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## Abstract

This paper investigates how teachers portray their own teaching practices while reflecting on them and discussing them in collegial discussions. Analysing data from eight groups with a total of 59 teachers, this study investigates how teachers portray their teaching practices and draw upon different discourses to represent their role as a teacher. This analysis finds that teachers describe different teaching practices in different lesson phases and draw upon different discourses in doing so. From this study emerges an eclectic, pragmatic teacher who rather comfortably navigates between different discourses to create a new, blended discourse.

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