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# Emerging teachers-emerging identities: trust and accountability in the construction of newly qualified teachers in Norway, Germany, and England

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## Notes

1. Mead ([1934](#)) may appear as a rather dated reference and there has been considerable work developing and critiquing his ideas since then (e.g. Vygotsky [1978](#); Burke [1991](#)). However, Mead's work stands for a tradition of sociological investigation that is still relevant to this particular study.

2. 'Policing' is used here, in its Foucauldian sense, to refer to a form of surveillance powerful enough to induce, in some teachers, a state of consciousness mindful of the assessment decisions they make. It should however be noted that the analysis deployed in this paper does not follow a pure Foucauldian model.

3. Maguire's ([2008](#)) study refers to this strategy in reference to the identities of older women working in English university departments. Although it is acknowledged that this is a very different occupational group from young German teachers, Maguire's study still

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