

Appendix D:
Face-work strategies

	Strategy	Description	Example quote (case no. from which it was extracted).	No. of cases evident
Self - Enacted by the video-recorded teacher	Dominating the floor	Dominating the floor, presenting one's professional philosophy, values, dilemmas etc.	In response to an evaluation that the video-recorded teacher was too dominant, she speaks uninterruptedly for four and a half minutes about her educational ideology and her empowering relationship with students (8)	7
	Pre-emption	Mitigating anticipated critique, by pointing to students characteristics, organizational constrains, the setting, etc.	"Take into account that it's a social group and kids are allowed also to unwind and sit on the floor" (5)	8
	Self-critique	Criticizing one's own practice, raising questions or doubts it.	"So this was the dilemma, like, the unprofessionalism. I didn't know the method deeply" (12)	8
	Self-provided solution	Offering a preferred course of action regarding a problem of practice	"I should have projected their work on the screen" (2)	7
	Praising	Praising, complimenting, appreciating the teacher, her practice and her willingness to share it.	"You're amazing...a role model...inspiring" (9) "the lesson was wonderful" (10)	14

Other - Enacted by others	Compliment to compensate	Complimenting or highlighting positive aspects of practice to balance a face threat posed or anticipated.	"It's clear that you really love your class, on the other hand you're not relaxed...insecure" (4)	10
	Distancing into abstraction	Talking about abstract teaching and learning or other teachers' practice; framing problems of practice as shared "issues".	"Should <u>we</u> correct their reading?" (1)	11
	Enforcing the protocol	Using the protocol's procedures or norms to delegitimize threat.	"Only description now. no judgment!" (8)	8
	Retreating	Retreating mitigating or apologizing after posing a threat.	What about the other kids?... How will I phrase it so it doesn't sound... how will I ask this without, well?" (11)	7
	Undermining the critique's validity	Undermining the validity of critique, by for example, presenting it as a question or pointing to lack of experience.	"Maybe because I'm teaching little ones, sweet heart, I was missing some illustrations" (11)	5
Both - Enacted by either the video- recorded teacher or others	Offering reasons to justify	Explaining, justifying, arguing for a practice.	"I do it [correcting student's reading] so students don't correct [each other]. Sometimes students correct wrong" (1)	14
	Shifting the face threat	Admitting or implying that others share the discussed problem, doubting counter practice, normalization.	"I have the same issue and I know it's bad for some students" (13) "we all make mistakes when we talk" (3)	11
	Professional positioning	Stressing teacher's professionalism, success, investment, care, thoughtfulness, unique field of expertise etc.	"This is something you should learn from me" (7)	15

Focusing on appearance or other technicalities	Addressing teacher or classroom appearance or other technical aspects.	"I'm fat" (14)	3
Blaming the video	Arguing for misinterpretation due to missing context or to the interference of the camera.	"I walked among the students, to my regret, again, you can't see it [in the video]" (15)	6
Ignoring face threat	Ignoring face threat.	"It's ok. Nothing happened." (15)	3
Disagreeing	Disagreeing with the description, interpretation or analysis the threat is based on.	"But she [the student] did speak and shared" (6)	11
Recruiting authority	Arguing for the practice relying on authority such as the coach, research or a professional development program.	"I learned it in my professional development" (5)	11
Excusing malpractice	Pointing to circumstances beyond the teacher control which explain malpractice or problems of practice.	"we know this class's history" (4)	7
Using humor	Using (self)humor, making fun of oneself, the situation or the threatening remark.	"I said I'm a genius and finally I contributed my share to mathematics" (12)	7