

STUDIES IN PROFESSIONAL LIFE AND WORK

## Autoethnography, Self-Narrative and Teacher Education

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*Autoethnography, Self-Narrative and Teacher Education* examines the professional life and work of teacher educators. In adopting an autoethnographic and life-history approach, Mike Hayler develops a theoretically informed discussion of how the professional identity of teacher educators is both formed and represented by narratives of experience.

The book draws upon analytic autoethnography and life-history methods to explore the ways in which teacher educators construct and develop their conceptions and practice by engaging with memory through narrative, in order to negotiate some of the ambivalences and uncertainties of their work. The author's own story of learning, embedded within the text, was shared with other teacher-educators, who following interviews wrote self-narratives around themes which emerged from discussion. The focus for analysis develops from how professional identity and pedagogy are influenced by changing perceptions and self-narratives of life and work experiences, and how this may influence professional culture, content and practice in this area.

The book includes an evaluation of how using this approach has allowed the author to investigate both the subject and method of the research with implications for educational research and the practice of teacher education.

Audience: Scholars and students of education and the education of teachers, researchers interested in autoethnography and self-narrative.

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