

Appendix 4 – A draft framework to support teachers in strengthening identity based on this project

Identifying priority areas of identity – though reflection and discussion. E.g. for these teachers:	Identifying interdependent factors influencing identity and agency (contexts, enablers, barriers) in the ecosystem (useful to identify actors in each context) E.g in:	Outcomes of process (after Mockler 2011). Note that these are interdependent and fluid and the content will vary according to the teachers			Making recommendations for further investigation and planning for realistic change E.g.in
		Personal development and enhanced self-knowledge and capacity for reflection E.g.:	Teacher activism and greater political engagement (internal and external to the profession) E.g.:	Professional learning and changes to practice E.g.:	
<ul style="list-style-type: none"> <li>• Palestinian/global citizenship and values</li> <li>• Student trauma and wellbeing</li> <li>• Teacher trauma and wellbeing</li> <li>• Relationships with other teachers, principals and school staff</li> <li>• Relationships with parents and the community</li> <li>• Dealing with politics and policy</li> <li>• Participating in professional development</li> </ul>	<i>Personal experience</i>	<i>Reflect on and develop our own sense of personal identity, values and attitudes to education</i>	<i>Develop and articulate a shared moral purpose</i>	<i>Reinforce our commitment to professional learning</i>	<i>Personal experience</i>
	<i>Classroom</i>				<i>Classroom</i>
	<i>School</i>				<i>School</i>
	<i>Inter-school and international level (including external training and development)</i>	<i>Develop our confidence as professionals</i>	<i>Identify the ways in which we can contribute to change</i>	<i>Understand how our beliefs interact with our professional life</i>	<i>Inter-school and international level (including external training and development)</i>
	<i>Community level – parents, but also public discourse (including media etc.)</i>	<i>Understand the relationship between our work and our wider identity</i>	<i>Reflect critically on the outside influences that affect our work</i>	<i>Recognise the impact of relationships with colleagues</i>	<i>Community level – parents, but also public discourse (including media etc.)</i>
	<i>Policy and research</i>		<i>Think realistically about what these allow us to achieve</i>	<i>Recognise the impact of relationships between teachers and parents</i>	<i>Policy and Reseach</i>
			<i>Consider our citizenship and role in the community</i>		