In order to help all learners achieve science literacy and productive lives for themselves and their communities it is important to teach teachers how to create equitable learning environments in their classroom. This includes knowing how to appropriate resources beyond the classroom for meaningful and relevant science learning. This talk is based on a qualitative study of the relationship between new teacher identity and classroom practice in regard to informal science education (ISE) learning experiences. The central guiding questions are: 1) how do classroom teachers define ISE and 2) how do they enact their definition in their teaching practice? New teachers (within their first three years of teaching) who took informal science based courses during their pre-service preparation were invited to participate. Over the course of an academic year the new teacher group engaged in dialogues and shared teaching artefacts about their classroom teaching and notions of informal science learning.

A framework of identity, agency, and learning to teach juxtaposed with existing definitions of nonformal, informal and formal learning qualitative data was analysed and used to create narratives that describe how teachers defined and adapted informal science resources and pedagogy in their science classrooms. I will use these narratives to demonstrate how their teaching identities were central to their definitions and enactment of ISE as well as their notions of equitable science teaching and learning.

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