Voicing Others' Voices: Spotlighting the Researcher as Narrator

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Abstract

As qualitative research undertakings are not independent of the researcher, the "indissoluble interrelationship between interpreter and interpretation" (Thomas & James, 2006, p. 782) renders it necessary for researchers to understand that their text is a representation, a version of the truth that is the product of writerly choices, and that it is discursive. Endlessly creative, artistic and political, as there is no single interpretative truth, the interpretative process facilitates the refashioning of representations, the remaking of choices and the probing of discourses. As a consequence of the particularity of any researcher's account, issues pertaining to researcher identity and authorial stance always remain central to research endeavours (Kamler & Thomson, 2006, p. 68; Denzin & Lincoln 2011, pp. 14-15). Therefore, researchers are encouraged to be reflexive about their analyses and research accounts (Elliott, 2005, p. 152), as reflexivity helps spotlight the role of the researcher as narrator. In turn, spotlighting the researcher as narrator foregrounds a range of complex issues about voice, representation and interpretive authority (Chase, 2005, p. 657; Genishi & Glupczynski, 2006, p. 671; Eisenhart, 2006). In essence, therefore, this paper is reflective of the challenges of "doing" qualitative research in educational settings. Its particular focus-the shaping of beginning primary teachers' identities, in Ireland, throughout the course of their initial year of occupational experience, post-graduation- endeavours to highlight issues pertaining to the researcher as narrator (O'Sullivan, 2014).

Keywords: Voice, Interpretation, Representation, Narrative strategies, Researcher identity.

Introduction

Possessing the potential to deepen learning that has already taken place in initial teacher education programmes, as well as preparing beginning teachers for continuing professional development, the first year of teaching, post-graduation, represents a crucial juncture in the continuum of teacher education. As the shift from the environment of an initial teacher education programme, into initial practice in schools, is a period of identity change worthy of investigation, my doctoral study focused on the transformative search by nine beginning primary/elementary teachers for their teaching identities, throughout the course of their initial year of occupational experience, post-graduation.

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Adhering to the epistemological assumptions of the constructivist paradigm (Mertens, 2010), thus privileging subjective 'insider' perspectives (Borko et al., 2007), my goal, as researcher, was to understand the complexities of lived experience from the viewpoints of the participating beginning teacher informants. However, implicit in discussions of how a researcher listens to an interviewee's voice - both during the actual interview and at the interpretive stage - is the issue of the researcher's voice. In constructing, interpreting and representing others' voices and realities, researchers develop their own voices. A typology of three voices or narrative strategies, typically deployed by researchers as they attempt to interpret and represent the voices of research participants, is advanced by Chase (2005, pp. 664-666). These three voices refer, respectively, to a researcher's authoritative, supportive, and interactive voices. Rather than being seen as an exhaustive or rigid classification of every possible narrative strategy, the typology is to be understood, instead, as a flexible device for understanding the diversity in researchers' voices, the flexible nature of the typology allowing the researcher "to move back and forth among them" (p. 664).

Method

To chart the process of beginning teacher identity shaping over time (i.e. one school-year), and across contexts (i.e. nine beginning teachers, in nine varied workplace settings), a multiple-case study research design was employed (Stake, 2006; Yin, 2009). Individual, face-to-face semi-structured interviews, and the maintenance of solicited digital diaries (or e-mail logs) by research participants, were the principal methods of data collection employed.

In the case of each beginning teacher, a three-cycle interview design allowed snapshots of developing experience (Goos, 2005, p. 43) to be captured at three points throughout the first year of occupational experience, post-graduation i.e. 2010-2011 school year. However, at the design stage of the research undertaking, it was deemed necessary to offset the 'snapshot' nature of the three-cycle interview process by utilising a data collection instrument that was more in longitudinal touch with the everyday nature of beginning teaching. The solicitation of a digital diary, from each research participant, was deemed the most feasible means of maintaining this type of contact. Accordingly, participants submitted one digital diary entry every three weeks.

The nine research participants graduated, in June 2010, from a range of pre-service teacher education programmes in Ireland. The selection of research participants followed a replication, not a sampling logic (Yin, 2009). Therefore, rather than selecting a random sample, a cohort of approximately thirty volunteers was recruited via the 'snowball' sampling method. 'Snowball' sampling relies on referrals from initial research participants to generate additional participants (Cohen et al., 2007; Thomas, 2009). In selecting nine research participants from among the cohort of approximately thirty volunteers, overriding considerations related to feasibility, manageability and the vagaries of the beginning teacher employment market. Ultimately, the research cohort included 'maximum variation cases' (Flyvbjerg, 2006, p. 230); beginning teachers who worked in a variety of primary/elementary school settings: single gender, mixed gender, socio-economically advantaged and disadvantaged, urban and rural. Hence, the degree to which the research cohort can be considered to be representative is strengthened, thus enhancing the transferability of research findings (Mertens, 2010).

As "research is a product of the values of researchers and cannot be independent of them" (Mertens, 2010, p. 16) it was important that I understood that interpretation flows from personal, cultural, and historical experiences and cannot be separated from researcher background, context, prior understandings, assumptions, beliefs, biases and

closeness to the research topic. Generally, in both quantitatively and qualitatively orientated research undertakings, researcher integrity is critical to the quality of research data and to the soundness of ethical decision-making. The deployment of individual, face-to-face semi-structured interviews, and solicited digital diaries, as data collection instruments, ensured an inescapable and necessary personal dimension to my research. As a result, throughout the 2010-2011 school-year, "the inquirer and inquired-into were interlocked in an interactive process" (Mertens, 2010, p. 19). Therefore, unlike tests or experiments, used in quantitative studies, in qualitative studies, the researcher is the instrument for collecting data (Borman et al., 2006, p. 130), amplifying the importance of researcher integrity. Consequently, at all stages of the research undertaking, I remained aware of the necessity to reflexively monitor my own values, assumptions, beliefs, biases and closeness to the research topic, to determine their impact on the study's data and interpretations. Crucially, I also remained sensitive to the influence of my own profile - i.e. gender, age, professional status - on the shaping of knowledge (Carlsen, 2005, pp. 242-243; Connelly & Clandinin, 2006, p. 480; Eisenhart, 2006, p. 577; Hatt, 2007, p. 159; Mertens 2010, p. 252; Akkerman & Meijer 2011, p. 316). Ensuring that the research participants trusted me to articulate - i.e. interpret, voice, represent - their authentic views, remained my abiding priority.

Results and Discussion

For the researcher, the challenge of "representing the other" (Genishi & Glupczynski, 2006, pp. 670-671) is a central component of qualitative research undertakings. To help spotlight issues pertaining to interpretative and representational considerations, elements derived from the study of the shaping of beginning primary teachers' identities, specifically the manner in which the three researcher voices of Chase's (2005) typology - authoritative, supportive, and interactive - manifest are discussed.

Researcher's interactive voice. The researcher's interactive voice foregrounds the complex interaction or intersubjectivity between researchers' and participants' voices. The adoption of an interactive voice involves researchers examining their voices, interpretations, and personal experiences through the refracted medium of participants' voices. The weaving together of relationships with research purposes challenges the researcher to consider where she or he positions her or himself within the context of the study (Genishi & Glupczynski, 2006, p. 670). In this respect, a researcher involved in a "telling" inquiry - as in the use of interview and digital diary, as data collection instruments - where participants "tell" the researcher of their experiences, needs to imagine himself or herself more as an insider than an outsider vis-à-vis the research participants' experiences and to further explore his or her experiences in relation to the participants' experiences (Connelly & Clandinin, 2006). While positioning oneself as an insider influences relationships between the researcher and "researched", when interviewing, I refrained from turning interview sessions into conversations in which inquirer and research participants reciprocally share experiences on topics determined by the inquirer. Equally, I refrained from treating myself as a participant, manifested in the undertaking of a self-interview, paralleling my interviews with research participants (Connelly & Clandinin, 2006, p. 484).

Instead, short autobiographical sketches drew attention to my positioning as an 'insider'. Their brevity, however, indicated that I did not wish to foreground my own history at the expense of the nine beginning teacher research participants. Nonetheless, an interactive voice is evident in the manner in which I reflect on my own beginning experiences as a newly-qualified primary/elementary teacher, in the late 1970s, and on my subsequent experiences of being a work colleague of many beginning teachers, in three large primary/elementary schools, over almost three decades. Combined, my early-career

experiences, and my witnessing the beginning experiences of many teaching colleagues, provide an informing context for the research narrative, while also facilitating a process of rendering myself vulnerable in the text, thus helping to "undermine the myth of the invisible omniscient author" (Chase, 2005, p. 666).

Among my motivations for choosing beginning teaching as a topic of study, the most influential are rooted in my thirty year career as a primary/elementary school teacher. A member of the first cohort of trainee-teachers to participate in a three-year Bachelor of Education degree course in St. Patrick's College of Education, Drumcondra, Dublin, Ireland, I began my primary/elementary teaching career on 1 July 1977, in an all-boys primary school. Subsequently, in September 1982, I transferred to a newly-established, mixed gender, primary school. I taught in this school until November 2001. Between that time and September 2007, when I commenced employment as a lecturer at University College Cork, my final years as a primary teacher were spent in another newly-established, mixed gender school. While different from each other in some respects, not least in terms of the socio-economic profile of the respective school hinterlands, all three primary schools were alike in being large, urban-based establishments. While, at all three schools, I experienced the stresses and anxieties that inevitably arise from the demands of a teaching life, in the main, I thoroughly enjoyed my lengthy career as a primary school teacher.

Throughout my teaching career, I have always been exercised by the beginning teaching career phase. This arises for two reasons. Firstly, for a variety of positive and negative reasons, my own beginning experiences, as a teacher, remain indelibly stored in my memory. Secondly, a function of the size of each of the three schools in which I taught, I worked with a large number of newly graduated, beginning teacher colleagues. Their beginning experiences were also part of my daily reality.

My own experiences as a beginning teacher were demanding for a number of reasons. As a twenty year old beginner, I was essentially "on [my] own and presumed expert" (Kardos & Johnson 2007), granted sole responsibility for forty five, eight year old boys; yes, a common feature in Irish primary school classrooms in the 1970s. All situations are relative, of course, and teachers from earlier eras would consider my beginning class size and conditions of employment, as representing an improvement over their beginning experiences. Brian MacMahon, for instance, describes the early 1930s, during which he began his long and distinguished teaching career, as "a time of dreadful squalor" (MacMahon, 1992, p. 7). While my first school was a newly-built, attractively sited, well managed establishment, the dominant culture is best described as resembling a "veteran-oriented professional culture" (Kardos & Johnson 2007, p. 2087). Therefore, although my more experienced colleagues were welcoming and congenial, professional norms of privacy and autonomy prevailed. In this respect, my beginning school was no different from the vast majority of primary schools in Ireland at that time. The degree to which the school could be described as "veteran-oriented" is evidenced by the fact that I, as the newest recruit, was assigned, what by common consent was the most difficult posting in the school. My having to negotiate the rigours of the first round of a then two-year probationary process did not feature as a mitigating circumstance! My assigned class contained the most disruptive pupil in the school; a child who, nowadays, would be in receipt of a comprehensive range of additional supports. In 1977, such supports were conspicuously absent in Irish schools. However, my feelings vis-à-vis these beginning experiences are very much a function of hindsight and were not issues to be broached at the time with my then principal. Instead, summoning up all my reserves of resilience and fortitude, I managed to prevail throughout the course of that challenging beginning year of practice. Yet, my bewilderment, at the end of the first day of my beginning year as a

teacher, has led to an abiding interest in the lot of the beginning teacher and, more than three decades later, to my choice of topic for doctoral study.

Subsequently, as my teaching career progressed, my own beginning experiences had sensitized me to be alert to the experiences of my numerous beginning colleagues. Throughout the 1980s and 1990s, many beginning teacher colleagues would have greatly benefited had mentoring help been available to them. However, the dominant prevailing view was that programmes of initial teacher education, or 'teacher training', as commonly termed, delivered graduates who were fully capable of functioning as teachers. The, well neigh, exclusively evaluative and individualistically conceived probationary process, only served to reinforce this belief. The absence of any school-based structure, which would have facilitated the career entry of our newest recruits or, at least, would have granted 'permission' to school personnel to remedy a situation where a beginning teacher was experiencing significant difficulties in class, was a constant source of frustration to me. Motivated, usually by the impending visit of an inspector, or in reaction to parental complaints, in a small number of cases, during my tenure as a teacher, the school principal or a senior teacher had to intervene directly in the classroom of a beginning teacher. My memory of those interventions is that they were perceived as equivalent to a form of public humiliation for the beginner. This reaction was largely due to a perception of school as 'work place' rather than 'learning place' (Conway et al., 2014) and to a school staff possessing only a faint collective sense of self as constituting a learning community, a function, in turn, of the dominance of long-entrenched professional norms of privacy and autonomy. I was, therefore, in 2003, during the final phase of my primary teaching career, eager to enlist as a mentor with the newly-established National Pilot Project on Teacher Induction (NPPTI). Despite shortcomings attaching to the NPPTI initiative, not least having inadequate time to devote to my mentoring role, due to my full-time teaching duties, I genuinely sensed among teaching colleagues the beginnings of a belief that the school community, as a whole, bears responsibility for the quality of learning experienced by its newest teaching recruits. My hope is that this change in mind-set among teachers augers well for future beginning teachers in our schools.

Researcher's authoritative voice. In my doctoral research undertaking, the analytic approach adopted can be considered to be theoretical (Kvale & Brinkmann, 2009, p. 233; Yin, 2009, pp. 130-131). This involved my undertaking a theoretical informed reading of interview transcripts, solicited digital diaries (e-mail logs) and drawing connections between the data and larger theoretical issues. Concept-driven rather than data-driven (Kvale & Brinkmann 2009, p. 202), the deductive nature of the undertaking witnessed dimensionally-related themes being developed from the outset. Questions were framed using these constructs, and the analysis examines how research informants addressed these constructs during interviews and in their compilation of e-mail logs (Brenner, 2006, p. 360). Key underlying assumptions in respect of data analysis were made at the initial stages of my study (Yin, 2006, p. 118). When defining specific research questions, which constitute the theoretically informed interview domains, framing three semi-structured interview schedules, I anticipated and planned analytic implications. Therefore, a focus on data analysis is present at all stages of my study. My analysis is tantamount to the analytic technique of 'pattern-matching' (Yin, 2006, p. 118), whereby collected evidence is deductively matched against a theoretical or conceptual pattern which has progressively taken shape from the outset of the study.

As researcher, my authoritative voice is evident in the deductive approach adopted towards data analysis. Thus, acting as deductive, interrogative instruments, a priori or predetermined theoretical concepts are employed to "make sense" of the qualitative data supplied by the nine beginning teacher research participants (Brenner, 2006, p. 367;

Thomas & James 2006, p. 783). Employing a deductive approach helps to address a central limitation of research in the interpretive genre i.e. the lack of shared conceptual frameworks and designs. This limitation makes it a challenging task to aggregate claims and to draw comparisons across studies, even when those studies are of similar phenomena (Borko et al., 2007, p. 5). However, claims arising from my study are set in the wider context of theoretically informed current themes and preoccupations relating to the shaping of emergent identities. In this manner, the study claims will have relevance in different contexts and to other researchers (Brenner, 2006, p. 367). Researchers, though, are advised to remain mindful of a limitation attaching to a theoretical reading of data sources i.e. theoretical bias. This occurs when the researcher only notices those aspects of the data set that can be viewed through their chosen theoretical lens (Kvale & Brinkmann, 2009, p. 238). In this respect, Yin (2009, p. 34 and pp. 133-134) stresses the importance of specifying important 'rival explanations' at the design stage of research undertakings. Therefore, to counteract the possibility of theoretical bias, I play devil's advocate with respect to theoretical informed understandings of the shaping of beginning teacher identity. Being aware from the outset of 'rival explanations' in relation to the shaping of emergent identities in the workplace, allows for the vigorous collection of evidence about possible other influences, as if one was "trying to prove the potency of the other influences rather than rejecting them" (Yin, 2009, p. 134). As such, arriving at a reliable theoretical understanding of the shaping of beginning teachers' identities is a journey characterised by the inherent contestation of differing perspectives on the issue.

While remaining alert to the possibility of theoretical bias, my utilisation of a number of theoretical constructs, emanating from the broad-based cultural-historical firmament, proved illuminative and enriching as conceptual bindings - i.e. sociocultural theories (Lave & Wenger, 1991, Wenger, 1998, Hodkinson et al., 2008); activity theory (Engeström, 2001); figured worlds theory (Holland et al., 1998); and, dialogical self theory (Hermans, 1996, 2012; Akkerman & Meijer, 2011). With each privileging a situative perspective on identity shaping, cumulatively, these theoretical constructs help make visible and understandable how beginning teachers shape their identities in practice. My focus is on exploring "the messy meanings of teacher identity as it comes to be constituted through social interactions, performances, and daily negotiations within school culture… " (Zembylas 2003:109).

By asserting an authoritative, interpretative voice on the basis that the researcher has a different, theoretically informed interest from the participants in the participants' stories, as researcher, I am vulnerable to the criticism of privileging "'the analyst's listening ear' at the narrator's (i.e. research participant's) expense " (Denzin, 1997, cited in Chase, 2005, p. 664). However, while the adoption of an authoritative, theoretically informed voice means that while the researcher speaks differently from the participating beginning teacher informants, it does not mean that the voices of the participants are subordinated or disrespected in any way. Rather, the adoption of a theoretically informed, deductive approach to data analysis helps elucidate taken-for-granted practices, processes, and structural and cultural features, characteristic of the everyday realities experienced by the beginning teacher participants in their respective workplaces (Chase, 2005, p. 664). In short, a theoretically informed 'grammar of authority' (Kamler & Thomson, 2006, p. 100), helps make the tacit visible.

Researcher's supportive voice. Traditionally, beginning teachers constitute a relatively marginalized and voiceless grouping within education systems. Presently, in an Irish context, a number of factors are acting synergistically to accentuate that marginalized status. These include the redeployment of a significant number of experienced, tenured teachers to fill newly-vacant teaching posts, contemporaneous with a significant increase

in the number of newly-graduating primary/elementary teachers from programmes of initial teacher education. Both factors conspire to lessen the employment prospects of newly-graduating teachers to a significant degree. In thrusting the voices of nine beginning teachers to the fore, albeit within the confines of a doctoral research undertaking, I manifest elements of a supportive voice. However, in doing so, I remain cognizant that participants' voices have no more claim to being pristine than researchers'. Both speak from their own perspectives, conditioned by the social, cultural, and political conventions they have learned (Eisenhart, 2006, p. 579). Therefore, while cautious of not idealizing, or romanticizing the authenticity of participants' voices (Chase, 2005, p. 665), the researcher's supportive voice is evident in the degree of latitude extended to research participants to articulate their understanding of the everyday reality of being beginning teachers.

Overarchingly, among participants, a majority of significant experiences or key episodes from the beginning year of practice relate to the school as an organizational entity. Fewer nominated episodes relate to classroom-based activities, involving the beginning teachers and their allotted pupils. Indicative, therefore, of the multi-dimensional nature of a teaching job, the challenge for beginners not only concerns the transition into and management of the classroom environment but also the negotiation of the micropolitical complexity of a school's organizational landscape (Schempp et al., 1993; Kelchtermans & Ballet, 2002; Curry et al., 2008). Beginners soon realized that a central feature of that negotiation centred on learning how to cope with the fragmentations and frustrations of organizational life. As a result, comprehensive accounts of identity shaping must incorporate the positional significance of power differentials and the micro-political nature of the workplace (Hodkinson et al., 2008, p 32). Of particular importance, therefore, in the figured world of beginning teaching, is the manner in which power is operationalized in the workplace between a beginning teacher and others whose positions are defined relationally vis-à-vis the beginner. In this respect, my inquiry sought to establish the degree to which supportive practices were a feature of beginning experience. Accordingly, the nature of their interactions with colleagues, furnished key insights into the positional identities of beginning teachers and of school culture. In a manner all too common in veteran-oriented professional cultures (Kardos & Johnson, 2007), beginners, it was assumed, were capable of fending for themselves.

Though, generally, participants experienced cultures of care in their respective schools, prevailing individualistic school cultures ensured that collaborative practice was limited and sporadic. While my study confirms that being nurtured as a new teacher by colleagues is common, this study also unearths tensions arising from the individualism prevalent in primary schools in Ireland. Nurturance principally involves signs of consideration extended by colleagues and principals to beginners. My findings indicate that participants, for the most part, are nurtured in this particular way. There are, however, cases that point to an assumption on the part of senior colleagues and principals that beginners can be allocated the most onerous responsibilities in the school from the very outset. Resonating with the experiences of beginners elsewhere, help may be afforded, but not with everything. As a result of class allocation decisions, for example, beginners found themselves immersed in complex social relations and sophisticated professional roles within established school communities, whilst at the same time scrambling to make sense of their own experiences and understand what it means to be a teacher (Day & Gu, 2010, p. 66). Nonetheless, it would be incorrect to assume that beginners were cowed by challenging situations. Coping with the vicissitudes of veteran-oriented school cultures obliged beginners to be ever resourceful.

It is noteworthy that I found no evidence of working climates that could be described as professionally unhealthy or of colleagues, for all their veteran-oriented dispositions, whose attitude towards beginners could be described as negative or grudging. Positionally, therefore, beginners were not deliberately disadvantaged by senior colleagues. Nonetheless, while ostensibly collegial, a nuanced reality emerged. When scrutinised closely, isolated, individualistic practices were frequently the norm, instanced by the limited collaboration of class teachers and special education teachers, despite their joint responsibility for the pupils in their care.

My research overall also attempted to ascertain the degree, if any, of a policy-practice gap, in respect of how mentoring initiatives were transacted in schools. Where mentoring was provided, a narrow rather than a robustly expansive view of mentoring support prevailed, resulting often in tokenistic commitment on the part of assigned mentors which inadvertently reinforced an individualistic orientation towards teaching and learning to teach (Feiman-Nemser, 2001, p. 1049; Feiman-Nemser, 2010, p. 24). It was found that mentoring practices were principally concerned with mediating the intricacies of long-established, primarily evaluative, probationary obligations. Thus, the relatively privileged position of the Department of Education and Skills Inspectorate within the figured worlds of primary schooling, in Ireland, ensured that the supportive actions of other stakeholders, notably principals and mentors, were mainly concerned with attending to the perceived probationary-related requirements of beginners. The disproportionate influence of perceived demands of an externally-evaluated, probationary process, frequently resulted in insufficiently participative co-teaching arrangements between mentors and beginning teachers.

More generally, the inordinate degree to which reified, probationary-influenced practices, determined the course of the beginning year of teaching, significantly compromised the ongoing shaping of positional identity among those participating in my study. Conceiving of teaching as individual performance, techniques that responded to the immediate, probationary-related needs of beginners were valued over more complex forms of practice. The inspectorial context led beginners to present competent performances of teaching, mainly efficient curriculum delivery, rather than risky attempts at interactively, responsively and adventurously supporting pupil learning. Viewing the probationary process exclusively in evaluative terms, the prospect of having to perform for an inspector, literally at a moment's notice, obliterated any inclination to experiment or engage in adventurous pedagogy. Seeking solace in the familiar, among beginners, the tangible and intangible reifications of teaching practice were valued for their potential contribution towards successfully negotiating the snapshot, high stakes nature of probationary occasions. Furthermore, within the confines of efficient curriculum delivery, owing to 'local knowledge', the probationary-related aversion to risk and responsiveness was amplified, among beginners, by a preoccupation with attending to the 'likes' and avoiding the 'dislikes' of the particular member of the Inspectorate assigned to one's case. Performativity, therefore, short-circuited or constrained the range of learning affordances potentially available to beginners. In the restricted circumstances of a probationary regime, inspection visits became little more than empty rituals; one off probationary occasions, lacking in pedagogical meaningfulness, with little to contribute to contemporary conceptualisations of teacher learning.

Conclusions

Informed by the literature of an international community of practice, whose foci relate to fostering understandings of the complexity of beginning to teach, this study, to coin a phrase, "stands on the shoulders of giants". By applying the foci of an international literature to an aspect of Irish education, it is offered as a context-specific contribution

(Thomas, 2011, 2012) to the growing knowledge base on beginning teaching. In doing so, my objective is to illustrate how the particular encompasses and reveals the universal, how in particular cases the complexity of more general processes and patterns is manifested (Kelchtermans, 2008, p. 29; Thomas, 2011, 2012). Thus, viewed in terms of 'this story, in this place, at this time', it seeks to convince the reader that particular stories express a wider truth.

In stressing the inescapable and necessary personal dimension to qualitative research, it furnishes evidence of the indissoluble interrelationship between the researcher and the research process; between the interpreter and interpretation. A reflexive consideration of this interrelationship foregrounds issues pertaining to researcher identity and authorial stance, in addition to a range of complex issues pertaining to narrative voice, representation and interpretive authority. In constructing and interpreting the voices and realities of the beginning teacher research participants, my study evidences the manner in which I, as researcher, in developing my own narrative voices, articulated the three researcher voices of Chase's (2005) typology i.e. authoritative, supportive, and interactive.

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