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Understanding immigrant teacher identity through literature: with a focus on Finnish society

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Understanding immigrant teacher identity through literature: with a focus on Finnish society
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Teacher identity is at the core of the teaching profession. It affects not only teachers' teaching approaches in practice but also teachers' sense of purpose, self-efficacy, motivation, commitment, job satisfaction and effectiveness. Teacher professional identity is formed at the confluence of a teacher's personal experience, professional context, and external political environment. The shifting, contextual, and emotional characteristics of teacher identity indicate that teachers need to recast their existing ideologies, beliefs and negotiate their new teacher identity when migrating from one country to another. This literature review addresses the identity work of immigrant teachers by examining the following research question: what factors contribute to the formation and development of immigrant teacher's identity? Findings reveal the prominence of culture in shaping immigrant teacher identity. The quality of reception from the host country, the acceptance and support from the local community could significantly contribute to the process of immigrant teacher's acculturation and identity transformation. The emotional dimension of teacher identity which exhibits as professional vulnerability is addressed during the identity transformation. Teacher's activist identity is demanded in the identity (re)establishment process because of various uncertainties and challenges immigrant teachers face when becoming a teacher in the new host country. These findings shed light on how to support immigrant teachers' identity work in the Finnish context, which is the final focus of this literature review.

Keywords: teacher (professional) identity, immigrant teacher, immigrant teacher identity, emotion, activist identity

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1. Introduction

We are living in diversity. Finland has been witnessing a rapid growth in immigration in the past few decades. According to Statistics Finland (2023b), the number of immigrants into Finland was record high, 49,998 in 2022, compared with 29,000 to 36,000 in the previous years. The increase of foreign countries citizenship between 2021-2022 is 9.2% (Statistics Finland, 2023c). The increasing of Finnish population in recent years is attributed to the positive net migration as the natural population increase is decreasing constantly (Statistics Finland, 2023c). The net immigration of Finnish adult citizens by level of education in 2005 to 2022 has shown that net immigration of persons with only basic level education was positive as the only educational group in recent years (Statistics Finland, 2023a). Migration data has clearly indicated the challenges that current immigration situation has brought to Finnish society, the labor market, and the field of education. As both of Finland's official languages (Finnish and Swedish) are minor languages around the world, and the most spoken language Finnish is one of the few European languages that is not Indo-European, the gatekeeping role of language for immigrants integrating into the society is especially evident in the Finnish context (Hahl & Paavola, 2015; Lefever et al., 2014).

Demographic changes are seen in Finnish schools. The urgency to understand teachers' intercultural competence in coping with the increased diversity and multiculturalism and to facilitate their intercultural learning has been studied in teacher education in Finland (Jokikokko, 2010). In the meantime, schools are recruiting staff with an immigration background to mirror the demographic change of society. Studies show that immigrant teachers play a key role in facilitating immigrant students' integration (e.g., Ennerberg & Economou, 2021; Hahl & Paavola, 2015; Lefever et al., 2014; Virta, 2015). Immigrant teachers not only provide a better role model for immigrant students' learning, but also bring different worldviews, languages, and understanding of diversity into the school, where every individual can potentially benefit from the new complexity of daily intercultural encounters. Furthermore, from the labor market perspective, recruiting staff with an immigration background into the field of education also provides work opportunities for immigrant population to gain employment in Finland.

Although the term of "immigrant teacher" has been widely used in literature, there is not a specific definition of who those immigrant teachers are. In many studies (e.g., Ennerberg & Economou, 2021; Ennser-Kananen & Wang, 2016; Ennser-Kananen & Ruohotie-Lyhty, 2023;

Käck, 2020; Mercado & Trumbull, 2018; Wang & Du, 2014; Yip, Eisuke, & Zane, 2022), immigrant teachers refer to those who hold a teaching degree and have gained little or extensive teaching experience from a foreign country, in most cases from their home country, before they migrate to their host country. With some exception, McDevitt (2021) studied the experiences of becoming a teacher in the United States as an immigrant. In Lefever et al.'s (2014) study about immigrant teachers in Iceland and Finland, one participant in Iceland completed a teacher-training program in Iceland and another has a university degree but not a teacher certification. In this thesis study, immigrant teacher refers to a broader concept of teachers with an immigrant background.

The identity work of immigrant teachers is built on the continuous research and findings on teacher's identity in the field of education (e.g., Beijaard, Meijer, & Verloop, 2004; Beauchamp & Thomas, 2009; Mockler, 2011; Sachs, 2005). According to Yip et al. (2022), a view of identity to teachers can be as important as teaching methods, skills, techniques, and subjects' knowledge, because identity is embodied with beliefs, values, and practices that guide teachers' daily work. Yip et al. (2022) continued to argue that immigrant teacher identity is formed or reconstructed when one migrates from one culture to another: teachers recast their existing ideologies and cultural beliefs and negotiate their new teacher professional identity in the new socio-cultural context. "Learning to teach in a new country is a question of evolving identity, and often concerns translating the previously acquired teacher knowledge or competence to another educational system and learning new kinds of teacher knowledge" (Virta, 2015, p. 86). It is the complexity and significance of immigrant teacher's identity that inspired me to search for a comprehensive understanding of it through completing this literature review.

This literature review addresses the identity work of immigrant teachers after entering the new labor market by examining the following research question: what factors contribute to the formation and development of immigrant teachers' identity? Beginning with an exploration of educational theory that serves as the contextual background for understanding teacher identity, this thesis will then explore teacher identity studies in general. It will draw on immigrant teacher identity studies which have been conducted in the USA, Australia, Canada, and Sweden, among others. Finally, the focus will shift to the Finnish context, where the author is studying to become a primary school teacher and writing this thesis. Literatures are selected in order to seek a holistic and deep understanding of immigrant teachers' identity in the contexts mentioned above. Hopefully, the answer will shed light on how to support immigrant teachers' identity work when they are transiting into a new teaching context.

2. The role of teacher in education

There are three main types of education, namely, formal, informal, and non-formal education. This study will focus on formal education, which is structured, organized, and provided by institutions such as schools and universities. In “Reconsidering Research on Teachers’ Professional Identity”, Beijaard et al. (2004) pointed out that educational theories are part of the teachers’ landscape and play an important role in teachers’ professional identity formation. Identity is dependent on the contexts where teachers are (Beauchamp & Thomas, 2009; Rodgers & Scott, 2008), thus this thesis will start with understanding what education is and the teacher’s role in it.

2.1 What is Education?

My own understanding of education is very much inspired by John Dewey. Not only has his philosophy immensely influenced Western education and democracy, but it has also provided alternatives for some Chinese progressive educators. Despite the mainstream educational philosophy in China being heavily controlled by Confucian scholars and then the Communist Party.

In his masterpiece *Experience and Education*, John Dewey (1986) argued that genuine education is rooted in experience although not all experiences are equally educative. The belief that education is based on experience therefore requires educators to select experiences that continue to grow into subsequent experiences in a morally correct/right direction. The other chief principle to understand experience in education is “interaction”, which implies that an individual is always interacting with objects and other persons. The objective conditions in a normal educative setting, which is usually regulated by educators, are directly influencing the experiences of the learners. In order to create an educative experience, the objective conditions (learning environments) should be able to interact with the learners’ existing needs and capacities. The failure to evoke a quality response from the individual learners at a given time has been a common failure of traditional ways of education (Dewey, 1986).

Dewey’s advocacy for experiential learning approaches in education has had long-lasting impacts on modern educational philosophy and student-centered pedagogy, although he did not give a clear definition of what education is. Instead, he ended his book by asking his readers to find out what education is:

The basic question concerns the nature of education with no qualifying adjectives prefixed. What we want and need is education pure and simple, and we shall make surer and faster progress when we devote ourselves to finding out just what education is and what conditions have to be satisfied in order that education may be a reality and not a name or a slogan. It is for this reason alone that I have emphasized the need for a sound philosophy of experience. (Dewey, 1986, last para.)

Spurred by Dewey, in a search for the essence of education, Jackson (2011, as cited in Schrag, 2014) ended his book *What is Education* with a definition as such:

Education is a socially facilitated process of cultural transmission whose explicit goal is to effect an enduring change for the better in the character and the psychological well-being (the personhood) of its recipients and, by indirection, in their broader social environment, which ultimately extends to the world at large. (Jackson, 2011, p. 95, as cited in Schrag, 2014)

Another educational philosopher, Biesta (2015) summarized up three domains of education: qualification, socialisation, and subjectification. These domains help us to understand the multifaceted nature of education and its various purposes. The qualification domain is to provide students with the knowledge, skills, and dispositions, which aim to prepare them to participate in the future workforce and contribute to societal needs. The socialisation domain focuses on teaching students the traditions, and ways of being and doing that are expected by society. It aims to foster cohesive social integration and instill values within the social context. The socialisation domain also implies that education is reproducing the existing social structures, divisions, and inequalities etc. The subjectification domain allows students to come to exist as unique subjects rather than mere objects (Biesta, 2015). Biesta (2015) argues that a holistic education should cover all three domains. However, these three domains are highlighted unequally in different educational contexts. While both qualification and socialisation are emphasized in most educational systems, subjectification is less focused on compared to the others.

2.2 Teacher's role in education

A role, to put it in more precise sociological terms, is “a set of norms and expectations applied to the incumbents of a particular position” (Banton, 1965, as cited in Widdowson, 1987, p. 83).

Makovec (2018) argued that the role of a teacher is influenced by an individual's own beliefs and expectations, as well as the expectations of other stakeholders, such as students, parents, colleagues, school leaders, the society. It is hard to distinguish which expectations are actually influencing a teacher's role: the teacher's own expectation or the expectations from the important others. Teachers' beliefs are rooted in their own evaluation and judgement, which are heavily charged with emotions. Hence, beliefs can have a more durable and greater influence on teachers' perception of their role. Teachers' expectations for their own roles are built on the acquired knowledge and experience during their teacher education and teaching career. The concept of a teacher's role is not static (Makovec, 2018).

According to Widdowson (1987), two kinds of teacher roles are enacted in the learning environment, usually inside the classroom: the teacher as a '*professeur*' who is engaged in interaction with students, and the teacher as a teaching person who is fulfilling the transactional purposes for learners. The norms and expectations applied to the former role of a teacher are related to social attitude and educational ideology, whereas the norms and expectations applied to the later role of a teacher are related to pedagogic purpose. Apparently, teacher's role varies among cultures and educational systems, as the norms and expectations could be different within various societies. When a society favors a more enlightened and democratic education, the teacher-student relationship would be more democratic. Correspondingly, the pedagogy would be student-centered, and more autonomy would be shared with students. Whereas in societies that favor a more traditional form of education, teachers typically keep their authority in both interactional and transactional engagement inside the classroom (Widdowson, 1987). No matter what society it is, teaching is a cultural process. "What is taught and how it is taught represent cultural values related to knowledge, how knowledge is transmitted, how the individuals involved in the process ought to behave and how schools should be organized" (Mercado & Trumbull, 2018, p. 45).

Dewey (1986) touched upon teacher's role within two different educational scenarios in *Experience and Education*. In a traditional education scenario, education prepares the young for future responsibilities and school aims to transmit the knowledge, skills, and rules of conduct to the next generation. Accordingly, the teacher is the agent through which the transmission is fulfilled. In a more progressive education scenario, where education is based on experience, it is the educator's job to "select the kind of present experiences that live fruitfully and creatively in subsequent experiences" (Dewey, 1986, Chapter 2, para. 4). The teacher, as an adult with greater maturity of experiences, is obligated to evaluate and guide the young's

experiences. They should also have the sympathetic understanding of “what is actually going on in the minds of those who are learning” (Dewey, 1986, Chapter 3, para. 13). It is also the teacher’s duty to use the surroundings to build up worthwhile experiences that lead to the growth of an individual learner. Progressive education requires profound professional knowledge with a clear understanding of what education is and what is expected from a teacher in the educational interaction.

After summarizing the three domains of education, Biesta (2015) brought up the role of judgement in education, as the first and foremost relevant work for a teacher: these judgements concern what should be achieved in each domain and how to balance them according to each student individually, as well as judgements about how to teach, for instance an appropriate pedagogy, the organization of the classroom, and so on. Biesta (2015) continued to argue that judgements are crucial to teachers, and they are entirely pragmatic. Instead of following educational trends, for example, an education that is regarded as flexible and tailored to individual students, it is important for teachers to make judgements when there is a need for boundaries/authority and structure, whilst understanding that there are rights and wrongs within certain contexts (Biesta, 2015).

In summary, a teacher’s role is related to expectations from the outside world and to their own beliefs and expectations internalized through their teacher education and across the course of their teaching careers. The role of the teacher cannot be measured only through students’ learning achievement but should include ethical and moral characteristics. In the next part of this thesis, we will move on to teacher’s identity, which is highly associated with educational theories and philosophy, as well as their role that is defined differently in various educational systems.

3. Teacher identity

Teaching is bringing teachers themselves into the classroom and encountering other human beings. Who the teacher is sets the tone of the teacher-student relationship. What the teacher believes about teaching and learning is vital to students' learning. Varghese et al. (2005, as cited in Yip et al., 2022) suggested that "to understand a teacher as a professional, we need to understand their cultural and individual identities" (Conceptual Framework section, para. 2). Teacher professional identity and teacher identity have been used synonymously in this study as the distinction between personal and professional identity is left unclear in many reviewed literature (Beijaard et al., 2004), and it is believed that there are unavoidable interrelationships between teacher's professional and personal identities (Day et al., 2006). Carter and Doyle (1996, as cited in Rodgers & Scott, 2008) also believed that "the process of learning to teach, the act of teaching and teachers' experiences and choices are deeply personal matters inexorably linked to their identity and life story" (p. 732).

3.1 Formation and development of teacher identity

Clarke (2009, p. 187) claimed that "if the commitment to identity is not just a metaphysical proposition but a serious recognition that our work as teachers shapes and is shaped by the very mode of our being, then thinking about the formation of our identities is crucial for all of us in education".

In a quantitative study which involved 345 upper secondary school teachers in Slovenian, Makovec (2018) found that teacher's professional identity is built on the role they attribute to themselves. The factors such as teachers' beliefs about their own qualification (e.g. knowledge of the content, general pedagogical knowledge, and pedagogical knowledge about content), years of work experience (that experienced teachers are more competent to perform roles that relate to social relationships and emotional communication), and subject area (as teachers understand their role through the subject they teach) are affecting teacher's perceptions of their role and as well determining their professional identity.

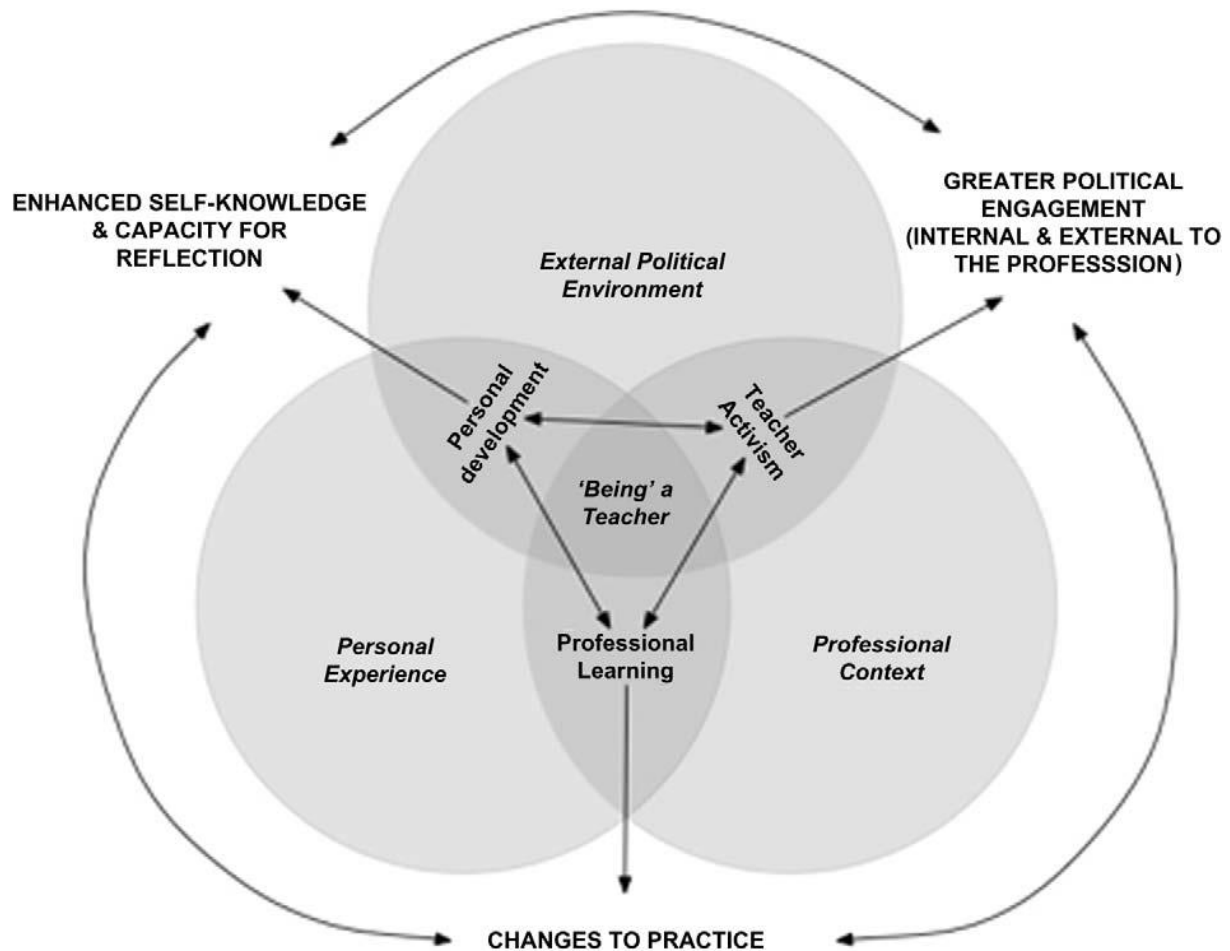
Mockler (2011) argued that role (i.e., what teachers 'do') fits into the technical-rational understanding of teaching, which is embedded in neo-liberal educational agendas, whereas professional identity refers to internalized role identity (i.e., who teachers 'are'). Similarly, Britzman pointed out that "role speaks to function whereas identity voices investments and

commitments” (1991, as cited in Clarke, 2009, p. 187). Mockler (2011) referred teacher professional identity to “the way that teacher, both individually and collectively, view and understand themselves as teacher” (p. 519). Similarly, Sfard & Prusak (2005, as cited in Beauchamp & Thomas, 2009) stated that identity is connected with “how collective discourses shape personal worlds and how individual voices combine into the voice of a community” (p. 177). The constant negotiations between external and internalized role expectations provide the space for teacher’s identity formation and development.

Mockler (2011) suggested that the need for a deep understanding of teacher professional identity involves comprehending what it means to ‘be’ a teacher, as it is affecting both short- and long-term decisions that teachers are making in curriculum designing, lesson planning, pedagogy selecting, assessing, and so on. Mockler (2011) presented a framework (see Figure 1) to understand the development and mediation of teacher professional identity as a career-long project, which shows up at the confluence of the three dimensions: personal experience, professional context, and external political environment. It is further argued in the paper that the articulation of teacher’s professional identity required teachers to construct themselves within the context of their teaching communities. Furthermore, Mockler (2011) encouraged teachers to connect their moral purpose (which usually refers to big ideas or understanding of what education is) with their professional practice.

Figure 1

The formation and mediation of teacher professional identity



Note. This figure was from “Beyond ‘what works’: understanding teacher identity as a practical and political tool,” by N. Mockler, 2011.

Borrowing Foucault’s four axes of ethics, Clarke (2009) encouraged teachers to engage in their ongoing “identity work” through a four axes diagram. The substance of teacher identity addresses the core issue of one’s teacher identity and asks what part of us is applicable to teaching. The authority sources of teacher identity as the second axis answers the questions of where teachers seek authority as a teacher and why teachers cultivate certain beliefs, attitudes, and behaviors in different contexts. The third axis speaks about the practices in forming and developing the teacher identity, such as keeping a reflective journal or taking part in ongoing professional development programs. The final axis answers the telos of one’s teacher identity: what is the purpose of being a teacher? The constant self-examination nature of “identity work” recognizes that teacher identity is in continuous negotiation within different contexts, which “leaves open the possibility that our pedagogical certainties might be transformed by encounters with others and by exploration of others’ ideas” (Clarke, 2009, p. 194-195).

Beijaard et al. (2004) emphasized in their study that professional identity formation is often presented as a struggle because teachers sometimes need to make sense of different, and even competing perspectives and expectations. There are also sub-identities within teacher professional identity, and it is important for teachers to balance them to avoid conflict.

3.2 Characteristics of teacher identity

3.2.1 Teacher identity as shifting, contextual, and emotional

In understanding teacher identity through literature, Beauchamp and Thomas (2009) highlighted the dynamic and shifting nature of teacher identity, which is revealed through various terms used to characterize the shaping process of identity across the literature, including development of identity, construction of identity, identity formation, identity-making, creating an identity, building identity, the architecture of teacher professional identity, among others. Transforming identity (see Ennerberg & Economou, 2021; Käck, 2020), strengthening professional identity (see Lefever et al., 2014), and constructing and reconstructing professional identity (see Virta, 2015) are some of the terms that were used when studying immigrant teacher identity. This thesis chose not to focus on one specific term, but rather alternating between different terms by acknowledging the shifting and contextual dimensions of teacher identity. According to Britzman (1991, as cited in Clarke, 2009), “[l]earning to teach – like teaching itself – is always the process of becoming: a time of formation and transformation, of scrutiny into what one is doing, and who one can become” (p. 186).

The contextual and emotional characteristics of teacher identity have been affirmed by many researchers (Beauchamp & Thomas, 2009; Rodgers & Scott, 2008). As stated in previous part, teacher identity is dependent on the contexts, and it is the reason why this thesis chose to start with understanding what education is and what the teacher’s role in it. Clandinin and Huber (2005, as cited in Rodgers & Scott, 2008) defined context as “the landscapes past and present in which [a teacher] lives and works” (p. 734). According to Beauchamp and Thomas (2009), teachers submit themselves to the influences of the community on their identity development after participating in a community of professionals. The formation and development of teacher identity also exhibits how contextual teacher identity is. It is important to be reminded that we do not perceive context (the ways of thinking, knowing, and doing) as much as we take them

for granted (Rodgers & Scott, 2008), which makes the change of contexts very powerful. Evidently, contextuality as well defines the shifting nature of teacher identity.

Teaching context is very influential in shaping a new teacher's identity, as well as their own experiences as a learner in the school, furthermore, the emotion that is triggered by the context will affect their identity (Beauchamp & Thomas, 2009). Teaching is an emotional practice (Virta, 2015) as the complex relationships between the teachers and all the other stakeholders provoke emotions constantly (Nias, 1996; Rodgers & Scott, 2008). Nias (1996) further pointed out that teachers invest themselves heavily into their work by merging their personal and professional identity together, so that schools and classrooms become the place where their self-esteem, fulfillment, and vulnerability emerge. In many cases, teachers' investment that represents their values and beliefs, are dependent for self-esteem upon the approval of the others (Nias, 1996). According to Beauchamp and Thomas (2009), "[r]elationship is essential to identity primarily because to have an identity one must be recognized as a particular 'kind of person' by others" (p. 735). The positive emotions generated through relationships in the workplace can strengthen one's professional identity, whereas negative ones will lead to confusion and uncertainty.

3.2.2 The relation between teacher identity and their work

In the study of research on teacher professional identity, Beijaard et al. (2004) found a group of studies that drew attention to teachers' perception of their professional identities, in addition to studies that focus on the formation of teacher identity. The purpose of studies focusing on teachers' perception of their professional identities varies. One study utilizes teachers' professional identities to predict job-leaving inclinations. Similarly, another study examines the correlation between teacher's professional identity and their levels of burnout. Additionally, one study advocates for extending teacher's roles and professional identity to better facilitate the integration of students with special needs into normal classrooms. Finally, another study seeks to gain insight into the perceptions of male teachers who chose to become primary school teachers (Beijaard et al., 2004).

Apparently, teacher identity affects not only teachers' teaching approaches in practice but also teachers' sense of purpose, self-efficacy, motivation, commitment, job satisfaction and effectiveness. Our understanding of who we are influences how we enter the pedagogical relationship with our students: "when teaching is relationship, identity is pedagogy" (Tucker,

2020, p. 135). It is the significance of teacher identity in education that drew my attention to the issues related to immigrant teacher's identity, which will lead us to the fourth part of this literature review. Before we move there, I will shortly highlight one important dimension of teacher identity: activist identity.

3.3 A worth highlighted dimension of teacher identity: Activist identity

Beauchamp and Thomas (2009) pointed out that the understanding of teacher's identity should not stop at how it is formed and developed, but it should be extended to the inextricable link between identity and agency. A teacher's sense of agency and empowerment to make transformations within society are likely to have emerged from the realization of their identity. Similarly, Mockler (2011) considered that teacher activism is inherited in 'being' a teacher.

Sachs (2005) did not take the agency part of teacher identity for granted. Two forms of teacher professional identity are discussed in the book chapter: entrepreneurial identity and activist identity. The entrepreneurial identity emerges in response to a competitive educational market, where efficiency and effectiveness are highlighted, and standardized measures of both teachers' and students' performance are emphasized. This form of professional identity is characterized as: "individualistic, competitive, controlling and regulative, externally defined, standards led" (p. 12). The activist identity is situated in a belief that teachers are interested in improving student learning and this usually emerges from a democratic schooling context. Activist identity has clear emancipatory aims, and it is rooted in principles of equity and social justice. An activist identity is "based on democratic principles, negotiated, collaborative, socially critical, future oriented, strategic and tactical" (p. 15). Entrepreneurial identity and activist identity are not opposed to each other, rather that teachers shift their identity from one to another, depending on their teaching context and circumstances. Sachs (2005) called for teacher education programs to find alternative ways in developing activist teacher professionals regardless of the policy direction.

Sachs' statement in the book chapter has also shown the centrality of the concept of teacher professional identity in teaching and education, and it serves as a good overall summary for this part:

Teacher professional identity then stands at the core of the teaching profession. It provides a framework for teachers to construct their own ideas of 'how to be', 'how to

act' and 'how to understand' their work and their place in society. Importantly, teacher identity is not something that is fixed nor is it imposed; rather it is negotiated through experience and the sense that is made of that experience. (Sachs, 2005, p. 15)

4. Literature review of immigrant teacher identity

4.1 Significance of immigrant teachers

According to Elbaz-Luwisch (2004), “teachers are seen, at least in part, as representatives of the culture, responsible for passing it on to the new generation, and one would not expect this important task to be put in the hands of newcomers to the culture” (p. 389). However, the increasing migration and globalization in many parts of the world, regardless of voluntary or involuntary reasons, has slowly changed some restrictions of the teacher profession in many countries. On the one hand, it is believed that immigrant teachers play a key role in the integration of immigrant children. This is because they possess firsthand understanding of the immigrant experience, which enables them to comprehend the needs of immigrant students, facilitate their learning, and provide role models. (Hahl & Paavola, 2015; Niyubahwe et al., 2013). Meanwhile, intercultural learning as an important skill to negotiate and live with people from different cultures, is seen as an integral part of the classroom performances of immigrant teachers and their pupils (Benson, 2019). Immigrant teachers bring inestimable and irreplaceable expertise and experience into their host countries (Myles, Cheng, & Wang, 2006). In addition, there is an urgent need to diversify the teaching staff in responding to the increasing diversity in society (Sleeter & Milner, 2011). On the other hand, teaching as a profession is strictly regulated and controlled in many countries and entering the teaching field in host countries requires the recognition of previous education and competence, especially regarding language proficiency. Despite this, it appears that teaching is an entry-level job in which immigrants with related education background and aspirations can get gainful employment (Kyhä, 2011 as cited in Virta, 2015). It releases the labor market pressure from the mobility of teachers and other professionals who are seeking jobs in the new host countries.

Teacher education programs have been slow in responding to the increasing diversity in society (Cruickshank*, 2004). In a large immigrant country like the UK, the black and minority ethnic trainees for both primary and secondary Initial Teacher Training courses comprised of only 12% of all students in 2013/14 (Bhopal, 2015). According to Jokikokko (2010), the staff and students are still mainly Finnish-born in the Finnish teacher education programs. In addition to improve the intercultural learning and intercultural competence of the student teachers (Jokikokko, 2010), hiring teaching and support staff with immigrant background is one viable solution when

faced with the challenge of increasing multicultural and multilingual populations in society and schools.

4.2 Understanding different types of immigrant teachers and their situation through selected literature

There are different types of immigrant teachers within the selected literature for this study. The most common type refers to immigrant teachers who are language teachers, in most cases, they are teaching their mother tongue language abroad due to the globalization and the benefit and interest in learning a foreign language from a native speaker. The other type of immigrant teacher is usually recruited like the ‘normal’ teachers, which means they share a more or less similar role as a teacher from the host country. However, according to many research findings, immigrant teachers are not involved in the local school and community levels of decision making compared with teachers from the local context due to their marginalized status in the new teaching context (Hemmilä, 2015; Virta, 2015). Meanwhile, they are often positioned as “ethnic” teachers who represent the cultures and languages they come from. This position can limit them from being seen as well-educated professional teachers with expertise (Lefever et al., 2014).

4.2.1 Immigrant teachers in the context of big immigrant-receiving countries

The history of immigrant teachers in big immigrant-receiving countries like USA, Australia, Canada, and UK is longer, and there is a rich body of research about them. McDevitt (2021) studied teachers with immigrant backgrounds working with the programs serving young children from low-income immigrant families or schools which has a dense immigrant population in the US context. Yip et al. (2022) and Yip (2023) studied the professional transition of immigrant teachers with an Asian background in the Australian context. Benson (2019) focused on recent immigrant teachers from Eastern European countries who are facing the challenge of “the correct use of standard English” in the UK context. Immigrant teachers’ professional induction has been extensively studied in Canada. Mawhinney and Xu (1997) studied foreign-trained teachers who went through the Upgrading Pilot Program for Foreign-Trained Teachers in Ottawa and showed how the participated teachers have changed their identity from the outsiders of the Canadian system to the insiders, despite of the challenges they are still facing, for example, their accents in English and being viewed as different. According

to Myles et al. (2006), Ontario government in Canada funded The Alternative Teacher Accreditation Program for Teachers with International Experience (ATAPTIE) to provide new immigrants with the skills and knowledge needed to re-certify and find jobs in Ontario elementary schools. Myles et al. (2006) found out the challenges that immigrant teachers are facing during their practicum and suggested to provide a learning environment that can better support the acculturation of immigrant teachers even before they start the practicum.

4.2.2 Immigrant teachers in the context of Nordic countries with a focus on Finland

There is a long and complicated migration history in European context. The most recent and substantial increased immigration happened during the Europe migrant crisis, among those are mainly refugees and asylum seekers from outside Europe. Increasing globalization also brought lots of students, professionals, and workers from all over the world to many European countries. As Nordic countries, Finland had different approaches to immigrant compared with its neighbor country Sweden. The generous immigration policy had made Sweden a much bigger immigrant country. In Sweden, a fast-track course (the teaching introduction course) for newly arrived migrant with a teaching background was designed following large migration from Syria, in order to support the immigrant teachers to enter Swedish labour market, which is in a need of labour power (Ennerberg, 2022; Ennerberg & Economou, 2021). Käck (2020) studied the bridging programs from six higher education universities in Sweden, which aims to help migrated teachers to acquire knowledge and skills in order to teach in the Swedish context.

Despite of the tight immigration policy, Finland is still experiencing a significant increase in their immigrant population lately. In order to accommodate to the rapid growth of immigration, considering the challenge for foreigners or immigrants to master Finnish language as their working/teaching language in short time, English-medium professional teacher education programs (teacher's pedagogical studies 60 ECTS) have been launched to give general pedagogical qualification in five universities of applied sciences in Finland (Studyinfo, n.d.). University of Helsinki provides Subject Teacher Education Program (STEP) in English for those who can teach school subjects listed as follows: Chemistry, Mathematics, Physics, or language subjects including English, German, French, Italian, Spanish, and Swedish (University of Helsinki, 2023). Subject teachers' qualification requires a master's degree in the taught subject and 60 ECTS credits in teachers' pedagogical studies. Subject teachers usually teach at lower secondary school and upper secondary school. In terms of class teacher education

for preparing class teachers to teach primary level in basic education (grades 1-6), there is one English-medium five-year program (University of Oulu, n.d.) in which both international and Finnish students could complete a master's degree in education and become qualified to teach in Finland. However, in order to get a permanent teaching position in Finnish schools, C2 level (the highest level in The Common European Framework of Reference for Languages, CEFR) of Finnish is required.

One program has stood out during this research: Kuulumisia complementary education program in Tampere University Faculty of Education and Culture (Tampereen yliopisto, n.d.). Kuulumisia means “belonging” and the education program was conducted in Finnish based on the belief that “proficiency in Finnish language promotes integration to Finnish society, which is in turn linked to individual wellbeing and sense of belonging”. Kuulumisia aimed to enable immigrants, ethnic minorities and Finnish education personnel working with immigrant students to become qualified as a class teacher (multidisciplinary studies, 60 credits) or subject teacher (pedagogical studies, 60 credits). The application for Kuulumisia program had a strict selection criteria and supplementary studies were provided for those whose previous educational background did not meet the requirements. The required level of Finnish language for non-native Finnish students was YKI test 3 or 4, which equals to B1 or B2 level in CEFR. As a continuing education program for teachers with immigrant backgrounds and Finnish education personnel working with immigrant students, it took place on the weekends, and it was organized as intensive course during the summertime. However, as announced on its website that this program ended on July 31, 2023, and no new training is known.

Highlighted by Kuulumisia that the aim of this training is to support competence, employment and participation in Finnish society and the education system by recognizing the diversity and individuality of students and to support the construction of a teacher's identity through the means of linguistically and culturally responsible pedagogy. In the following part, we are going to discuss about the immigrant teacher's identity issue.

4.3 Immigrant teacher identity

We have discussed the significance of having a clear teacher identity for the teaching profession in the previous part. It is therefore a very important concept for immigrant teachers during their professional transition from one context to another. Apparently, immigrant teacher is not entering the teaching profession in the new host country as a novice, indeed they come with

their identity from the past. Moving to a new country comes with tremendous changes to a person, and a few layers of transformation could be happening at the same time which takes great effort for them: the transformation of self, identity, and professional identity, especially for those who are from very different cultural background. If we borrow the formation and mediation of teacher professional identity framework presented by Mockler (2011) here to understand immigrant teachers' identity, it will be rather easy to notice that all the dimensions (personal experience, professional context, and external political environment) are affecting teacher identity change at varying degrees when one moves to a new country.

Three aims of education, proposed by Biesta (2015), are interweaving at the same time when the immigrant teachers are preparing and settling themselves into the new living and working environment: qualification, socialization, and subjectification. During this process, immigrant teachers need to acquire values, norms, knowledge, and skills required by the new teaching community and form a clear "teaching version" (Lefever et al., 2014), or to be called "the endpoint of their teacher identity", according to Clarke (2009). Lefever et al. (2014) named the above process as "teachers' socialization" in the paper that investigated the reasons behind 12 immigrant teachers who have successfully negotiated their teacher identities in the new workplace after moving to Iceland and Finland. In some studies, this process is called "professional acculturation" (Deters, 2011) or "acculturation into the teaching profession" (Myles et al., 2006). Deters (2011) studied the journeys of two immigrant teachers who achieved professional success in Canada, and both affirmed the role of identity in the process of their professional acculturation.

Immigrant is often seen as an "outsider" who comes from elsewhere and it usually causes disturbances to the people who are already living in the particular place and think that they belong there (Morley, 2001). To help immigrant teachers find the feeling of "belonging" was exactly what Kuulumisia complementary education program aimed for. Many studies have shown that immigrant teachers are struggling with their professional transition and rebuilding their teacher identity.

4.3.1 The prominence of culture in shaping immigrant teacher identity

It is self-evident that different culture-based values motivate different approaches to child-rearing and schooling. Moving from one culture to another makes one's cultural identity remarkably visible. Socialization into the new culture is one possible challenge in immigrant

teachers' professional transition as it requires immigrant teachers to re-claim and re-work their new professional identity. Participants of Ennerberg and Economou's (2021) study moved from Arabic-speaking countries to Swedish society quite recently and took part in a 26-week's fast-track course for teachers. Ennerberg and Economou (2021) studied how immigrant teachers "either add to, retain or subtract their previous teaching identity when encountering the Swedish school system in theory and in practice" (p. 591) during the fast-track course. To be noted here is that the participants have not yet been employed as teachers in the new context. Thus, this study focused on how the teacher profession is collectively negotiated in the course, which will further shape the process of individual's identity work. Study found out that some participants intend to "add" those valuable parts of the Swedish teaching role to their own teaching identity, such as student-centered teaching, more inclusive and democratic learning environment. For some, they are more inclined to "retain" their previous teaching identity and questioning the Swedish way of teaching and schooling. Some participants would "subtract" teaching identity from their own identity as it is challenging to master Swedish language or gaining the teacher qualification (Ennerberg and Economou, 2021).

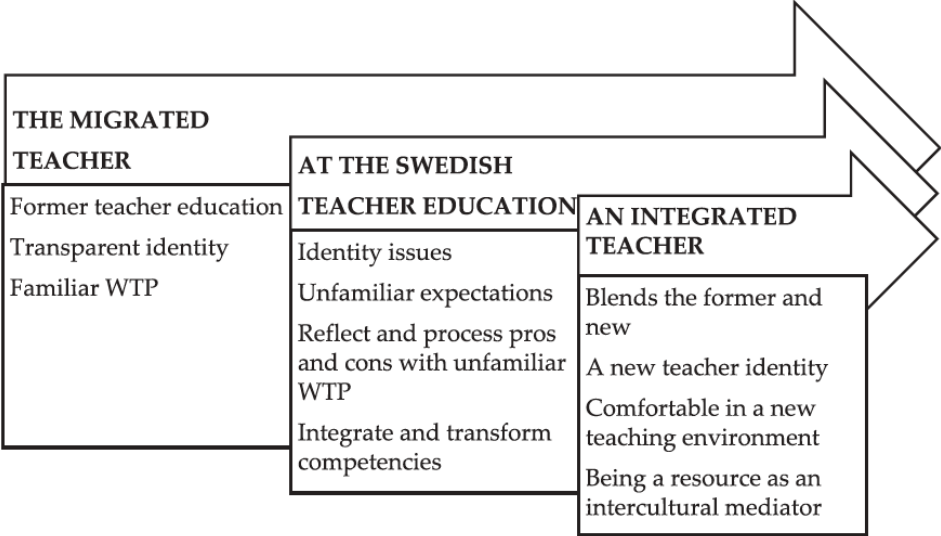
Education is heavily value-laden, and school is supposed to transmit a particular set of value system to children. Therefore, immigrant teachers are expected to conform to the values of the host country in order to be able to contribute to this transmission. Under this context, Ennerberg (2022) further studied how immigrant teachers negotiate their professional identity with the host country's national norms that is embedded in the education system during the civic education course. On finding the "Swedish" teaching identity, some participants are willing to incorporating the Swedish teaching model by striving to getting used to or adjust to the norms and practices and merging with their previous experiences. Even though they are struggling to internalize the potentially different teaching role in this new teaching context that clashes with their previous perception of how to teach successfully (Ennerberg, 2022).

In the same social context, Käck (2020) studied the bridging programs that provide supplementary education for immigrant with a teaching degree from a foreign country. The programs aim to help immigrant teachers to acquire knowledge and skills in order to teach in the Swedish context. Käck's previous study (2019, as cited in Käck, 2020) has shown that immigrant teachers are not familiar with the roles at teacher education, and the expectations and values in Swedish society and education. Considering Swedish teacher education is strongly value-laden, immigrant teachers have to go through teacher identity transformation and acquire additional skills to be able to become a teacher in Sweden. The degree of identity

transformation could vary differently depending on the level of culture difference between the home and host countries. Highlighted by Käck (2020) that, the goal of bridging program is not to transform the participates into a Swedish teacher, but an integrated teacher, as shown in Figure 2. The transformed teacher identity, which blends immigrant teachers’ former education and experience with new ones that are acquired after migrating to Sweden, will bring valuable results into Swedish education and society. As Ennser-Kananen and Ruohotie-Lyhty (2023) mentioned in their study that immigrant teachers’ “ways of (re)constructing and enacting their professional and cultural identities can create spaces for cultural negotiation and learning and enhance curriculum and instruction [in migrating-receiving countries] in important ways” (p. 493).

Figure 2

An overview of the process to become an integrated teacher. WTP is Ways of thinking and practicing.



Note. This figure was from “Swedish teacher education and migrant teachers,” by A. Käck, 2020.

Likewise, Peeler and Jane (2005) believed that “[t]eachers who are born and trained overseas lack culturally specific educational knowledge. These shortfalls can initiate unforeseen dilemmas for their professional development and shifts in their definition of self” (p. 325). In the research, they advocated mentoring – “ongoing supportive relationship” as the common characteristic – in helping immigrant teacher understand the social elements of learning and teaching in the new context, so as to bridge their professional practice from past to present

(Peeler & Jane, 2005). Mentoring program has been widely used in USA, Canada, Australia. Mercado and Trumbull (2018) studied beginning immigrant teachers in California, USA, who were mentored by very experienced local teachers. The interviewed immigrant teachers were high school math and science teachers moving from collectivistic cultures (e.g., China, Mexico, Philippines, Vietnam, etc.) to an individualistic culture (United States). The values, beliefs, and practices reflected from different culture background affect teachers' and students' behaviors, teacher-student relationship, as well as the expectations teachers and parents have on each other, therefore shape teacher's role and identities profoundly in different cultures. Mercado and Trumbull (2018) highlighted that cultures of beginning immigrant teachers are manifested in all aspects of teaching and learning. Due to the different culture backgrounds between immigrant teachers and schools they work at, conflicts are unavoidable. As a result, mentors are needed in providing mentorship on curriculum development, classroom management and handling the relationship with students' parents, which are the most concerned areas mentioned by the participants in their study (Mercado & Trumbull, 2018).

Zoom in on language teachers' cultural identity

As a part of immigrant teachers are language teachers who are usually teaching their mother tongue language abroad, there are some studies focused on their identity and how culture is intertwining their identity work. Teaching language is unavoidably related to teach culture, thus developing a clear identity as a language and culture teacher is critical for immigrant language teachers. We will zoom in on language teachers' cultural identity and professional identity through some literatures and hope that some findings could shed light on the immigrant teacher identity in general.

Wang and Du (2014) studied a group of Chinese language teachers' professional identity transformation in the Danish school context. Through the life experiences, perceptions, and beliefs in these two very different educational contexts, it is found out that being a teacher in China means being a moral role model, a subject expertise, a pseudo-parent, and a respected authority. Whereas being a teacher in Denmark means being a pedagogical expert, a learning facilitator, a culture worker, a life-long learner, and working within boundaries (Wang & Du, 2014). It is believed that participants' understanding of their role of the teacher reflects their perceptions of professional identity. It is notably important for those Chinese language teachers to transform their professional identity through changing their conception and beliefs about what it meant to be a teacher after moving and teaching in a different culture. In addition to the

role of the teacher in these two cultures were observed, different beliefs about teacher-student relationship were also underlined in their study (Wang & Du, 2014).

Ennser-Kananen and Wang (2016) studied the integration between Chinese language teachers' cultural identity work and pedagogical learning during a two-week's professional development (PD) course in the US. The cultural identity of their participants includes the affiliation with (or belongings towards) certain cultures and individuals' own cultural perspectives. Ennser-Kananen and Wang (2016) drew a clear distinction between "role" and "(role) identity" in the study: the former is shaped by external expectation and the latter is shaped by internalized expectation. This study found out that, as teacher educators, the researchers' role expectations for culture teaching were sometimes distinct from participants' (role) identities. PD course participants either did not make any connection between their cultural identities and the concepts of the pedagogical course, or the connections did not align with the course goals. It is also pointed out in their study that the wide individual differences for cultural identity work and the complexities of individual's cultural experiences challenge teacher educators to provide better differentiation in their PD courses or other teacher education programs (Ennser-Kananen & Wang, 2016).

The findings in Ennser-Kananen and Wang (2016)'s study challenge us to look at the front section where we have discussed the role of culture in shaping immigrant teacher identity. It is an important reminder that cultural identity and intercultural competence could be very different from person to person among all the immigrant teachers, therefore their journeys of becoming an integrated teacher with a transformed teacher identity could vary widely.

4.3.2 The components of immigrant teacher identity

Yip et al.'s (2022) study focused on immigrant teachers who had received teacher qualifications and worked as teachers in Asian countries before moved to Australia. Yip et al. (2022) summarized four important elements that are shaping immigrant teachers' professional identity. 1) Employment status, i.e., the ability to get a teaching job in the new country, and it is found out that a stable and long-term job enhances one's teacher identity. 2) Teaching skills and knowledge which include classroom management skills, subject matter knowledge, and pedagogical practices. When teaching methods and class dynamics are different from where teachers come from, teachers will have to relearn those skills and knowledge. As the process may make immigrant teachers feel that their past knowledge and skills are irrelevant, it may

reduce their confidence and affect their self-efficacy. It is also pointed out that when an immigrant teacher is placed in a subject which is more related to their language, culture, or ethnic background, other than their actual subject area, it will as well affect immigrant teachers' professional identity. 3) Perceived social position of teachers, i.e., the respect they get from host country's parents and students strengthens teacher identity whereas disrespect and distrust threaten it. 4) Beliefs and attitudes towards teaching. Transition to a new teaching context trigger immigrant teacher to reflect their previous beliefs and attitudes towards teaching, and when the pre-held beliefs and attitudes are different from those in their new school community, they need to adjust their views and alter their beliefs towards education, which means to reconceptualize their professional identity. The last component is highly connected with the cultural identity that is discussed in the previous section.

In order to gain the sense of belonging in the socio-cultural context of a new country, the same feeling that is highlighted by Kuulumisia program, immigrant teachers in Yip et al.'s (2022) study are motivated to shift their professional identity so as to align with the expectations of the new community. It is found out in their study that stress and anxiety are usually accompany with immigrant teacher's identity changes, however, it is not always a passive adaption for the teachers. On the other hand, immigrant teachers often show strong agency in this transition process (Yip et al., 2022). This finding is connected to the "activities identity" that was discussed in the teacher identity part.

The literature review that was conducted by Niyubahwe et al. (2013) investigated the professional integration of immigrant teachers in Canada and some other western countries, such as Australia, United States, and Israel. Rather than focusing on immigrant teacher identity, they looked into the factors that hindered immigrant teachers' professional integration and the initiatives that promoted their professional integration. 1) Immigrant teachers have difficulty accessing employment in their host countries. It is not only because of gaining a teaching permit, but also due to the linguistic (master the language of instruction in host countries) and cultural barriers. 2) After obtaining the employment, immigrant teachers will usually face the challenges of integrating into the school culture and the teacher network. Research have shown different level of isolation, racism, and discrimination that immigrant teachers are facing. 3) Immigrant teachers' past experiences and professional competencies are not highly recognized in the new teaching context. Research results show that they are not seen as good educators as they are incapable of transmitting the dominant culture of the society. 4) Teaching practice, classroom management, and teacher's role and power are different with their home countries, thus

hindering immigrant teacher's professional integration. These four factors listed in Niyubahwe et al.'s (2013) study speak to the components of immigrant teacher identity in Yip et al.' (2022) study.

Even though the above studies looked at the immigrant teacher identity and their professional integration through different components or factors, we could clearly see how culture plays a significant role in it. It requires immigrant teachers to constantly reflect on their beliefs and attitudes towards teaching and education (Yip et al., 2022) and to re-construct "their own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place" (Sachs, 2005, p. 15) in the host country. Niyubahwe et al. (2013) pointed out that the quality of reception, the support and acceptance from school community and students' parents, and the mentorship relationship could contribute to the process of cultural and professional transition. Mentorship experience could help immigrant teachers develop not only a feeling of belonging but also a professional identity (Peeler & Jane, 2005).

4.3.3 The role of emotion in immigrant teacher identity

The emotional dimension of teacher identity has been shortly discussed in previous part and it has gotten some attention in discussion of immigrant teacher identity. According to Beauchamp and Thomas (2009), a high level of emotion would emerge that will further affect teacher identity particularly when teachers are going through the period of educational reform during their career. The difference in contextual change could be bigger when one moves from one country to another compared with the educational reform. The new relationships between immigrant teachers and students, colleagues, parents, school, community, and the state would provoke emotion without surprise. A distinguished level of emotion will come out when immigrant teachers' visions and beliefs of education conflict with the environment they are settling in.

Yip (2023) continued to study how the same group of immigrant teachers' professional transition is impacted by their professional vulnerability, a compelling emotional experience often connected to teacher identity, according to Virta (2015). Teacher's professional vulnerability is experienced when their teaching identity gets questioned or even threatened by the surrounding sociocultural context, for example when their teaching competence is challenged, when they are facing disrespectful students and parents, and when they are excluded by their colleagues. It is particularly relevant for immigrant teachers who are teaching in a new

culture, which consists of new norms, expectations, and practices. Yip (2023) brought an important insight in helping with immigrant teachers' identity transformation and professional transition, as it is not only immigrant teachers' own job in transiting and integrating into the new teaching environment, but also host countries' responsibility in providing a positive culture to fulfill this process, considering immigrant teachers are indispensable in many societies.

4.3.4 Immigrant teacher identity studies in the Finnish context

In this part, we will look at how immigrant teacher identity has been studied in the Finnish context as this is where author is now studying and doing the research. Finland is a special country in its own way: small population compared with other European immigrants receiving countries; being part of Nordic countries but not Scandinavia. Finnish, that is spoken by the majority of population in Finland, become a clear language barrier for recently arrived immigrants to navigate in the society. This barrier is particularly high regarding professions that require a high level of language proficiency, for example teachers.

Lefever et al. (2014) looked at 12 immigrant teachers who had successfully negotiated their professional identity in the countries (Finland and Iceland) that they moved to. All six immigrant teachers interviewed in the Finnish context were class teachers in their home countries and completed a master's degree in teacher education from university in Finland. The findings are categorized into three themes that are characterizing immigrant teachers' identities: 1) overcome the language barrier by acknowledging the importance of learning the languages and mastering the languages, even though they are still facing discrimination due to lack of proficiency in this majority language or their foreign background. 2) actively negotiate and develop their professional identity and formed a clear vision for teaching in the new teaching contexts by weaving their previous background and experiences into it. 3) actively seek for professional development opportunities within and beyond the school contexts. It is also pointed out in their study that when immigrant teachers feel accepted in the new workplace, their professional identity gets strengthened. However, there is a lack of justification in Lefever et al.'s (2014) study regarding why they chose these three themes as the characteristics of immigrant teachers' identity. The vulnerability was also touched upon by Lefever et al. (2014) in their study. The vulnerable emotions appeared when immigrant teachers faced difficulties in their weak language, different perspectives, or even prejudice and discrimination. It is further

argued that those immigrant teacher's identity would get strengthened after they come across those challenges.

A case study done by Ennsner-Kananen and Ruohotie-Lyhty (2023) showed different findings. Instead of successfully weaving the previous background and experiences into the new teaching version and professional identity, participant in their study focuses on legitimating her new identity through adopting "Finnishness" and learning the "Finnish way" of teaching, rather than (re)establishing her professional legitimacy from her previous experience and expertise. It is found out that participant teacher positioning herself as "foreign" undermines the fact she is a very experienced teacher and legitimizes her more as a "migrant" than as a "teacher". The pervasiveness of her racialization in the mentoring session "undergirds her being-othered", which further "bars her from adopting legitimate positive professional positions" (Ennsner-Kananen & Ruohotie-Lyhty, 2023, p. 502). This study reminds us to reflect on which expertise of the immigrant teacher is recognised and which is not, and more importantly, how the legitimating process is interweaved with other factors such as "race, class, gender, ability, sexual orientation, religion, etc." (Ennsner-Kananen & Ruohotie-Lyhty, 2023, p. 503). It is worth pointing out that the participant in Ennsner-Kananen and Ruohotie-Lyhty's (2023) study is of East Asian origin. She was studying in a PhD program and teaching an extra-curriculum English language course at a local school when the research was done.

Hahl and Paavola (2015) studied how first-generation immigrant teachers — recently graduated from English-medium teacher education in Finland — have gained employment and how they have experienced job search in the host country. Participants of the study were immigrants who took part in a one-year English-medium subject teacher education program. Study looked at the factors that promote or hinder their employment in the Finnish labor market. It is found out that being able to teach two or more subjects makes a teacher more employable and substitution is an easy start in the market. Finnish language is the strongest gatekeeper in seeking a job, however being a native English speaker can find job easier in English-medium international schools than being native-like in English (Hahl & Paavola, 2015). It is worth pointing out that none of the participants in this study found a job in Finnish-medium basic or upper secondary schools, where the majority of immigrant students attend. Whereas one of the goals of educating immigrant teachers is to diversify the teaching staff in the mainstream, Finnish-medium schools. Hahl and Paavola (2015) did not refer to identity at all in their study, however their study was very important in giving a picture of the employability of immigrant teachers in Finland. As

employment status will evidently stand in the front when we discuss about immigrant teachers' professional transition and identity (trans)formation.

Virta (2015) studied foreign-born, native language support teachers' experience in the Finnish context. To be noted that, participants in this study were not independent class or subject teachers. They either work as language support teachers to the designated immigrant students in the normal lesson while ordinary teacher teaches the whole class or teach their students separately with the instructions from ordinary teacher. The unclear role, the ever-changing task that is heavily depending on students' individual need, and constantly moving from one school community to another made this position vulnerable and created dissatisfaction and weak agency compared to other ordinary teachers. The lack of formal teacher qualification and the lack of competence to teach many subjects at a higher level have weakened their teacher identity. Another issue is that their ethno-specific work makes them to be seen as a mediator and a cultural interpreter which limits them to be seen as an expert teacher. Furthermore, despite the close cooperation with other teachers, they feel the emotional distance from teachers' staffrooms, which affect them in adapting their cultural competence in a new society and the negotiation of their new teacher identity (Virta, 2015).

By studying Russian-speaking immigrant teachers' views on Finnish education, Stikhin and Rynkänen (2017) found out that immigrant teachers are able to formulate their own understanding of educational goals in the host country, resembling the "teaching version" in Lefever et al.' (2014) study. Russian teachers appreciate the independence and autonomy they get in the new teaching context, at the same time they are seeking for authority that is essential for Russian pedagogues. Immigrant teachers also show their concern of lacking "upbringing" and competition in the Finnish education. The unfamiliar culture and practices, and the difficulty in recognizing or justifying them trigger negative charged emotions. As a result, immigrant teachers tend to see themselves as "illegible" and "inefficient", which weakened their professional identity (Stikhin & Rynkänen, 2017).

In addition to the findings from English literatures, two more Finnish literatures provided important information in looking at immigrant teachers' identity in the Finnish context. Hemmilä' (2015) master's thesis found out that immigrant teachers' professional identity is influenced by how much they understand different cultures and how they manage to balance between those cultures. Another finding is that they do not find themselves equal with their Finnish colleagues and the feedback received from the working community could either

strengthened or undermined their teacher identity. Research suggested to improve school communities' readiness to deal with the multiculturalism of the teacher staff as being accepted and part of the work community is an important factor for immigrant teachers' identity building. Koskinen-Sinisalo (2015) suggested in her doctoral thesis that immigrant teachers and native teachers could work side by side equally, which would provide a positive model of working together to students and build a more cultural-responsive school culture. Immigrant teachers in Koskinen-Sinisalo's research expressed that they live in "a kind of liminal space" and "(t)hey are cautiously optimistic about their chances to work as teachers in Finland and see chances of employment more likely in teaching positions where they can somehow make use of their own language skills" (abstract para.). As an immigrant, the path to be a teacher in Finland is long, as the study has shown.

5. Discussion

In this literature review, I have examined the concept of education and the pivotal role teachers play within it. Understanding the teacher's landscape plays an essential role in the formation of their professional identities. The purpose of education varies from country to country, accordingly, what to teach and how to teach could be different, therefore, the expectations to a teacher differ among countries. Teacher identity is formed at the confluence of a teacher's personal experience, professional context, and external political environment. It is important for teachers to construct their own ideas of "how to be", "how to act", and "how to understand" their work and their place within the context of their own teaching communities. Teacher identity affects not only teachers' teaching approaches in practice but also teachers' sense of purpose, self-efficacy, motivation, commitment, job satisfaction and effectiveness.

The development and mediation of teacher professional identity is a career-long project. The shifting, contextual, and emotional characteristics of teacher identity indicate that when immigrant teachers move to a new host country, they need to recast their existing ideologies and beliefs and negotiate their new teacher professional identity within the new socio-cultural context. The prominence of culture is distinguished in the process of (re)shaping immigrant teachers' identity. Immigrant teachers' cultural backgrounds are manifested in their teaching and learning, which requires them to go through the process as learners again in the host country. Their prior professional qualifications and experience are under scrutiny in the host country's educational system. A distinguished level of emotion will emerge especially when immigrant teachers' visions and beliefs of education conflict with the socio-cultural context they are settling in. To which extent they are able to weave their previous background and experiences into the integrated and transformed new teacher identity and find the sense of belonging in their host country, depends not only on their personal effort and strong agency, but also on the support from the local community. It has been suggested and advocated by many studies that the quality of reception, acceptance and support from the local community could significantly contribute to the process of immigrant teacher's acculturation and identity transformation.

Studies also challenge us to reflect on which expertise of immigrant teachers is accepted and recognised by the host country, as the legitimating process is intertwined with other hidden factors which may cause the vulnerable emotions and greatly affect their identity (re)establishment. Immigrant teacher's own agency is therefore essential because the legitimating process might be rife with obstacles, such as language barriers, institutional

barriers, cultural differences, and discriminations, which constantly require immigrant teachers to believe in and stand up for themselves. It poses a question which require consistent consideration, not only as an immigrant teacher but an immigrant in general: to what extent we need to be native-like in order to attain a sense of belonging in the host country? It is not possible to achieve this through an individual's hard work alone, but through actively working against systematic injustice.

Based on the findings, there are few things that could be done in order to support immigrant teachers' identity work in the Finnish context. First and foremost, more long-term working opportunities could be provided for immigrant teachers in the Finnish-medium schools and the given positions should recognize immigrant teachers' knowledge, experience, and competence in a holistic way. Finnish language as the gatekeeper could only be got past by immersing non-Finnish speakers in the environment so that their skill could be practiced and improved. The long-term working position provides a stable and strong community for newly arrived immigrant teachers. It allows them to dive into the new culture and re-establish their personal and professional identity. The feeling of belonging only comes when immigrant teachers are accepted and respected as themselves, not to mention that it usually takes very long time for them to adjust to the new social and cultural norms, ways of thinking and practice. Secondly, teacher education programs and in-service teacher professional development programs could take more initiative in training immigrant teachers in Finnish and providing the space to practice which encourages the negotiation of an integrated/transformed teacher identity with a clear teaching vision in the new teaching context. It is really an unfortunate that the Kuulumisia program ended. Thirdly, immigrants need to support themselves during the long journey of becoming a teacher in Finland. A lot of personal agencies are needed as the path is not clear and emotions along the journey could be overwhelming. However, it is inherited in "being" a teacher to make transformations in a society. In this case, it is part of immigrant teachers' responsibilities in setting an example of making immigration into Finnish society possible and desirable.

Learning to teach in a new country is inextricably linked with evolving identity. Every immigrant teacher embarks on own journey when navigating the new socio-cultural context. To recognize the individual differences is as equally important as understanding immigrant teachers' identity. During this thesis writing process, I found limited literature which takes on the experience or perspective of individual immigrant teacher's identity formation and development in depth. An autoethnography of my own experience in finding and forming my

immigrant teacher identity in the Finnish context is considered for my master's thesis, with a hope to bring some knowledge into the field of immigrant teacher identity.

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