijsstage een sleutelervaring voor veel studenten, met zowel persoonlijke ontwikkeling en sociale interactie. De leraar in opleiding leert zijn of haar

eigen plaats in het onderwijsveld te vinden. Leraren in opleiding beginnen tijdens de stage ook meestal te begrijpen welke aspecten van de verplichte kennis en vaardigheden uit de opleiding zij persoonlijk waarderen en bruikbaar vinden in hun klaslokaal. Tijdens een internationale stage worden studenten daarnaast bloot gesteld aan een andere cultuur en een onbekende onderwijspraktijk. Een dergelijke ervaring kan persoonlijke aspecten in het lesgeven (nog) explicieter maken.

Daarnaast geven stages studenten de kans om diverse lesactiviteiten of (nieuwe) onderwijsideeën uit te proberen. Kritisch reflecteren op zulke ervaringen kan impliciete overtuigingen, bestaande persoonlijke theorieën over onderwijs, of onbewuste kennis aan de oppervlakte brengen. Een internationale onderwijsstage maakt het bewustzijn van het verschil in normen tussen het eigen persoonlijk interpretatiekader en dat van de ander explicieter en duidelijker, omdat het persoonlijk interpretatiekader mede cultureel bepaald is. In sommige gevallen is een internationale onderwijservaring een bepalende persoonlijke ervaring in het leven van de student, in het bijzonder als het persoonlijke veranderingen met zich mee brengt.

Een pedagogie van de onderbreking

Verschillende studies hebben laten zien dat opleiders die meer inzicht in het persoonlijk interpretatiekader van beginnende docenten willen krijgen, zich moeten richten op ervaringen met spanningen, fricties, conflicten of zorgen. Biesta (2010) gebruikt het concept van een pedagogie van de onderbreking om ervaringen te beschrijven waar leraren in opleiding niet langer in balans zijn, zoals een internationale onderwijsstage, en hoe dit vervolgens hun persoonlijk interpretatiekader kan beïnvloeden of explicieter kan maken. Een onderbreking van iemands 'normale manier van doen' is een staat van onevenwichtigheid, waarin een leraar in zijn of haar werk iets doet, aarzelt en niet altijd weet wat te doen, of hoe te reageren. Zo'n ervaring creëert een opening, tussen datgene wat men kent, en het onbekende (English, 2013, p. 105).

Een internationale onderwijsstage heeft het potentieel van een dergelijke onderbreking, omdat de leraar in opleiding te maken krijgt met diverse sociaal-culturele verschillen, die mede worden veroorzaakt door het feit dat de student zich beweegt tussen de grenzen van verschillende praktijken (Akkerman & Bakker, 2011). De obstakels die een ervaring met het onbekende of het onverwachte met zich meebrengt, kan leiden tot een leerzame fase, waarin de student bij zichzelf te rade gaat, reflecteert op zichzelf en de eigen onderwijspraktijk, het onbekende exploreert, of de ruimte neemt om te experimenteren. De ervaring wordt vooral leerzaam als de student in staat is de nieuwe ervaring binnen de context van eerdere ervaringen en bestaande kennis te plaatsen. Een bewustzijn van een continuïteit in ervaringen (Dewey, 1938) kan beginnende docenten er bewust van maken

hoe eerdere ervaringen (zoals een internationale onderwijsstage), van invloed is op hun huidig persoonlijk interpretatiekader. Bijvoorbeeld tijdens de transitie van student naar docent. Lerarenopleiders moeten daarom ervaringen die onderbreken zien als constructieve, leerzame, pedagogische ervaringen, die ze kunnen gebruiken om het persoonlijke interpretatiekader van leraren in opleiding scherper in beeld te krijgen tijdens hun professionalisering.

Hoofdstuk 2: “Boundary” ervaringen tijdens een internationale onderwijsstage

Hoofdstuk 2 (studie A) beschrijft hoe leraren in opleiding discontinuïteit ervaren tijdens een internationale onderwijsstage. In de theorie van “boundary crossing” (Akkerman & Bakker, 2011), is een “boundary experience” (grenservaring) een ervaring van discontinuïteit waarbij iemand een sociaal-cultureel verschil ervaart als een uitdaging of een obstakel tijdens acties of interacties met anderen, als hij/zij zich beweegt tussen verschillende (professionele of culturele) praktijken.

Het doel van studie A was om te beschrijven wanneer leraren in opleiding in hun perceptie een “boundary” ervaren, en hoe zo’n ervaring van discontinuïteit de wortels van (potentieel) professioneel leren van leraren in opleiding bloot legt. De acht leraren in opleidingen in deze studie beschreven 15 boundary ervaringen tijdens hun internationale onderwijsstage. We vonden vier typen boundary ervaringen: discontinuïteit die is gerelateerd aan: (1) bestaande pedagogisch-didactische benaderingen, (2) persoonlijke aspecten, (3) een specifiek school type, of –cultuur, en (4) de wereld buiten het klaslokaal.

De resultaten van deze studie suggereren dat het leerpotentieel van het ervaren van discontinuïteit vooral ligt in situaties waar de overtuigingen van leraren in opleiding in twijfel worden getrokken. Hierdoor wordt de leraar in opleiding zich bewust van eigen (vaak impliciete) overtuigingen. Deze studie laat ook zien dat opleiders die geïnteresseerd zijn in het ontstaan van professioneel leren van leraren in opleiding tijdens een internationale onderwijsstage, zich zouden moeten richten op het (her)positioneren van studenten als ze discontinuïteit ervaren. Het (her)positioneren van leraren in opleiding is een belangrijk begin van hun professioneel leren. Bijvoorbeeld door de co-constructie van hun professionele kennis binnen hun internationale stageschool, of in het bewust worden van professionele kennis en vaardigheden die zij belangrijk vinden in hun onderwijspraktijk. Ervaringen van discontinuïteit bleken in de praktijk situaties te zijn, waar de bestaande wijze van denken en doen van leraren in opleiding in twijfel werden betrokken. Alledaagse onderwijsbenaderingen werden daardoor door de studenten niet langer als gewoon ervaren. Dit zorgde er vervolgens voor dat de leraren in opleiding open gingen staan voor andere, of nieuwe perspectieven. De leraren in opleiding begonnen te begrijp-

pen dat hun eigen overtuigingen niet noodzakelijkerwijs werden gedeeld door anderen en dat de overtuigingen van anderen ook waardevol zijn.

De uitkomsten van deze studie bevestigen dat opleiders die het professionele leren van leraren in opleiding tijdens het ervaren van discontinuïteit in het buitenland willen vastleggen, zich ervan bewust moeten zijn dat discontinuïteit verschillende dimensies heeft: culturele, professionele en persoonlijke. Opleiders moeten zich daarom bij een internationale stage niet alleen richten op discontinuïteit in kennis en vaardigheden in het lesgeven, of op leeruitkomsten.

Hoofdstuk 3: “Boundary crossing” tijdens een internationale onderwijsstage

Hoofdstuk 3 (studie B) beschrijft hoe leraren in opleiding pogingen doen om te gaan met discontinuïteit in een interculturele context, en het leerpotentieel wat daardoor ontstaat. De pogingen van leraren in opleiding om zich te (her)positioneren in een onbekende professionele en culturele context wordt in deze studie beschreven als een staat van continuïteit en een voorbeeld van “boundary crossing”. De 15 boundary ervaringen van de leraren in opleiding die zijn geïdentificeerd in studie A (hoofdstuk 2), werden gebruikt als casussen om de professionele ontwikkeling van de leraren in opleiding te interpreteren. De leermechanismen van identificatie, coördinatie, reflectie en transformatie uit de theorie van boundary crossing (Akkerman & Bakker, 2011) werden gebruikt om de boundary ervaringen te analyseren.

Deze studie laat zien hoe tijdens ervaringen waar het identificatie mechanisme een rol speelt, de persoonlijke interpretatiekaders van de leraren in opleiding niet worden beïnvloed of veranderen. Wat er wel gebeurt, is dat deze ervaringen de studenten bewust maken van professionele overtuigingen die zij echt belangrijk vinden, en culturele aanpassingen verhinderen. Er werden geen voorbeelden van het coördinatie mechanisme gevonden. Tijdens ervaringen waar het reflectie mechanisme optreedt, dwingt of helpt de ervaring van discontinuïteit de leraar in opleiding om een positieve interesse te krijgen in het (culturele) perspectief van de ander, te reflecteren op de praktijk van de ander en de betekenis van die praktijk voor de eigen bestaande professionele overtuigingen of “pedagogical content knowledge” (Shulman, 1987). Tijdens ervaringen waar het transformatie mechanisme optreedt, ervaren de leraren in opleiding discontinuïteit als waardevol, wat resulteert in een kritische fase van leren, exploreren, of experimenteren, wat vervolgens hun persoonlijk interpretatiekader beïnvloedt.

De studie laat zien dat de pogingen van de leraren in opleiding om te gaan met obstakels en uitdagingen tijdens hun internationale onderwijsstage, diverse dimensies had. Deze culturele, persoonlijke en professionele dimensies waren vaak onderling verbonden. De

boundary ervaringen spoorden de leraren in opleiding aan om te gaan met het obstakel of de uitdaging door “culturele onderhandeling”. Culturele onderhandeling bepaalde de acties van de studenten, en bepaalde of zij zich wel of niet open stelden voor nieuwe kennis of bekwaamheden. De wijze van culturele onderhandeling beïnvloedde vervolgens weer hoe de respondenten leerden.

De boundary ervaringen die we identificeerden lieten verschillende voorbeelden zien waarin de leraren in opleiding beschreven wat het precies betekent om je in een positie tussen culturen en onderwijssystemen te bevinden, en de betekenis van die tussenruimte voor hun professionele ontwikkeling. Het leerpotentieel tijdens een boundary ervaring bevond zich vooral in de existentiële aard van de boundary ervaring, en de subjectieve, individuele waarde daarvan voor de professionele ontwikkeling van de leraren in opleiding. De boundary ervaring hielp, of dwong, de leraren in opleiding te reflecteren op subjectieve en morele dimensies in het lesgeven, waaronder innerlijke disposities, normen en overtuigingen. Subjectieve en morele dimensies, zoals persoonlijke achtergrond, eerdere leservaringen en toekomstige onderwijs ambities, werden veel duidelijker voor de leraren in opleiding binnen de internationale context en kleurden ook hun acties en oordelen tijdens hun boundary ervaringen.

Hoofdstuk 4: De subjectieve onderwijstheorie van leraren in opleiding tijdens een internationale onderwijsstage

Hoofdstuk 4 (studie C) beschrijft hoe de reflecties van 33 leraren in opleiding tijdens 106 “bumpy moments” (Romano, 2006) in een internationale onderwijsstage hun professionele overtuigingen aan het licht brengen en hoe vervolgens die situaties de studenten laten reflecteren op hun subjectieve onderwijstheorie. De leraren in opleiding beschreven vier thema’s van professionele overtuigingen tijdens de bumpy moments die ze ervaarde: (1) pedagogical content knowledge, (2) school context, (3) organisatorische vaardigheden en (4) zelf-reflectie.

Tijdens de bumpy moments waar de studenten reflecteerden op hun professionele overtuigingen, beschreven ze persoonlijke interpretaties en normatieve acties (of oordelen) hoe ze bestaande (instrumentele) kennis of vaardigheden vanuit de opleiding binnen de interculturele context van hun internationale stageschool gebruikten. Hun reflecties tijdens situaties waar zij aanliepen tegen een gebrek aan bruikbare lesstrategieën, of waar zij problemen ervaarde in pedagogische interacties met leerlingen of begeleiders, markeerden aspecten van hun subjectieve onderwijstheorie. Het gebrek aan een bruikbare lesstrategie, maakte de leraren in opleiding er bijvoorbeeld van bewust dat bestaande kennis en vaardigheden niet altijd werkten in het klaslokaal van hun internationale stageschool. Dit had directe betekenis voor hun onderwijspraktijk, namelijk dat zij zich

ervan bewust werden dat zij in de internationale stageschool eigen strategieën en keuzes moesten maken welke kennis en vaardigheden zij wilden gebruiken.

De bumpy moments lieten daarnaast zien hoe de leraren in opleiding voornamelijk reflecteerden op praktische, alledaagse zaken en zorgen. Juist die alledaagse reflecties maakten hen vervolgens bewust van professionele kennis of vaardigheden die ze belangrijk vonden. Gebruikelijke problemen tijdens het lesgeven, zoals bijvoorbeeld het gebruik van leerlinggerichte activiteiten, of klassenmanagement, werden door de leraren in opleiding als uitdagend gezien in de onbekende internationale context. De reflecties van leraren in opleiding over pedagogische interacties en het lesgeven op een cultureel sensitieve wijze, maakte hen in het bijzonder bewust van morele aspecten in het lesgeven, en hun eigen positie tijdens normatieve (inter)acties. Deze bumpy moments lieten de leraren in opleiding inzien dat morele dimensies in het lesgeven geen kwaliteit of competentie is die je bezit, maar dat die morele dimensie bestaat in de actie en interactie met anderen, tijdens specifieke situaties. Leraren in opleiding die zich daarvan bewust worden, kunnen zo hun persoonlijke stem als een normatieve professional vinden of vorm geven (Bakker, 2016).

Hoofdstuk 5: Voorbeelden van een bewustzijn van een continuüm van ervaringen na een internationale onderwijsstage

Hoofdstuk 5 (studie D) beschrijft hoe eerdere ervaringen van discontinuïteit tijdens een internationale onderwijsstage invloed kunnen hebben op het persoonlijk interpretatiekader van startende docenten, tijdens persoonlijke betekenisvolle ervaringen in het heden. Deze studie gebruikt het concept van een continuüm van ervaringen (Dewey, 1938), om te beschrijven hoe nieuwe docenten (h)erkennen dat vroegere ervaringen invloed hebben op hun huidige onderwijspraktijk. Het concept van een continuüm van ervaringen, baseert zich op het gegeven dat elke ervaring voortbouwt op eerdere ervaringen en latere ervaringen verandert.

Deze explorerende studie identificeerde 12 individuele voorbeelden van betekenisvolle persoonlijke ervaringen (BPEs), waarbij startende docenten beschrijven hoe een eerdere internationale onderwijservaring hun huidige professionele ontwikkeling heeft beïnvloed. Tijdens deze BPEs waren de zes startende docenten van deze studie in staat om een eerdere internationale leservaring te integreren in hun huidige onderwijspraktijk. Deze studie liet zien dat een continuüm van ervaringen die plaats vond tijdens de BPEs het persoonlijk interpretatiekader van de startende docenten op drie manieren beïnvloedde: (1) tijdens persoonlijke interpretaties over het belang van professionele overtuigingen met betrekking tot kennis en vaardigheden in het lesgeven, (2) tijdens morele vragen over de docent die ze willen zijn of worden, en (3) als zij de internationale ervaring gebruiken om huidige ervaringen te relativeren of in perspectief te plaatsen.

Tijdens zeven BPEs hielp het bewustzijn van een continuüm van ervaringen de startende leraren bij hun persoonlijke interpretaties welke professionele overtuigingen uit hun subjectieve onderwijstheorie zij werkelijk waardeerden. De beginnende leraren beschreven tijdens deze BPEs overtuigingen over pedagogisch-didactische aspecten uit de internationale stage die zij gebruikten in hun huidige onderwijspraktijk. Tijdens deze BPEs vonden we voorbeelden hoe de startende leraren gebruik maakten van hun eerdere internationale ervaring tijdens een problematische ervaring in hun huidige onderwijspraktijk.

Tijdens vijf andere BPEs waren morele vragen over het type leraar dat men wilde worden bepalend. Het continuüm van ervaringen hielp de startende leraren tijdens deze BPEs om morele keuzes te maken in hun zoektocht naar de leraar die ze wilden worden, of hielp hen om de eigen motieven om leraar te worden te verhelderen. Het bewustzijn van een continuüm van ervaringen versterkte de beginnende leraren vooral in hun overtuiging dat culturele sensitiviteit essentieel is in het lesgeven aan leerlingen in een interculturele klas, en dat zij als leraar daarin een rolmodel zijn. Deze BPEs raakten aan een sleutelvraag binnen het onderwijs: wat is het doel van onderwijs, en wat is mijn rol daarin?

Ten slotte, beschreven de startende leraren tijdens meerdere BPEs dat de eerdere internationale ervaring hen rust en zingeving gaf, tijdens ervaringen die op dat moment problematisch en uitdagend waren. Het continuüm van ervaringen gaf de leraren tijdens deze BPEs een psychologisch voordeel. Zij waren door de internationale ervaring beter in staat hun huidige problemen te relativeren en waren daardoor in staat continuïteit te creëren tijdens ervaringen van discontinuïteit in de inductiefase.

Hoofdstuk 6. Discussie, conclusies en implicaties voor de lerarenopleiding

Hoofdstuk 6 bespreekt de belangrijkste bevindingen van de dissertatie, de conclusies die daaruit worden getrokken, de implicaties voor de lerarenopleiding en de beperkingen van de studie.

Deze studie beschreef hoe de leraren in opleiding discontinuïteit ervaarden tijdens een internationale onderwijsstage, interpreteerde hoe die ervaringen hun bestaande professionele overtuigingen, kennis en vaardigheden beïnvloedden, en beschreef de pragmatische, existentiële en morele vragen die dat opriep. Voorbeelden van ervaringen van discontinuïteit kunnen startende leraren bewust maken van aspecten van hun persoonlijke interpretatiekader, als een belangrijk aspect van hun professionele ontwikkeling. Ervaringen van discontinuïteit waren op twee manieren van belang voor de professionele ontwikkeling van startende leraren: (1) discontinuïteit maakte beginnende docenten bewust van de grenzen of uitdagingen van bestaande kennis en overtuigingen, en (2) eerdere

ervaringen van discontinuïteit beïnvloedden het huidige persoonlijk interpretatiekader van beginnende leraren.

De resultaten van de studie laten zien dat discontinuïteit of de leraren in opleiding een nieuw of ander perspectief bood op bestaande professionele overtuigingen, kennis van het lesgeven of vaardigheden, die tot dat moment als vanzelfsprekend werden ervaren, of hen de waarde van hun huidige onderwijspraktijk liet zien. De ervaringen van discontinuïteit maakten de leraren in opleiding ervan bewust dat hun persoonlijke of morele beslissingen gebaseerd waren op eerdere onderwijskennis of –vaardigheden uit het programma van hun Nederlandse lerarenopleiding, of maakten hen ervan bewust dat zij eigen keuzes moesten maken in de bestaande kennis en vaardigheden van hun lerarenopleiding om goed te kunnen werken in een interculturele context. Uiteindelijk hielp een dergelijk bewustzijn de beginnende docenten in hun professioneel zelfverstaan bij existentiële vragen over het soort leraar dat ze willen worden.

Ervaringen van discontinuïteit werden persoonlijk betekenisvol voor de beginnende docenten, wanneer de ervaring niet alleen van belang was tijdens de internationale onderwijsstage, maar ook van invloed was op het huidige persoonlijke interpretatiekader in de inductiefase. In sommige gevallen maakte een ervaring van discontinuïteit de beginnende docenten bewust van een continuüm van ervaringen – ze herkenden de waarde van een eerdere ervaring in hun huidige onderwijspraktijk. Tijdens momenten waar discontinuïteit zorgde voor een bewustzijn van een continuüm van ervaringen bij beginnende leraren, beïnvloedde dat ook hun persoonlijk interpretatiekader.

De lerarenopleiding zou een belangrijke voedingsbodem moeten zijn voor de ontwikkeling van ‘praktische wijsheid’ van leraren. Een onderbreking door bijvoorbeeld een internationale onderwijservaring kan een vormende ervaring zijn voor (beginnende) leraren. Lerarenopleiders die de professionele ontwikkeling van leraren in opleiding (nog) beter willen begrijpen, zouden zich daarom meer moeten richten op daadwerkelijke momenten van discontinuïteit en het leerpotentieel dat zich in dat moment bevindt, en niet alleen op de (leer)uitkomst. Een pedagogie van de interruptie kan leiden tot kritisch denken van de leraar in opleiding over het eigen handelen, kan leraren in opleiding de ruimte bieden om te experimenteren, of om te onderzoeken, en biedt hen in sommige gevallen de mogelijkheid om hun eigen persoonlijke stem als moreel, individueel en verantwoordelijk wezen te vormen.

Opleiders die geïnteresseerd zijn in morele dimensies in het onderwijs kunnen zich richten op ervaringen van discontinuïteit, bijvoorbeeld in een internationale context. Discontinuïteit in een interculturele context maakt de persoonlijk-morele interpretaties en -zorgen

van leraren in opleiding explicieter, welke daardoor makkelijker te herkennen worden voor lerarenopleiders. Ervaringen van discontinuïteit kunnen ook ervaringen zijn die de leraar als persoon vormen. Een onderbreking roept existentiële vragen van een professionele aard op bij beginnende leraren (wie ben ik als leraar), maar ook existentiële vragen van een meer persoonlijke aard (wie ben ik?). Opleiders moeten beseffen dat die twee vragen niet altijd van elkaar te scheiden zijn. Opleiders zouden daarentegen persoonlijke en professionele aspecten als dynamisch moeten zien en in dialoog met elkaar.

Opleiders die beter willen begrijpen hoe een ervaring van discontinuïteit het persoonlijk interpretatiekader van beginnende leraren beïnvloedt, moeten overwegen een ecologisch perspectief te gebruiken. Een ecologisch perspectief houdt rekening met dimensies uit verleden, heden en toekomst. Leraren in opleiding en beginnende leraren die zich bewust zijn van een continuüm van ervaringen kunnen beter begrijpen hoe ze op een reflectieve wijze eerdere ervaringen meenemen in het heden. Tijdens huidige ervaringen van discontinuïteit kunnen eerdere ervaringen van discontinuïteit doordringen in de oordelen van beginnende leraren en hen helpen in hun huidige subjectieve onderwijstheorie. Een dergelijk bewustzijn kan beginnende leraren helpen om beter om te gaan met spanningen en problemen in de inductiefase. Het bewustzijn van beginnende leraren van hun persoonlijk interpretatiekader kan alleen groeien als zij in staat zijn te werken als een reflectieve beroepsbeoefenaar. Uiteindelijk is de enige persoon die kan begrijpen hoe het persoonlijk interpretatiekader werkt, de leraar zelf.

In deze studie hebben we ook gereflecteerd op de beperkingen van deze studie. We beschreven dat het onmogelijk is het persoonlijk interpretatiekader van beginnende leraren volledig te begrijpen, juist omdat het een dynamisch construct is. We zijn ons er ook van bewust dat de ervaringen van discontinuïteit van de respondenten een reconstructie is, die achteraf is gemaakt, en daarom nooit volledig de echte ervaring vastlegt. De verschillende data instrumenten (bijvoorbeeld logboeken en interviews) hielpen de respondenten om te reflecteren op de (dis)continuïteit van hun ervaringen. De deelname van de leraren in opleiding en beginnende leraren aan dit onderzoek was in dat opzicht een voorbeeld van een interventie. De respondenten hadden daarnaast over het algemeen interesse in internationale en culturele aspecten. In hun biografieën zijn veel voorbeelden te vinden, bijvoorbeeld dat ze veel gereisd hadden, of in het buitenland hadden gewoond. Vanuit dat perspectief, waren de deelnemers in dit onderzoek niet representatief voor andere leraren in opleiding in Nederland (of elders).

Ten slotte hebben we suggesties gedaan voor toekomstig onderzoek. We hebben in dit onderzoek besloten om ons te richten op de professionele ontwikkeling van leraren in opleiding en beginnende leraren. Toekomstig onderzoek zou meer gebruik kunnen

maken van interculturele theorieën. Het was niet de bedoeling van deze studie om de ervaringen van discontinuïteit van beginnende leraren die in het buitenland lesgeven, te vergelijken met (vergelijkbare) leservaringen van beginnende leraren in Nederland. Een andere aanbeveling is om beide typen leservaringen met elkaar te vergelijken. Toekomstige studies zouden ook rekening moeten houden met de mogelijkheid dat ervaringen van discontinuïteit verschillen tussen beginnende en ervaren leraren. We hebben ook de aanbeveling gedaan dat toekomstig onderzoek naar discontinuïteit en morele dimensies van een buitenlandstage aandacht aan het thema burgerschap zou moeten besteden.

DANKWOORD

Het schrijven van dit proefschrift ging verder dan het beschrijven van de professionele ontwikkeling van de beginnende docenten die aan dit project deelnamen. Het gehele onderzoeksproject heeft geleidelijk aan een belangrijk deel van mijn eigen professionele ontwikkeling beïnvloed. Concepten die ik zocht en vond om woorden te geven aan het leren en ontwikkelen van de beginnende leraren in dit onderzoek gaven ook woorden aan eigen ervaringen en vragen. Discontinuïteit en grenservaringen gingen met andere woorden net zo zeer voor mijzelf op, als voor mijn participanten, al zie ik dat vooral nu, in retrospectief. Bij het begin van het promotietraject trad bijvoorbeeld van het ene op het andere moment een verandering op in voor mij bekende rollen en taken. Om in termen van mijn achtergrond van historicus te blijven: ik bevond mij opeens in de rol van gezelschap, in plaats van die van meester. Hoewel ik in de gelukkige omstandigheid verkeerde dat mijn begeleiders mij ruime vrijheid gaven, was dit zeker in de aanloop- en beginfase wettelijk. Het werk van lerarenopleider en de positie van promovendus was daarnaast een spannende combinatie de afgelopen jaren, waarbij tijdens de mooiste momenten dat samenkwam binnen het onderwijs of een curriculumvernieuwing, maar waar het even zo vaak twee gescheiden werelden leken te zijn. Het samenkomen in dit onderzoek van mijn persoonlijk-professionele internationale ervaringen, eerdere en huidige onderwijs- en beleidstaken in het brede domein van internationalisering en wereldburgerschap, en het thema van normatieve professionalisering, beschouw ik als het meest essentiële aspect van dit onderzoek voor mijn eigen professionele ontwikkeling.

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CURRICULUM VITAE

Peter Mesker was born in 1969 in Ameide, the Netherlands. After completing secondary education in 1988, he lived abroad for a year in Israel. He graduated in history (Utrecht University) in 1994, specializing in American Studies, and finished his post graduate teacher training a year later. He then became a history teacher (Melanchthon College) in a group of teachers starting a new annex of the school. Later, he taught social studies as well, and worked as the school's study counsellor. While teaching at this secondary school, he also worked as a freelance schoolbook author (in history) for several publishers, and was the main researcher and author of a local historical research project in Harderwijk.

From 2002 onwards, Peter worked as program manager of the international advanced master's programme The Amsterdam Master's in Medical Anthropology (University of Amsterdam). He worked with various international professionals with backgrounds in social science and health and health care, and participated in international education-research projects related to the programme, mostly in South Africa and Colombia.

Peter worked from 2008 until present in the teacher training programme of Institute Archimedes (HU University of Applied Sciences Utrecht). First, he worked as a manager of education of the English department, including the institutional portfolio of internationalization in the teacher training programme, and as teacher in the minor American Studies. In 2013 he became senior lecturer of the History department, and teacher in the international minor Internationalize Your Classroom.

In 2013 Peter started his PhD project in the Normative Professionalization research group of the HU University of Applied Sciences Utrecht, in cooperation with Utrecht University. The research group conducts research into how teachers' (and other professionals) professional identity comes into being. His research explored how the interruption of an international teaching internship affects new teachers' personal interpretative frameworks, including their professional self-understanding. The context of this two year case-study was the transition from student to teacher.

Currently, Peter is senior lecturer responsible for the theme of teachers' international orientation (including world citizenship) in the teacher training programmes of Institute Archimedes, researcher, teacher educator, and teacher-coordinator of the minor Internationalize Your Classroom.