This dissertation chronicles the identity construction of the teacher. This study has relevance because the process utilized by the teacher provides a method of self-examination and identity construction for other mathematics classroom teachers who want to improve their practices. Autoethnography, writing which provokes the reader to reflect, provides self-narratives about the power of reflection and introspection in examining and changing my practices. Reflective teaching is the conscious explicit inquiry into or reconsideration of instructional beliefs, practices, decisions or problems with the goal of enhancing student
learning (Remler 2000). Abstract: Autoethnography is an approach to research and writing that seeks to describe and systematically analyze personal experience in order to understand cultural experience. This approach challenges canonical ways of doing research and representing others and treats research as a political, socially-just and socially-conscious act. A researcher uses tenets of autobiography and ethnography to do and write autoethnography. Thus, as a method, autoethnography is both process and product. Key words: autoethnography; relational ethics; co-constructed narratives; interactive interviews; narrativ ‘Research that shares the story of identity construction: an evocative autoethnography’. Nazarbayev Intellectual school in Nur-Sultan. Zhadyra Altenova. Why this research? ‘ first evocative autoethnography ‘ sociocultural perspective. ‘ a method that allows the researcher to concentrate on oneself as a single-case, thinking of oneself as a writer, promoting emotional and vulnerable writing and the knowledge delivered through identification and self-examination (Bochner & Ellis, 2016). Purpose. How has my teacher’s identity changed? Literature Review Understanding Teacher Identity. ‘ A full understanding of identity is challenging. (Beauchamp & Thomas, 2009). multifaceted.