This thesis presents the Professional Identity Transition Theory that brings together perceptions about teaching in technology-rich classrooms from a selection of the increasing number of career-change entrants. The theory proposes that career-change entrants with specialist or generic ICT expertise, experience transition phases of varying intensity that impact on professional identity, retention and development as a teacher. The transition phases are linked to a shift in perceptions, associated with the past, the current reality and future directions, rather than years of experience as a teacher. The experiences and perceptions of career-change teachers with generic and specialist ICT knowledge and expertise were investigated as they completed pre-service education and the early years of their teaching career. The career-change entrants used their experience and perceptions to develop a way of working in a school community that initially had an adaptive orientation focussed on immediate needs. Following a shift of thinking, more generative ways of working enabled their further development as a teacher.