

# **Recognising participants' professional identities through analysis of narratives in educational Action Research**

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The aim of the paper is to demonstrate how deconstructing a narrative in educational action research, under certain conditions, can contribute to recognising the participants' identities and shed more light on their subjectivities, revealing their interpretations and representations, and thus providing them with rich feedback for reflection. To achieve its aim, the paper includes two basic parts: the relevant theoretical framework of combining the two research approaches (action research and narrative inquiry) is presented in the first part. In the second part an action research project undertaken by a group of school headmasters is presented, in order to discuss the proposed procedure, its prospects and limitations. Finally, the contrast between the transformative expectations concerning participants' identities and the less optimistic results on their reflective practice is presented and interpreted in the discussion.

**Key words:** Educational action research, postmodernism, narrative inquiry, action researchers' professional identities, critical friend

## **Reconociendo las identidades profesionales de los participantes a través del análisis de narrativas en la investigación-acción educativa**

El objetivo de este trabajo es demostrar como la deconstrucción de una narrativa en la investigación-acción educativa, bajo ciertas condiciones, puede contribuir al reconocimiento de las identidades de los participantes e iluminar sus subjetividades, revelando sus interpretaciones y