



# Rhizomatic Socialization During Teacher Induction

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## Research Questions

- What factors are interrelated in the socialization of novice teachers?
- How is the socialization of teachers during induction rhizomatic?

## Introduction

Teacher socialization is the process whereby teachers learn the explicit and implicit norms of teaching, while also acquiring the knowledge and skills needed to become a successful classroom teacher. Socialization of novice teachers during induction is a critical component for teachers to establish teacher identity (Lortie, 2002). Prior research shows that socialization is an element of mentorship, however, less is known about the multiple contexts of socialization that factor into teacher induction (Luft et al., 2011). Because socialization norms of teaching are interconnected, there is no rigid beginning or end, much like Deleuze & Guattari's (1987) rhizomes. A rhizome follows the principle that any point can be connected to any other point, and must be, while endlessly establishing connections.

## Participants

Participants will be pre-service and novice teachers. Participants will be recruited through snowball sampling beginning from a convenience sample of local teachers.

## Rhizomes



Picture Credit: Warren Sellers

“Rhizome” & “Rhizomatic” are used to describe a theory that includes assemblages with multiple, non-hierarchical entrances and exits of data representations and interpretations (Deleuze & Guattari, 1987)

## Principles of Rhizomes

(Deleuze & Guattari, 1987)

1. Connectivity
2. Heterogeneity
3. Multiplicity
4. A-signifying Rupture
5. Cartography
6. Decalcomania

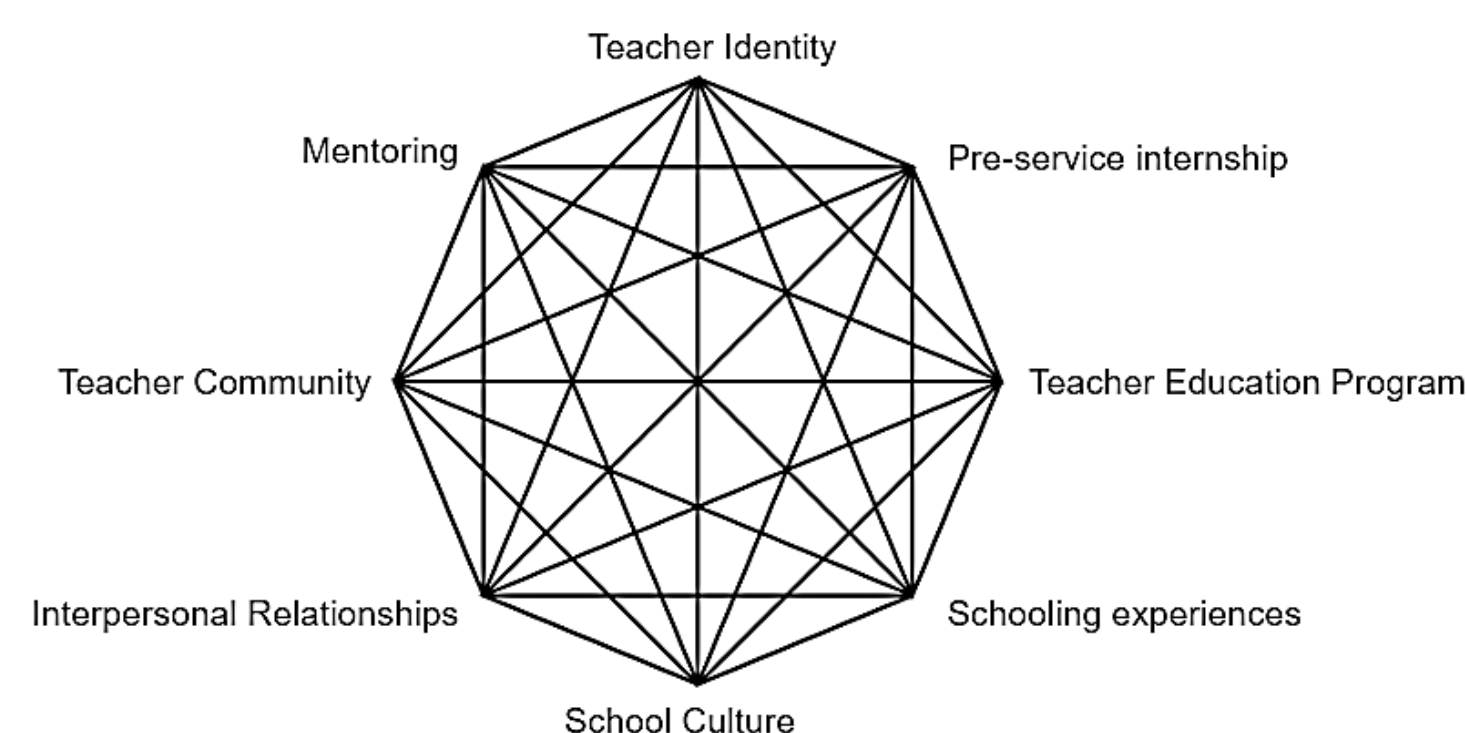


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## Conceptual Framework

Teacher socialization viewed as a rhizomatic assemblage takes into account the teachers' own experiences as a student, their teacher education program, the pre-service internship, the teacher's identity, their school's culture, the teacher community, plus any mentorship. The socialization process of internalizing the subculture of schools and mastering the norms of acceptable behaviors and attitudes is non-linear and multiplistic (Adams, 2021; Hordvik et al., 2019; Lawson, 2017).

## Rhizomatic Socialization



1. Connectivity – teacher identity is ceaselessly connected to their past and current experiences within the school culture.
2. Heterogeneity – there is no single correct narrative for socialization.
3. Multiplicity – there is no single route for successful socialization.
4. A-signifying Rupture – one disruption in the rhizome of socialization does not end the assemblage, it allows for multiple re-connections.
5. Cartography – There are multiple ways to consider the socialization, there is no single entry point.
6. Decalcomania – Tracing the pathways involves multiple options.

## Methodology

This study is proposed as a phenomenological qualitative inquiry. Phenomenology is the study of phenomena and the personal experiences of people (Vagle, 2014). As teachers consider their processes of socialization in relation to other stages of their development as teachers, a phenomenological study allows for looking into the assemblages of the teachers' experiences and external factors. Data will be collected from semi-structured interviews of teachers.

## Conclusion

While socialization occurs at various stages of an individual teacher's career, during pre-service, induction, and ongoing professional development, it is not a linear process (Lawson, 2017). de Freitas (2012) would disapprove of the simplistic octagon I have fashioned to depict rhizomatic relationships of teacher socialization. However, while this may not aptly demonstrate the tangled connections, the symmetry here does convey the absence of a hierarchy between the aspects of teacher induction (Deleuze & Guattari, 1987).

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