

The background of the slide is a photograph of a meeting. On the left, an older man with white hair and glasses, wearing a colorful patterned sweater, is gesturing with his hands while speaking. In the center, a dark semi-transparent rectangle contains the title and authors. On the right, two women are seen from the back, sitting at a wooden table and looking towards the speaker. The room has large windows in the background, letting in natural light.

Constructing professional identities in co-teaching: An oppositional discourse analysis of teacher team communication

Karoliina Salojärvi (Tampere University / University of Jyväskylä)
Tessa Horila (Tampere University)
Leena Mikkola (Tampere University)

ECC 2026



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Teachers' professional identities



- Communicatively constructed
- Influenced by professional, institutional, and societal contexts (Pishghadam et al., 2022; Zembylas & Chubbuck, 2015)



Co-teaching challenges teacher identities



- Co-teaching in higher education
- Ranges from joint classroom instruction to collaborative planning & curriculum development
- Challenges related to
 - individualism, autonomy, and institutional norms and structures (Vangrieken et al., 2015)
 - ownership and power dynamics (Dang et al., 2022)
 - managing different kinds of knowledge (Colton et al., 2022)



**What kinds of identity tensions
are constructed in the
communication of teacher
team meetings,
and how are they navigated?**

Context of this study

- Finnish universities
- Compulsory communication & language studies in bachelor degrees
- Language centers
- The research site: multilingual phenomenon-based course modules



Data collection



- Video-recorded planning meetings of three teacher teams
 - 4.28 hours
 - 130 pages of transcripts
 - Teams
 - 4-10 members
 - Multilingual & interdisciplinary
 - Teaching experience 0 to 34 years
 - Full and part-time teachers

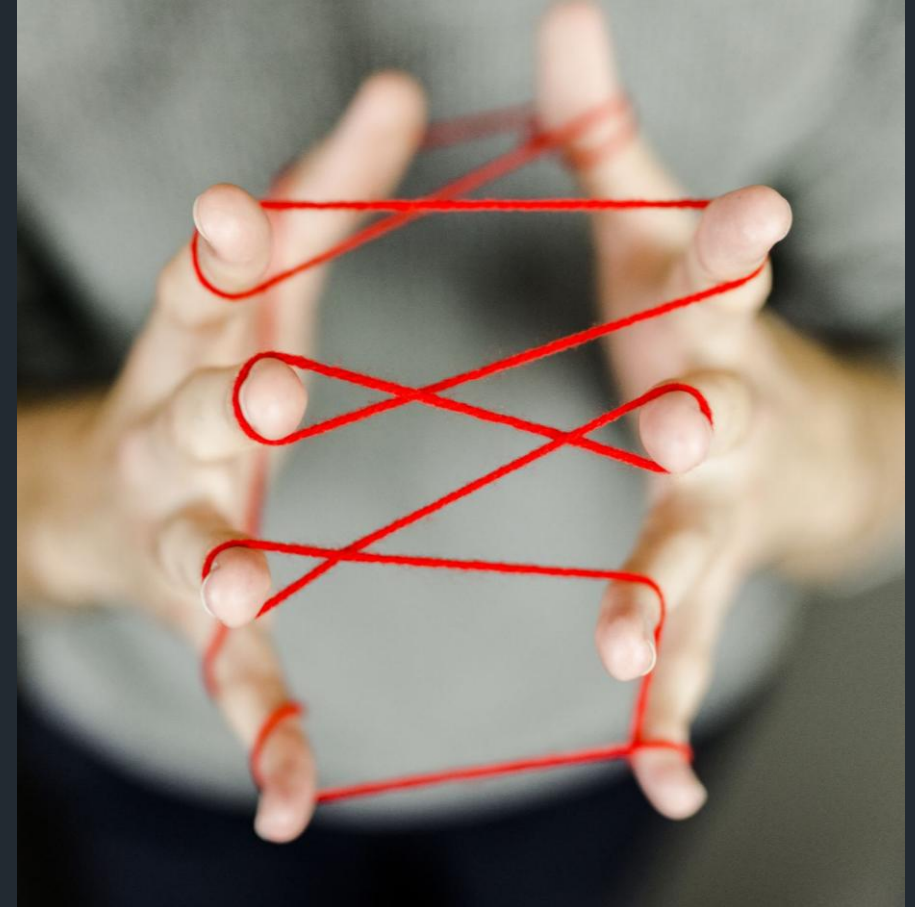


Analysis

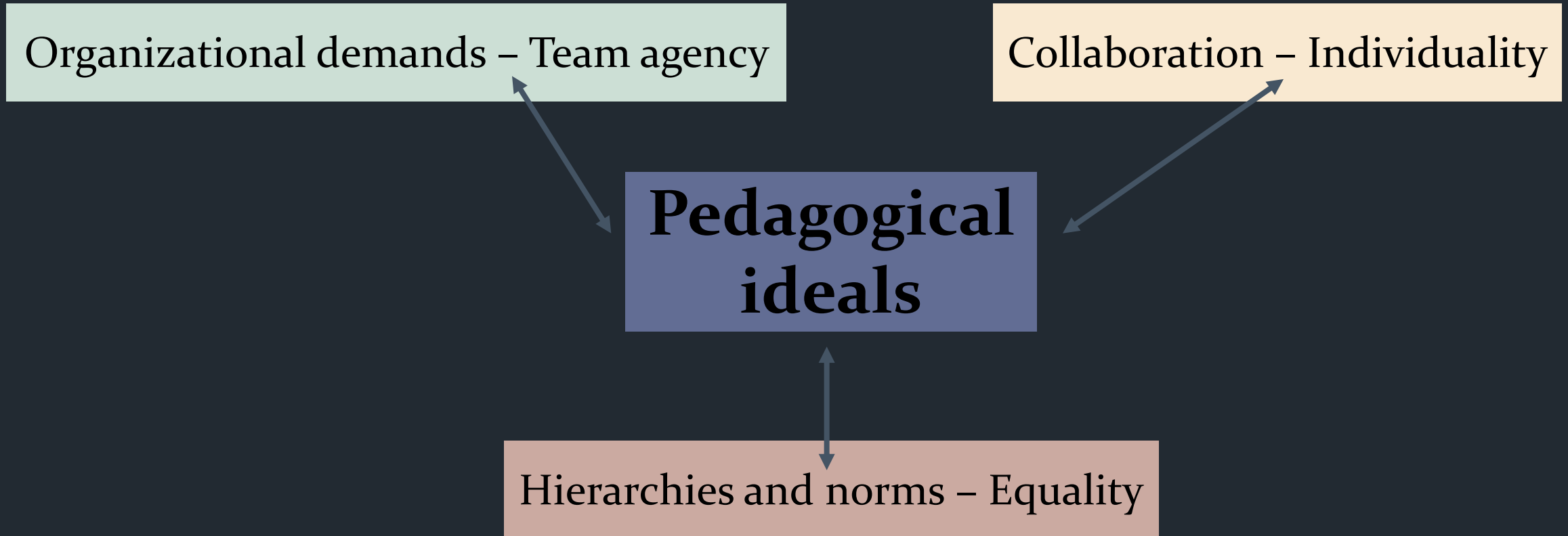


Applying the Integrative Methodology for Organizational Oppositions (Fairhurst & Putnam, 2019)

- 7 identity discourses
- 36 episodes where the discourses clash
- Centrality of the discourse of pedagogical ideals → re-examining the episodes and the roles and functions of this discourse



Results



Results



Organizational demands – Team agency

Pedagogical
ideals

“But ‘getting by’ is not the same as ‘pedagogical.’”

Julia, Team 2



Results

Sanna: ... Aren't we participating in that?

Virpi: Yeah.

Maarit: Well, now my heart just jumped right up into my throat.

Sanna: I'm always there together with the [students].

Maarit: I always go behind the teacher's desk. It's like there's this wall between me and the rest of you.

Team 1

Collaboration – Individuality

Pedagogical
ideals





Results

Pedagogical ideals

Hierarchies and norms – Equality

Sanna: *But didn't they go to these [meetings] really diligently? So does it actually need to be raised as a separate meeting that needs to be compensated?*

...

Virpi: *...it's also connected to the level test, and that, in a way, if they're not there, then, I don't know, I somehow feel it's essential to be part of that.*

...

Virpi: *But what do you mean? Are you suggesting that it should be removed?*

Sanna: *I mean that it would just be a meeting like any other.*

Team 1



Final thoughts

Strong pedagogical ideals of student-centeredness and co-teaching

- Finnish education system?
- Team-based organizational structure

Future research

- Categorizations and power relations
- Shared team identity



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Thank you!

Karoliina Salojärvi
(karoliina.a.salojarvi@jyu.fi)



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