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Exploring the Changing Nature of Teachers' Pedagogic Identities During the Delivery of Online Literacy Teaching

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Abstract: This paper explores the interconnectedness between Australian teachers' literacy practices and their pedagogic identity during the global pandemic. In doing so, the paper presents pedagogic identity as a dynamic, ever-evolving construct involving teachers and their teaching environment. Findings are reported from a case study of early years and primary teachers. Semi-structured interviews were conducted to collect qualitative data. From teachers' self-reported teaching experiences, we identify three orientations to pedagogic identity: The Driver; The Collaborator; and The Apprentice. Drawing on analytic work, the paper finds that the online delivery of literacy teaching brought opportunities for teachers to shift between pedagogic identities, allowing for rich pedagogic variation, and in consequence, demonstrate the pluralistic nature of pedagogic identity. This paper is of benefit to teachers, specifically beginning teachers as well as early career teachers, to help them better understand the changing nature of, and influences on, their pedagogic identity.

Introduction

Like many teachers around the world, teachers in Australia swiftly reconfigured their teaching in response to the global coronavirus pandemic. It has been reported that some teachers expressed concern about upholding the quality of their pedagogic practice during this time (Ewing & Cooper, 2021). Specifically, teachers named student withdrawal, unfinished learning tasks, and inequitable access to online learning as barriers to achieving quality of teaching (Ewing & Cooper, 2021; Masters et al., 2021; Phillips & Cain, 2021). It is, however, crucial to acknowledge that whilst the sudden change brought to the fore angst around pedagogic quality, it also brought a reflective mindset. Teachers were thinking about, who they are as a teacher and who they want to be as a teacher (Schwartzman, 2020). This paper focuses on teachers' pedagogic identities and the influence of those identities on the delivery of online literacy teaching during Australia's first-wave of the coronavirus pandemic. The paper begins by situating the study in literature around multimodal literacy and its place within Australia's national English curriculum. We draw attention to multimodality's purpose in providing students with opportunities to use different meaning making modes. We then focus on pedagogic identity. Following a methodological note, we draw on findings that provide insight into teachers' pedagogic identities and the influences on the construction of those pedagogic identities as an experiential and interactional resource in providing quality online literacy teaching.

Teaching in an Unfolding Pandemic

The coronavirus pandemic has brought about significant change to the hustle and bustle of teachers' day to day literacy teaching. Teachers had to swiftly reconfigure their teaching to online delivery in response to school closures. We use the term *online delivery* in this paper to mean synchronous teaching during which students engaged in literacy learning in real time via the communication platform Zoom, as well as asynchronous teaching, whereby teachers planned literacy resources, uploading them to repositories such as SeeSaw and OneNote. The Australian Federal Government permitted individual states and territories the decision-making powers to decide if, and how, schools would work throughout the nation-wide coronavirus restrictions. Queensland schools, the context of this paper, remained open for students from families of essential workers such as nurses, paramedics, delivery truck drivers, and grocery store workers. Students from these families received face-to-face classroom-based learning from teachers and, in some cases, teacher aides. Students from families with non-essential workers stayed at home and participated in online learning. This article draws on data pertaining to teachers' online delivery of learning for those students.

The latest research reveals online delivery has presented real challenges for some Australian teachers. For instance, Dabrowski (2020) reported that while some students had access to digital devices and were able to access the Internet to participate in online learning, others did not. Most alarmingly, and in contrast to most public messaging, equity of access across Australia was inconsistent. As a result, students most at risk owing to geographical location, race, disability, refugee background, parental support, or socio-economic status, were most vulnerable to potential learning loss (Dickinson, Smith, Yates & Bertuol, 2020; Drane, Vernon & O'Shea, 2020; Masters et al., 2020). Interestingly, even with access to digital devices and Internet, research by Ewing and Cooper (2021) reported that student engagement in learning represented teachers' "greatest challenge" (p. 6). Teachers expressed difficulty in managing student engagement, particularly if a student exhibited low confidence, low technical knowledge, and/or poor organisational skills. As such, Ewing and Cooper (2021) rightfully concluded that, in the context of online delivery, access does not always equate with student engagement.

Despite reported challenges, online delivery also proffered pedagogic triumphs. For the purposes of this article, we define a pedagogic triumph as a successful strategy and/or resource that betters teaching quality for the purpose of effective student learning. Arguably, an important triumph has been increased opportunities for multimodal literacy teaching through flexible and adaptable use of technology. The application of multimodality, for some teachers, has brought different forms of texts to parts of literacy teaching that have been previously conveyed through a linguistic, often paper-based, mode of communication. As a result, students are using different meaning making modes in different ways, and in some cases, in new ways. For example, Chamberlain, Lacina, Bintz, Jimerson, Payne and Zingale (2020) reported Year 3 students' use of new and hybrid literacy practices, which included creating photographs, drawings, graphics, and even producing video, to demonstrate their understanding of the children's novel *Charlotte's Web* (White, 1952). Consequently, students not only used the linguistic mode on paper to show understanding of the set novel, but also modes for meaning-making through oral and gestural modes of speaking, listening, and dramatising, as well as viewing, composing, and creating texts.

The significance of multimodality and multimodal literacy is made clear in Australia's national English curriculum (Australian Curriculum, Assessment, and Reporting Authority [ACARA], 2020). The overarching statement from the Australian Curriculum's key ideas makes explicit the different ways students are to express and create spoken and written texts, as well as visual and multimodal texts. It states the following:

> *Texts provide the means for communication. They can be written, spoken, visual, multimodal, and in print or digital/online forms. Multimodal texts combine language with other means of communication such as visual images, soundtrack or spoken words, as in film or computer presentation media. Texts include all forms of augmentative and alternative communication; for example, gesture, signing, real objects, photographs, pictographs, pictograms and braille. (ACARA, 2020)*

From this statement, the interplay between spoken and written language, and visual language is revealed. This interrelationship is also evident in English achievement standards. As examples, achievement standards state that students are to "recognise the different meanings of words and images" (Foundation), and "analyse texts by drawing on growing knowledge of…language and visual features" (Year 2), as well as "explain how analytic images….contribute to our understanding of verbal information" (Year 6) (ACARA, 2020). While the Australian Curriculum is concerned with *what* is taught, it does not explicitly instruct the *how*. Of relevance to this paper are teachers' self-reported pedagogic triumphs pertaining to how they engaged in multimodal literacy teaching by means of shifting between pedagogic identities, thus allowing for rich pedagogic variation. Significantly, there is potential for teachers, particularly pre-service and early career teachers, to see the changing nature of, and influences on, pedagogic identity.

Pedagogic Identity

Common to the research literature is a recognition that, broadly speaking, pedagogic identity is a reflexive, learning process by which pedagogic beliefs, values, attitudes, and thoughtful choices and actions accumulate over time (Burgess, 2016; Day, Kington, Stobart, Sammons, 2005; Manery, 2015). This learning process involves making pedagogic choices about who you are as a teacher and who you will become as a teacher (Green,1988). The scope of this paper does not permit a comprehensive review of the literature on pedagogic identity: it does, however, allow us to identify what we consider its main aspects: (a) stable/unstable; (b) shifting; and (c) situated. Giving attention to these different, but connected aspects, speak to the dynamic nature of pedagogic identity and the influences and effects that become entwined in teachers' pedagogic choices and actions during teaching (Manery, 2015). It is due to the interactivity between, and across these aspects, according to Sikes, Measor and Woods (1985), that pedagogic identity is "never gained nor maintained once and for all" (p. 155).

Teachers' pedagogic identity is not always static and stable (Beauchamp & Thomas, 2009; Luguetti, Aranda, Nunez Enriquez & Oliver, 2018). It is not something that teachers' innately possess, but rather, pedagogic identity is socially constructed. This view is not dissimilar to that of Sachs (2005). She writes that teachers' pedagogic identity is "not something that is fixed", but rather, is malleable, and is constructed "through experiences and the sense that is made from those experiences" (p. 15). In other words, teachers' social experiences involving their pedagogic beliefs, values, and practices, can affect at any time, the stability of pedagogic identity. For example, when teachers participate in talk about the "of who, of what, and of why" of their practice, there is potential for teachers to be open to variation in their pedagogic selves (O'Rouke, 2007, p. 504). The importance of such openness is that it suggests that teachers' pedagogic identities can become "less stable, less coherent, and less coherent" (Day, Kington, Stobart & Sammons, 2005, p. 610). Arguably, for all teachers, their identity will be affected by social experiences and interactions, as they

learn with, and from one another, and so will not always be stable. This suggests an unending process, in that pedagogic identity will always be subject to movement or shifting.

Shifting of pedagogic identity is not only brought on by teachers' social experiences, but also the context of those experiences. There is general agreement in the literature that teachers' workplace and their teaching environment influences their pedagogic selves, through their enacted pedagogic choices and actions (Beauchamp & Thomas, 2009; Day, Kington, Stobart, & Sammons, 2005; O'Rouke, 2007). Indeed, the teaching environment can be different depending on broad school-based social, cultural, and organisational structures, and the pedagogic values and beliefs of the school, its teachers, students and parents, and wider school community (Burgess, 2016; Day, Kington, Stobart & Sammons, 2005). To illustrate, McKeon and Harrison's (2008) longitudinal study of early career teachers' pedagogic identities revealed that teachers' workplace influenced formation of their pedagogic identity. From both formal and informal mentoring opportunities, early career teachers met ideas about teaching, prompting discussion that led to critical reflection, and refined thinking. This highlights the notion that pedagogic identity develops in social practice, and is used by teachers to describe and justify, and make sense of their pedagogic self in relation to others, and to the teaching environment in which they operate. Now, we present the conceptual framework for the study.

Conceptual Framework

The study reported in this paper is the Australian study of a larger global study of teachers' conceptions of multimodality and multimodal texts. The pilot study's purpose was to explore complex teaching and learning phenomena through the investigation of teachers' language when talking about multimodality and multimodal texts. Researchers utilised British sociologist Basil Bernstein's theories of curriculum, pedagogy, and assessment as a frame for the study (2000). Bernstein proposed that official pedagogic settings such as schools act as a social classifier through what he terms "message systems" of curriculum, pedagogy, and assessment (2000). It is through these message systems that knowledge is transmitted related to what is to be learnt, and its effects can act as a strong influence in shaping students' learner identity as well as teachers' pedagogic identity and essentially, teachers' view of teaching and learning. The study's overarching research questions were derived from Bernstein's (2000) conceptualisation of curriculum, pedagogy, and assessment to effectively engage with what was happening around teachers' conceptions of multimodality and multimodal texts. The study's research questions were:

1. What are teachers' perceptions of multimodal texts? (Curriculum)
2. How are multimodal texts used in practice? (Pedagogy)
3. Which knowledges and skills of multimodal texts are assessed? (Assessment)

To investigate teachers' conceptions of multimodality and multimodal texts, the pilot study used British sociolinguistic Norman Fairclough's (2003) critical discourse analysis (CDA). This approach focuses on text, which is the term Fairclough uses for not only the use of written or spoken language, but also visual images and sound effects (Fairclough, 2003, p. 3). Text is strongly linked to the analysis of language employed by individuals in real-life, social contexts. Analysis of text involves three aspects of meaning. First is *action or genre*, which relates to "acting and interacting linguistically" within a socio-cultural setting. Next is *representation or discourses*. This pertains to ways in which discourse represent different aspects of the world such as social, cultural, political, economic and so forth. Finally, *identification or style*, which refers to how individuals commit themselves to "what they say or write" (Fairclough, 2003, p. 26). It is important to note that Fairclough (2003) cautions

researchers that they must not assume that the actuality of text can be made visible by means of simply applying these three aspects of the CDA approach. On the contrary, Fairclough (2003) strongly posits that there needs microanalysis of linguistic characteristics of text, along with an overlay of macroanalysis of the relationship between text and its wider socio-cultural context.

Bernstein and Fairclough, together, offer a relevant and useful lens through which to investigate text, or in the context of this paper spoken language, within a real-life educational context. Using the theorisations provided by Bernstein and Fairclough, this paper investigates language used by teachers when talking about the delivery of online literacy teaching. In the context of this study, Bernstein supplements Fairclough by affording a mediating link between teachers' language, particularly its role in better understanding teachers' conceptions of multimodality and multimodal texts, and the socio-cultural dimensions of teachers' online literacy teaching during the coronavirus pandemic. Now, we turn to the research design and methodology of the pilot study.

Research Design and Methodology

The study is founded upon collaborative research between teaching and researching academics at two Australian universities. In our role as teaching and researching academics in the field of English, language, and literacy, we sought the voices of Australian teachers to understand their conceptions of multimodality and multimodal texts. With the explicit call of Australia's national English curriculum for use of different modes to make meaning and communicate, we wondered if teachers' language around multimodality and multimodal texts was just as explicit. In sum, the aim of our study was to investigate:

(a) at the micro-level, a detailed focus on teachers' language use to describe and talk about multimodality and use of multimodal texts; and

(b) at the macro-level, teachers' conceptions in relation to pedagogic practices.

These two aims relate to Bernstein's broader conceptualisations of theory of pedagogy (Bernstein, 1996).

The study employed a *case study* within a *qualitative methodological orientation*. This research methodology best fit our purpose of seeking the voices of teachers to explore and better understand their work. Yin (2013) recommends case study as the favoured research design when asking who, what, where, how, and why research questions when investigating a phenomenon within a real-life milieu. Importantly, Meredith (1998) states that case study lends itself to exploratory investigations where the phenomenon is not fully known or understood. The seven "cases" presented in this article offer rich data to capture the voices of individual participants (micro-level) and its relationship to the larger notion of pedagogic practices (macro-level). Importantly, these cases do not aim to generalise findings to broader samples of teachers, but rather, "shed empirical light" (Yin, 2014, p. 40).

Participants

The cases described in this article are seven Queensland-based teachers, ranging from early career through to experienced. Four teachers were experienced educators, each with more than seventeen years classroom teaching. These four teachers taught in the early years of formal schooling at metropolitan schools. By way of explanation, in Queensland, the early years extends from Preparatory to Year 2. One teacher had ten years teaching experience. This teacher had previous experience teaching in the early years, but was currently based at a

regional Kindergarten. Kindergarten is provided in the year prior to Preparatory. The remaining two teachers were early career teachers with less than seven years teaching experience. One teacher taught Preparatory at a metropolitan school, while the other was based at regional school teaching a Year 3/4 composite class. In this article, by anonymising teachers and their educational institutions, we have endeavoured to protect and maintain the confidentiality of teachers. During the coronavirus pandemic, all teachers delivered online synchronous teaching during which students engaged in literacy learning in real time, as well as asynchronous teaching whereby teachers planned literacy resources and activities that were uploaded to platforms such as SeeSaw and OneNote.

Data Collection and Analysis

Using Silverman's (2006) work describing the affordances and challenges of qualitative data collection as a guide, the study used audio recorded interviews. This research methodology best fit our purpose of seeking the voices of teachers, as experts by experience. The use of semi-structured, open-ended questions allowed teachers the freedom to express their thoughts and views in their own terms, bringing to light ways of seeing and understanding teachers' conceptions of multimodality and multimodal text. Creswell (2018) contends a benefit of semi-structured interviews is the potential for unknown information to become known. While the interviews were broad and free-ranging, only interview data collected pertaining to Bernstein's (2000) theorisations of pedagogy, specifically how multimodal texts were used in practice during the coronavirus pandemic are reported in this paper.

Semi-structured interview data were collected from seven participants during Australia's first wave of the coronavirus pandemic from May through to June 2020. Due to the regional location of two teachers as well as expressed hesitancy by some teachers around face-to-face interviews, data were collected via the digital video conferencing platform Zoom. All teachers were familiar with Zoom, its function, and operation. Written informed written consent, setting forth the study's overarching aims, its benefits and risks, and other study information, was obtained from teachers. To ensure ongoing consent, we asked each teacher at the beginning of the interview if they agreed to take part in the study and have their interview audio recorded. We also provided opportunities for any last minute remaining questions about the pilot study. Each interview was conducted out of school hours and went for approximately 45 minutes per teacher.

Analytic work occurred in four stages. The first stage involved data preparation. Interview data were transcribed, converting to 84 pages of transcription, based on the contextual and professional aspects of teachers' online delivery of literacy teaching. To protect teachers and their educational institutions, data were anonymised to eliminate re-identification risk. The second stage involved "optically scanning" (Creswell, 2018, p. 35) to "make sense of the data" (Ravitch & Carl, 2020, p. 219). The third stage saw data organised according to Bernstein's (2000) analytic codes of curriculum, pedagogy, and assessment, and by working deductively, looking within the codes for themes, and then describing and interpreting those themes. As mentioned previously, this paper focuses on analytic work connected with Bernstein's code of pedagogy (2000). The final stage focused on the linguistic means of analysing text, as proposed by Fairclough (2003). The text was teachers transcribed spoken language. From analysis of the linguistic characteristics of text, three orientations of pedagogic identities emerged.

Results and Findings

The findings presented are based on data from the pilot study. Findings are based on analysis of seven participants self-reported experiences of the online delivery of literacy teaching. As a reminder, online delivery, in this paper, means synchronous teaching during which students engaged in literacy learning in real time via the communication platform Zoom, as well as asynchronous teaching, whereby teachers planned literacy resources, uploading them to depositories such as SeeSaw and OneNote. The significance of findings, and therefore its theoretical and practical contribution, is the dynamic nature of teachers' pedagogic identity and the influences and effects that were entwined in their pedagogic choices and actions during the online delivery of literacy teaching.

Arising from the data analysis, three orientations of pedagogic identity emerged. In Table 1, we present the three pedagogic identities: *The Driver*, *The Collaborator*, and *The Apprentice*. These identities are new and specific to the pilot study. We use these orientations of pedagogic identities as a useful way of conceptualising what happened in teachers' online literacy teaching. It is important to note that these identities do not represent the seven teachers as individuals, but rather variations in the way teachers talked about the online delivery of their literacy teaching practices. All seven teachers talked about their practice in terms of more than one pedagogic identity. To show this, Table 1 uses grid lines between pedagogic identities to indicate opportunity for shifting between pedagogic identities, allowing for pedagogic variations. Additionally, we consider teachers' pedagogic identities in relation to their literacy practices. "I" statements offer a glimpse into ways teachers gave form to, and delivered online literacy teaching and the icons visually represent the application of multimodality through different meaning making modes. These icons are explicated below.

Sound/aural (music)	Gestural (expression)	Visual/image	Spatial (organisation)	Linguistic (spoken/written)
				

Table 1: Orientations of Teachers' Pedagogic Identity

Teachers' Pedagogic Identities	Teachers' Literacy Teaching Practices	Meaning Making Modes
The Driver I do I find I make I revise I create I record I upload 	Phonics videos to teach letters and sounds	
	Instructional 'how to' video to explain concepts to parents	
	Video of a felt-board story to teach story sequencing	
	Class Blog to communicate and interact with students and parents	
	Video collection of teacher read-alouds	
	Video collection of 'good morning' in different languages	
	Digital resources and materials (Eg.: ebooks)	

The Collaborator We share We tell We show We look We find We create We record 	iPad apps (E.g.: Scratch, Reading Eggs)	
	Digital platforms (E.g.: Seesaw)	
	Recorded videos enacting modelled writing	
	Live interactive roleplay and skit performances	
	Weekly video explaining homework template grids	
	Video collection of songs, rhymes, and poems	
The Apprentice I ask I watch I listen I try 	Functions of platforms (Eg. OneNote)	
	iPad apps (E.g.: Scratch, Reading Eggs)	
	Import pictures and stickers into OneNote	
	Take pictures, draw, and write notes on Seesaw	

Now, we describe the three pedagogic identities: *The Driver*, *The Collaborator*, and *The Apprentice*. Further, we describe the pedagogic choices and actions that align with those pedagogic identities. By doing so, we bring emphasis to interaction between the personal experiences of teachers and the social environment, as they learned with, and from one another. We use bolded text within transcription excerpts to highlight key words and phrases that indicate key textual features of the pedagogic identities.

The Driver

> **I** spent a lot of time looking for links to good readings of texts and finding online things for children, especially for home reading and guided reading. ~ Morgan
>
> ….so, then **I** needed to learn how to cut the music, and how to put videos together, so **I** sourced all of that information ~ Charlie
>
> The stuff **I** found was amazing! ~ Jordan

These excerpts are typical of Drivers. Drivers act as leaders; they direct and control their teaching and learning. Drivers are comfortable with having personal control and autonomous ways of working needed to manage online delivery of literacy teaching. They do this in their own time and space. Drivers delight in seeking out new, practical knowledge as illustrated by Jordan's comment, *The stuff I found was amazing!* In addition, they are independent problem-solvers, exploring YouTube video explanations, reading tutorial help sheets, and using trial and error to learn the functions of online platforms such as SeeSaw and OneNote. This was evident listening to Charlie talk about her commitment to making fun, engaging phonics videos, and needing to problem solve, and learn *how to cut the music, and*

how to put videos together. Their learning in practice results in formation of their pedagogic identity. Interestingly, Drivers know that there is some expectation that, at some point, they will engage with Collaborators and Apprentices, as potential mentors, to help and guide as well as share new knowledge.

Textual analysis reveals Drivers' acting as leaders through the use of the personal pronoun *I*. This linguistic feature, which is germane to a sense of autonomous control, is bolded in the above excerpts. The personal pronoun *I*, according to Fairclough (2003), contributes to "activation" (p. 150). To explain, activation can denote the traditional grammatical definition of activation, or active voice, as well as the active role of a person, or groups of people, in a social activity, or action. Of relevance to textual analysis discussed in this paper, activation signifies *who* is in charge of getting things done, or activated. Hence, the personal pronoun *I* marks Drivers' expression of capacity for "agentive action, for making things happen" and for driving certain pedagogic possibilities (Fairclough, 2003, p. 150). Interestingly, all teachers in this study, at various points, expressed agency through the use of the personal pronoun *I*, indicating their taking responsibility for pedagogic choices and actions such as sourcing *links to good readings of texts* and *finding online things…for home reading and guided reading*.

The Collaborator

> So, **our team** worked **together**, and **we** sent home procedures, a fairy bread procedure, and how make a paper plate bug. ~ Alex
>
> ….**we** had to make it all happen quite quickly last term….there's more things like teamwork, coming together, cause [sic] it was a group project ~ Taylor
>
> Everybody came up with different ways so that students weren't missing out. ~ Alex
>
> **Our** team worked together again for that, and **we've** sent home procedures ~ Alex
>
> **We** found some really great phonics type video and songs ~ Jordan
>
> There has been a lot of sharing between teachers, which has been pretty cool. ~ Taylor
>
> ….but these two teachers were very good at supporting **us** all the time….they did all of this from home. ~ Brooklyn

These statements are typical of Collaborators. Collaborators work in partnership with colleagues to find, share, create, and record materials for the online delivery of literacy teaching. They seek to promote a strong learning community. Collaborators actively seek out opportunities to create spaces for dialogic talk and critical reflection. They participate in critical conversations
about what they are doing, how they are doing it, and why. There is mutual trust and respect for one another's pedagogic ideas, and an appreciation for all voices being heard. This was evident in Alex's self-reported description of colleagues *[coming] up with different ways* to engage students in multimodal literacy through oral and gestural modes of speaking, listening, and dramatising, as well as viewing, composing, and creating texts. Through dialogic talk and critical reflection, Collaborators feel the pedagogic influence of a learning community. There is a *coming together* (Taylor) for the development, communication, and critique of pedagogic knowledge.

Textual analysis reveals a sense of solidarity through Collaborators use of personal pronouns. The use of *we, we've, our* and *us* indicates community-based learning, or as Fairclough (2003) suggests a "we-community" (p. 150). Personal pronouns have been bolded. Interestingly, there is, what Fairclough (2003) calls "characteristic vagueness" (p. 150), about whom else Collaborators include in the we-community. To illustrate, Alex talked about his team working together, however, it is unclear if, for example, teacher aides, literacy support teachers, or technology support staff were part of the team. In addition, Collaborators tend to use language with emotional meaning. For instance, words such as *teamwork*, *coming together*, *everybody*, *worked together*, and *sharing between teachers* showed a feeling of connection with a strong learning community, while expressions of *pretty cool* and *very good* reveal how Collaborators feel about sharing expertise within that community. Textual features germane to emotion have been underlined. And so, Collaborators typify a "we-community" through emotional meanings.

The Apprentice

> **I'm not sure** about things…**I guess** would be more important, **I guess**. It's been a good opportunity for that, **I think**. I don't know. ~ Charlie
>
> **I think** that's where the value lies. ~ Alex
>
> **Umm, I think** we found some really great phonics type videos and songs…~ Morgan
>
> We, well no, **I don't even know**….. ~ Alex
>
> **Maybe, I'm not sure**. ~ Emerson
>
> So, **I suppose**, **I don't think** those things are staying. ~ Brooklyn

This string of statements is typical of Apprentices. They are often uncertain and unsure, particularly when meeting unfamiliar pedagogical and technological aspects of online delivery. However, Apprentices are committed to improving knowledge and expertise. They prefer individual immersion in self-directed learning, without any outside pressures and/or demands. Apprentices devote time and energy to learning by trial and error, observing if something works, and if it doesn't, then trying something new. Textual analysis reveals feelings of uncertainty through mental process clauses. Mental process clauses explicate inner emotions, that is to say, they are concerned with thoughts, feelings, perceptions, and desires (Fairclough, 2003). This linguistic feature is evidenced by the clauses *I think*, *I guess*, and *I* suppose, marking inner uncertainty. Also, the direct declarative statement *I don't know* signifies inner unsureness. Textual features, which are germane to mental process clauses have been bolded, those germane to declarative statements have been underlined. Interestingly, Apprentices, at some point, seek support of Collaborators, in order to to gain confidence and recognise their emerging pedagogic expertise.

Discussion and Implications

The study supports theorisations that pedagogic identity is a dynamic, ever-evolving construct involving teachers' pedagogic choices and actions as well as teachers' teaching

environment. Though findings are based on a small sample of teachers, a contextualised understanding of their pedagogic identities is evident in this paper. We have attempted to show that teachers' pedagogic identities were not always fixed and stable. On the contrary, teachers' were able to mobilise three pedagogic variations, *The Driver*, *The Collaborator*, and *The Apprentice*. Furthermore, they were able to shift between these pedagogic variations in order to afford opportunities for students to make meaning in paper-based, live, and digital texts. Bringing to the fore the dynamic nature of teachers' pedagogic identities could be of benefit to pre-service teachers and early career teachers to help them better understand the changing nature of, and influences on, their emerging pedagogic identities.

Teachers' Pedagogic Identities

Teachers' pedagogic identities, as described in this study, were constructed from their teaching environment, its values, and practices that teachers located themselves within. Teachers' teaching environments and their demands were very different. Yet, all teachers, irrespective of teaching experience and geographical location, talked about the demands of multimodal literacy teaching and the pedagogic learning needed to provide opportunities for students to comprehend, respond to, and compose meaning using modes: linguistic; visual; audio; gestural; and spatial. From microanalysis of linguistic features of teachers' descriptions, it was apparent that the online delivery of multimodal literacy teaching served as an anchor for teachers' development of pedagogic variations, *The Driver*, *The Collaborator*, and *The Apprentice*. It is important to note that "profiles of pedagogic identity", or put another way, descriptions of pedagogic identity, are not new (Manery, 2015, p. 209). In Manery's (2015) phenomenographic study of pedagogic identity associated with the teaching of creative writing, five pedagogic identities were revealed: Expert Practitioner; Facilitator; Change Agent; Co-Constructor of Knowledge; and Vocational Coach. Like Manery (2015), we found that teachers' teaching environments and their demands influenced variation in teachers' pedagogic identity. It is therefore fair to suggest that pedagogic identity, as a construct, can help teachers describe and better understand their pedagogic self in relation to others, and to the teaching environment in which they operate.

Shifting Nature of Pedagogic Identity

Another, and perhaps more important, aspect of variation in teachers' pedagogic identity is its shifting nature. For Day, Kington, Stobart and Sammons (2005), pedagogic identity is malleable, and therefore, a shift in pedagogic identity can be brought on by the effects of interplay between experience and environment. Sachs (2005) adds that it is through "experiences and the sense that is made from those experiences" (p. 15) that the shifting nature of pedagogic identity is revealed.
This sits in opposition to those who posit that pedagogic identity is reasonably static and stable.

Through experience and interaction, it was apparent that, at different critical moments, teachers made pedagogic choices related to more than one pedagogic identity. This was driven by a high degree of agency by the extent to which teachers sought out pedagogic learning for the purpose of helping students express and create spoken and written texts, as well as visual and multimodal texts. Teachers expressed a willingness to pursue the pedagogic goals in relation to the pedagogic variations of *The Driver*, *The Collaborator*, and *The Apprentice*. And so, the shifting nature of teachers' pedagogic identity reveals the

energetics of pedagogic identity and the "continuing" of teachers' pedagogic self (Day, Kington, Stobart & Sammons, 2005, p. 609).

Focusing on the shifting nature of teachers' pedagogic identity has allowed us to think more deeply about how to best articulate this inevitable changing. Here, we suggest that teachers engaged in what we refer to as *pedagogic identity hopscotching* (verb). By way of explanation, pedagogic identity hopscotching sees teachers hop and shift between pedagogic identities. However, unlike the traditional hopscotch children's game, with its well-established hopscotch pattern, hopscotching does not involve a set shifting pattern from one pedagogic identity to the next. On the contrary, shifting between pedagogic identities is unpatterned and highly flexible, based on the "concerns of the moment" (MacLure, 1993, p. 316). As an example, when Charlie planned to create a digital Class Blog, barriers related to technological knowledge saw her take on the pedagogic identity of The Apprentice. Here, Charlie hunkered down and set up the Class Blog by trial and error, observing when something worked, and if it didn't, then trying something different. There was hesitancy and uncertainty in Charlie's descriptions of practice, as evidenced by the comments *I'm not sure about things* and *I think, I don't know*. As Charlie's technological knowledge grew, there was a shift to The Driver. Charlie pursued new knowledge, on her own, and in her own time and space to *learn how to cut the music, and how to put videos together*. The Collaborator came into play when Charlie shared her knowledge and expertise with colleagues.

This scenario challenges the theorisation that teachers' pedagogic identity is a fixed and stable entity, rooted in sets of pedagogic values, beliefs and actions. Instead, it brings emphasis to the unstableness of teachers' pedagogic identity. And so, here, we stress two important points. The first point is that variation in teachers' pedagogic identity is a significant step away from a possible deficit-based perception of teachers' having a single pedagogic sense of self (Avidov-Ungar & Forkosh-Baruch, 2018). In our study, we found that variation in teachers' pedagogic identity was an opportunity for teachers' explorative participation in the design and architecture of a more pluralistic sense of pedagogic self. Teachers' pedagogic identities were used to talk about, justify, explain and make sense of themselves. The second point is that it is important for teachers, particularly pre-service teachers and early career teachers, to understand pedagogic identity as a dynamic, ever-evolving construct. It is, therefore, easy to conceptualise situations whereby teachers might engage in professional conversations within their workplace to shape emerging pedagogic identities. This can achieve real change in their literacy teaching practice. Arguably, this would influence their view of their pedagogic selves and help them understand that pedagogic identity is "never gained nor maintained once and for all" (Sikes, Measor & Woods, 1985, p. 155).

Conclusion

In conclusion, the global coronavirus pandemic has brought change to teachers' literacy teaching. In capturing the voices of teachers, we discovered that the online teaching context brought opportunities for teachers to shift between three pedagogic identities, allowing for rich pedagogic variation. Although the study represents a small number of teachers' self-reported descriptions, we believe that the study offers a basis for discussion around teachers' pedagogic identities as an experiential and interactional resource for a more pluralistic sense of pedagogic self. This is important for ongoing teacher learning and transformation of practice. We advocate for more opportunities for teachers, and especially pre-service teachers and early career teachers, to talk about their pedagogic selves, and in doing so, promote lifelong learning within the professional teaching environment.

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