

# Teacher-writer Memoirs as Lens for Writing Emotionally in an Initial Primary Teacher Education Programme

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This presentation will discuss an illustrative example of my ongoing research in the area of narrative inquiry through an intensive case of student teachers experiences of writing emotionally in the social foundations area of a graduate entry initial teacher education programme. Using a range of social and literary journaling approaches, students' perspectives on their emergent identities through the lens of discourse, memory, emotions and biography along a values-action continuum will be discussed. Key themes include individual freedom as evidenced in moving towards risk and conformity as evidenced in holding the status quo. Implications for teacher education reform will be discussed.