

# Exploring Identity and Pedagogic Practices of a Border Pedagogue in New Zealand – A Case Study

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**Abstract** - The concept of border pedagogy that draws upon critical pedagogy and border thinking supports analyzing practices of border pedagogues as border crossers. Inspired by border pedagogic theory, I aim at exploring identity practices of an ESOL teacher who crossed Indian border to settle in New Zealand (NZ). I also employ Mestiz@ Theory of Intelligences (MTI) that provides a framework for understanding border pedagogy in order to analyze pedagogic practices of this language teacher. Data comes from a larger Masters study of identity performance and negotiation of multilingual English language teachers in NZ. The small stories approach was used to analyze the data obtained through a narrative interview. In addition, data generated through classroom observations was analyzed using interactional socio linguistics. Findings of the study show that this teacher performs multiple identities: multilingual identity and transnational identity that navigates between homeland and host-land identities in her multilingual language teaching context. She also positions herself as a border pedagogue who has crossed different borders to teach English. These identity practices support her to create a borderland pedagogic space that ensures social justice for her students who are also border crossers. Thus, pedagogic practices of this teacher align with MTI, challenging hegemonic notions of education and intelligences within and across borders providing an example of a successful border pedagogue.

**Keywords:** Identity, border pedagogy, MTI