Positioning in identifying narratives of/about pre-service mathematics teachers in field practice.

Summary: Research on identity development in mathematics teacher education has only given limited attention to narrative processes like indexicality, local occasioning, positioning and categorisation. In this article, we investigate how two pre-service mathematics teachers position themselves, and how they are positioned by a mentor teacher in mentoring conversations. Focusing on how pre-service teachers are positioned by a mentor teacher adds to present research on narrative positioning among pre-service mathematics teachers, and we argue that an increased focus on reflexive and interactive positioning is useful for the further development of research on identifying narratives in mathematics teacher education.

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