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### Shaping young teachers' professional identity

"We teach who we are" (Parker Palmer, 1998) is the premise upon which this paper will be elaborated. According to Clandinin and Connelly (1988), teachers' professional identity is shaped through time by the context in which they work and learn. Broadening professional experiences is therefore commendable given the issue of diversity with which teachers are confronted in their classrooms. Burbules & Torres (2000) affirm the trend towards internationalization and global education amongst higher education institutions expands the "global mindedness" of teachers and pre-service students. This paper will present two professional development projects which contributed to shaping the participants' professional identity in their respective contexts: a training needs assessment program of a Special Education Program in a refugee camp in Kenya and an international teacher education experience abroad in Europe, in three different countries: France, Spain and Portugal. Cultural adjustments, intercultural sensitivity cultural awareness, and development and identity transformations are among the benefits associated with these international initiatives. Examples of collaborative curriculum building efforts using a Freirian approach to self-empowerment will be shared as well as testimonies that illustrate how these two educative learning spaces led teachers and pre-service students to reflect on creating culturally responsive pedagogical practices, which will empower teachers and students. By connecting teachers with their personal practical knowledge, teachers as well as future teachers were made aware of the importance of understanding issues surrounding global citizenship.