

# Why Researchers Should Use Realism, not Poststructuralism, to Explore a Complex Phenomenon?

Using Early Childhood Teachers' (ECTs) Professional Identity as an example

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## Outline

- Contested conceptualisation about ECTs' professional identity
- Dominant perspective: Poststructuralism
- Discourse: the main ingredient to compose professional identities
- Using realism: Beyond discourse

## Literature Review

- Poststructuralism in ECTs' Professional Identity
  - Discourse
  - Discourses of ECTs' Professional identity (2010; Moss, 2006)
- Beyond discourse: Realism (Archer, 2000)

## Why Use Realism?

- Unpack professional identity more than discursive construction
- Involve experiences, events and conditions

## References

- Archer, M. (2000). *Being human: The problem of agency*. Cambridge University Press.
- Moss, P. (2006). Structures, understandings and discourses: Possibilities for re-visioning the early childhood worker. *Contemporary Issues in Early Childhood*, 7(1), 30-41.

Beyond Discourses

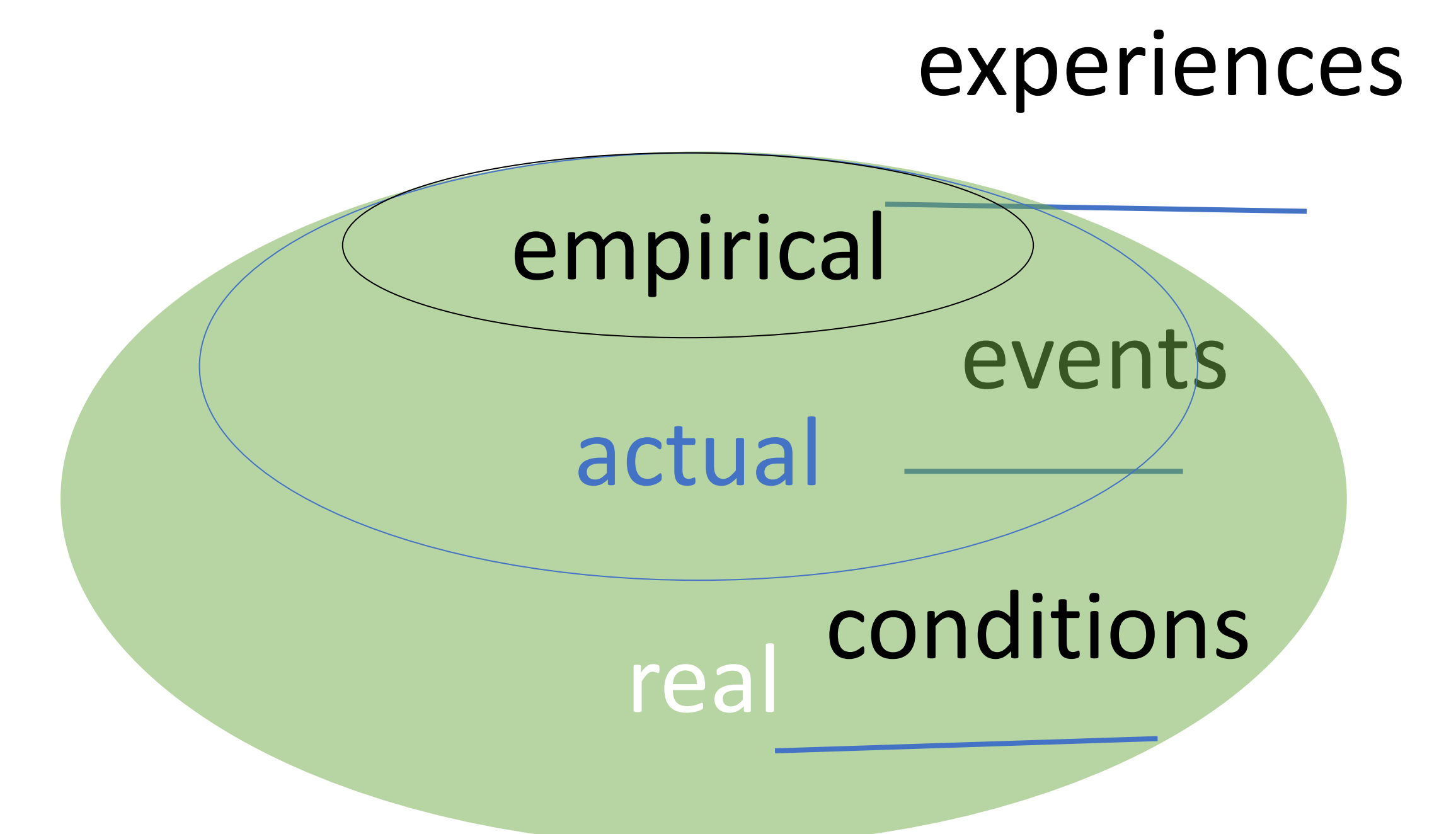
Research exploring experiences, events and conditions enables researchers to **Unpack** a **Complex Phenomenon** like professional identities of early childhood teachers.

## Tables and Figures

### 1. Poststructuralism vs. Realism

	Poststructuralism	Realism
Reality	Meaning-making	Stratified
Professional identity	Discursive construction	Relation & Agency

### 2. The stratified reality



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